



**Australian Government**

# **ICP Printing and Graphic Arts**

**Release: 4.1**

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## Imprint Oct 24

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## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICP20120 Certificate II in Printing and Graphic Arts

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version first released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPCBF211 Set up and run machine for sewing</li> <li>• ICPCBF235 Set up machine for basic rotary cutting</li> <li>• ICPCBF236 Produce basic rotary cut product.</li> </ul> <p>The above training products were identified as having zero enrolments over a three year period.</p> <p>Fixed typographical errors.</p>

### Qualification Description

This qualification applies to individuals who perform a range of mainly routine tasks in the printing and graphic arts industry. They work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context.

It is a preparatory qualification that can be used as a pathway into a range of specialist Certificate III qualifications within the printing and graphic arts industry.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

### Entry Requirements

Nil

### Packaging Rules

**Total number of units = 12**

**2 core units, plus**



**10 elective units** of which:

- 7 elective units must be selected from the general elective units listed below
- 3 units may be selected from the remaining listed elective units or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

**Core units**

ICPSUP2030 Prepare and maintain the work area

ICPSUP2160 Inspect quality against required standards in a production environment

**General elective units****Converting, binding and finishing**

ICPCBF220 Produce basic converted or finished product

ICPCBF228 Produce basic rotary die cut or embossed product

ICPCBF2140 Set up single-faced web

ICPCBF2160 Set up double-faced web

ICPCBF2180 Produce basic folded and glued cartons

ICPCBF2210 Set up and produce basic guillotined product

ICPCBF2250 Set up machine for basic flat-bed die cutting or embossing

ICPCBF2260 Produce basic flat-bed die cut or embossed product

ICPCBF2270 Set up machine for basic rotary die cutting or embossing

ICPCBF2310 Set up machine for basic flat-bed cutting

ICPCBF2320 Produce basic flat-bed cut product

ICPCBF2410 Set up machine for basic folding

ICPCBF2420 Produce basic folded product

ICPCBF2430 Set up machine for basic collating or inserting (sheet/section)

ICPCBF2440 Produce basic collated or inserted (sheet/section) product

ICPCBF2450 Set up and produce hand-collated or inserted product

ICPCBF2610 Set up machine for basic adhesive, mechanical or thermal fastening

ICPCBF2620 Produce basic adhesive, mechanical or thermal fastened product

ICPCBF2630 Set up and produce hand-fastened product

ICPCBF2810 Set up machine for basic laminating

ICPCBF2820 Produce basic laminated product

ICPCBF297 Clean sack and bag machines

ICPCBF2980 Run and monitor sack and bag machines

ICPCBF301\* Run and monitor in-line bottom making machine for sack or bag manufacture

ICPCBF3050 Produce single-faced web

ICPCBF3070 Produce double-faced web

ICPCBF3410 Set up machine for complex sequenced or multiple folding

### **Digital media technologies**

ICPDMT2630 Access and use the Internet

ICPDMT2960 Create and test interactive storage devices

ICPDMT3210 Capture digital images

ICPDMT3220 Edit digital images

### **Pre-press**

ICPPRP224 Produce pages using a page layout application

ICPPRP281 Design basic carton

ICPPRP2110 Develop basic design concepts

ICPPRP2210 Select and apply type

ICPPRP2250 Produce graphics using graphics applications

ICPPRP2320 Electronically combine and assemble data for page layouts

ICPPRP2520 Output images

ICPPRP2600 Proof images

ICPPRP2670 Produce offset lithographic plates

ICPPRP2680 Produce flexographic photopolymer plates

ICPPRP2840 Produce PDF files for online and screen display

ICPPRP2860 Scan images for reproduction

ICPPRP2970 Transfer digital files

ICPPRP3210\* Produce typographic images

ICPPRP3220 Digitise images for reproduction

ICPPRP3850 Operate databases for digital printing

### **Printing**

ICPPRN271 Set up for basic coating

ICPPRN272 Produce basic coated product

ICPPRN284 Use colour management systems

ICPPRN2110 Mount and proof flexographic plates for basic printing

ICPPRN2140 Produce basic flexographic printed product

ICPPRN2220 Produce basic gravure printed product

ICPPRN2320 Produce basic lithographic printed product

ICPPRN2420 Produce basic pad printed product

ICPPRN2610 Set up for foil stamping

ICPPRN262 Produce foil stamped product

ICPPRN2820 Produce and manage basic digital print

ICPPRN2830 Use digital media consumables

ICPPRN2850 Use digital workflow  
ICPPRN2860 Finish a digital product  
ICPPRN2870 Use digital processes  
ICPPRN2880 Produce basic relief printed product  
ICPPRN3130 Set up for basic flexographic printing  
ICPPRN3410 Set up for basic pad printing  
ICPPRN3840 Set up and produce basic digital print

**Screen printing**

ICPSCP2150 Prepare screen  
ICPSCP2210 Prepare substrate  
ICPSCP2330 Manually prepare direct emulsion stencil  
ICPSCP2700 Manually prepare and produce screen prints  
ICPSCP2710 Manually produce basic screen prints  
ICPSCP2730 Semi-automatically produce basic screen prints  
ICPSCP2750 Automatically produce basic screen prints  
ICPSCP2810 Finish screen print products  
ICPSCP2820 Prepare film for basic screen printing  
ICPSCP3110 Reclaim screen manually  
ICPSCP3830 Prepare film for complex screen printing

**Support**

BSBCUS201 Deliver a service to customers  
ICPSUP2010 Prepare, load and unload reels and cores on and off machine  
ICPSUP2020 Prepare, load and unload product on and off machine  
ICPSUP2070 Prepare machine for operation (basic)  
ICPSUP2080 Operate and monitor machines (basic)  
ICPSUP2110 Prepare inks and additives  
ICPSUP2210 Pack and dispatch product  
ICPSUP2360 Lift and shift loads mechanically  
ICPSUP2410 Undertake warehouse materials processing  
ICPSUP2430 Reconcile process outputs  
ICPSUP2630 Perform basic industry calculations  
ICPSUP2800 Enter data into electronic systems  
ICPSUP2810 Use computer systems in the printing and graphic arts sectors  
ICPSUP2820 Undertake basic machine maintenance  
ICPSUP3230 Dispose of waste  
ICPSUP3420 Undertake inventory procedures  
ICPSUP3570 Apply quick changeover procedures

\*Note the following prerequisite unit requirements:

<b>Unit in this qualification</b>	<b>Prerequisite unit</b>
ICPCBF301 Run and monitor in-line bottom making machine for sack or bag manufacture	ICPCBF2980 Run and monitor sack and bag machines
ICPPRP3210 Produce typographic images	ICPPRP2210 Select and apply type

## Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to ICP20115 Certificate II in Printing and Graphic Arts (General).

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICP31220 Certificate III in Printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version first released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPCBF235 Set up machine for basic rotary cutting</li> <li>• ICPCBF236 Produce basic rotary cut product</li> <li>• ICPPRN471 Set up for complex coating</li> <li>• ICPPRN472 Produce complex coated product.</li> </ul> <p>The above training products were identified as having zero enrolments over a three year period.</p> <p>Version created to reflect minor changes in the packaging rules to include the following units of competency:</p> <ul style="list-style-type: none"> <li>• ICPPRP422 Digitise complex images for reproduction</li> <li>• ICPSUP271 Provide basic instruction for a task.</li> </ul> <p>Fixed typographical errors.</p>

### Qualification Description

This qualification applies to individuals working as print machinists who typically set up and operate letterpress, lithographic, flexographic, gravure printing presses, digital printers or screen printers and work on a range of printed products. They prepare material, monitor and run equipment and machinery and apply solutions to a defined range of unpredictable problems. They may also provide guidance to others with some limited responsibility for the output of others.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Entry Requirements

Nil

## Packaging Rules

**Total number of units = 21**

**5 core units**, plus

**16 elective units** of which:

- 4 elective units must be from Group A Technical units
- 6 elective units must be from Group A Technical units and/or Group B Support units
- 3 units must be chosen from Group A Technical units, Group B Support units or any other qualification in ICP Training Package at this level or one level below or above
- 3 units may be selected from the remaining listed elective units or any currently endorsed training package or accredited course at Certificate III or IV level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### Specialisations

Where relevant, specialisations can be used for this qualification in:

- Gravure Printing
- Lithographic Printing
- Relief Printing
- Digital Printing
- Pad Printing
- Flexographic Printing
- Screen Printing

The achievement of a specialisation will be identified on testamurs as follows:

- ICP31220 Certificate III in Printing (Gravure Printing)
- ICP31220 Certificate III in Printing (Lithographic Printing)
- ICP31220 Certificate III in Printing (Relief Printing)
- ICP31220 Certificate III in Printing (Digital Printing)
- ICP31220 Certificate III in Printing (Pad Printing)
- ICP31220 Certificate III in Printing (Flexographic Printing)
- ICP31220 Certificate III in Printing (Screen Printing).

### Gravure Printing

Select the following 4 elective units:

- ICPPRN2220 Produce basic gravure printed product
- ICPPRN3210 Set up for basic gravure printing
- ICPPRN3220 Produce complex gravure printed product
- ICPPRN4210 Set up for complex gravure printing

### **Lithographic Printing**

Select the following 4 elective units:

- ICPPRN2320 Produce basic lithographic printed product
- ICPPRN3310 Set up for basic lithographic printing
- ICPPRN3320 Produce complex lithographic printed product
- ICPPRN4310 Set up for complex lithographic printing

### **Relief Printing**

Select the following 4 elective units:

- ICPPRN2880 Produce basic relief printed product
- ICPPRN3930 Set up for basic relief printing
- ICPPRN3940 Produce complex relief printed product
- ICPPRN4510 Set up for complex relief printing

### **Digital Printing**

Select the following 3 elective units:

- ICPPRN3840 Set up and produce basic digital print
- ICPPRN3920 Set up and produce specialised digital print
- ICPPRN4960\* Set up and produce complex digital print

### **Pad Printing**

Select the following 4 elective units:

- ICPPRN2420 Produce basic pad printed product
- ICPPRN3410 Set up for basic pad printing
- ICPPRN3420 Produce complex pad printed product
- ICPPRN4410 Set up for complex pad printing

### **Flexographic Printing**

Select the following 4 elective units:

- ICPPRN2140 Produce basic flexographic printed product
- ICPPRN3130 Set up for basic flexographic printing
- ICPPRN3140 Produce complex flexographic printed product
- ICPPRN4130 Set up for complex flexographic printing

### **Screen Printing**

Select the following 2 elective units:

- ICPSCP2820 Prepare film for basic screen printing
- ICPSCP3830 Prepare film for complex screen printing

**Core units**

BSBSUS201 Participate in environmentally sustainable work practices  
ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry  
ICPSUP2160 Inspect quality against required standards in a production environment  
ICPSUP2600 Maintain a safe work environment  
ICPSUP2620 Communicate in the workplace

**Elective units****Group A Technical units****Converting, binding and finishing**

ICPCBF2810 Set up machine for basic laminating  
ICPCBF2820 Produce basic laminated product

**Printing**

ICPPRN262 Produce foil stamped product  
ICPPRN271 Set up for basic coating  
ICPPRN272 Produce basic coated product  
ICPPRN284 Use colour management systems  
ICPPRN2110 Mount and proof flexographic plates for basic printing  
ICPPRN2140 Produce basic flexographic printed product  
ICPPRN2220 Produce basic gravure printed product  
ICPPRN2320 Produce basic lithographic printed product  
ICPPRN2420 Produce basic pad printed product  
ICPPRN2610 Set up for foil stamping  
ICPPRN2820 Produce and manage basic digital print  
ICPPRN2850 Use digital workflow  
ICPPRN2880 Produce basic relief printed product  
ICPPRN3130 Set up for basic flexographic printing  
ICPPRN3140 Produce complex flexographic printed product  
ICPPRN3210 Set up for basic gravure printing  
ICPPRN3220 Produce complex gravure printed product  
ICPPRN3310 Set up for basic lithographic printing  
ICPPRN3320 Produce complex lithographic printed product  
ICPPRN3410 Set up for basic pad printing  
ICPPRN3420 Produce complex pad printed product  
ICPPRN3820 Produce and manage complex digital print  
ICPPRN3830 Prepare for personalised digital printing  
ICPPRN3840 Set up and produce basic digital print  
ICPPRN3850\* Apply software applications to digital production



ICPPRN3860 Troubleshoot digital media  
ICPPRN3870\* Use colour management for production  
ICPPRN3880 Preflight and import complex images for digital devices  
ICPPRN3890 Manage digital files  
ICPPRN3900 Generate proofs for digital production  
ICPPRN3920 Set up and produce specialised digital print  
ICPPRN3930 Set up for basic relief printing  
ICPPRN3940 Produce complex relief printed product  
ICPPRN4110 Mount and demount flexographic plates for complex printing  
ICPPRN4130 Set up for complex flexographic printing  
ICPPRN4210 Set up for complex gravure printing  
ICPPRN4310 Set up for complex lithographic printing  
ICPPRN4410 Set up for complex pad printing  
ICPPRN4510 Set up for complex relief printing  
ICPPRN4840 Prepare for variable data printing  
ICPPRN4940\* Apply advanced software applications to digital production  
ICPPRN4950\* Set up and use complex colour management for production  
ICPPRN4960\* Set up and produce complex digital print  
ICPPRN4970 Work with digital information  
ICPPRP422 Digitise complex images for reproduction

### **Screen printing**

ICPSCP374 Operate a semi-automatic screen printing machine  
ICPSCP2150 Prepare screen  
ICPSCP2210 Prepare substrate  
ICPSCP2330 Manually prepare direct emulsion stencil  
ICPSCP2700 Manually prepare and produce screen prints  
ICPSCP2710 Manually produce basic screen prints  
ICPSCP2730 Semi-automatically produce basic screen prints  
ICPSCP2750 Automatically produce basic screen prints  
ICPSCP2810 Finish screen print products  
ICPSCP2820 Prepare film for basic screen printing  
ICPSCP3110 Reclaim screen manually  
ICPSCP339 Prepare stencil using direct projection method  
ICPSCP3510 Prepare machine and drying/curing unit  
ICPSCP3710 Manually produce complex screen prints  
ICPSCP3730 Semi-automatically produce complex screen prints  
ICPSCP3760 Operate an automatic screen printing machine  
ICPSCP382 Produce computer images for screen printing  
ICPSCP3830 Prepare film for complex screen printing

**Group B Support units**

BSBCUS301 Deliver and monitor a service to customers  
BSBIPR401 Use and respect copyright  
BSBITU306 Design and produce business documents  
BSBSMB301 Investigate micro business opportunities  
BSBSMB402 Plan small business finances  
BSBSMB403 Market the small business  
ICPCBF220 Produce basic converted or finished product  
ICPCBF228 Produce basic rotary die cut or embossed product  
ICPCBF2210 Set up and produce basic guillotined product  
ICPCBF2250 Set up machine for basic flat-bed die cutting or embossing  
ICPCBF2260 Produce basic flat-bed die cut or embossed product  
ICPCBF2310 Set up machine for basic flat-bed cutting  
ICPCBF2320 Produce basic flat-bed cut product  
ICPCBF2410 Set up machine for basic folding  
ICPCBF2420 Produce basic folded product  
ICPCBF2430 Set up machine for basic collating or inserting (sheet/section)  
ICPCBF2440 Produce basic collated or inserted (sheet/section) product  
ICPCBF3270 Set up machine for complex rotary die cutting or embossing  
ICPCBF3280 Produce complex rotary die cut or embossed product  
ICPCBF3410 Set up machine for complex sequenced or multiple folding  
ICPCBF3810 Set up machine for complex laminating  
ICPCBF3820 Produce complex laminated product  
ICPPRP224 Produce pages using a page layout application  
ICPPRP2110 Develop basic design concepts  
ICPPRP2210 Select and apply type  
ICPPRP2320 Electronically combine and assemble data for page layouts  
ICPPRP2520 Output images  
ICPPRP2670 Produce offset lithographic plates  
ICPPRP2680 Produce flexographic photopolymer plates  
ICPPRP2840 Produce PDF files for online and screen display  
ICPPRP2860 Scan images for reproduction  
ICPPRP2970 Transfer digital files  
ICPPRP3110\* Develop detailed design concepts  
ICPPRP3210\* Produce typographic images  
ICPPRP3220 Digitise images for reproduction  
ICPPRP3340 Prepare imposition format for printing processes  
ICPPRP3820 Produce computer images for screen printing  
ICPPRP3850 Operate databases for digital printing  
ICPPRP3960\* Generate high-end PDF files

ICPPRP4300 Manage colour  
ICPPRP4840 Set up and operate automated workflow  
ICPPTD301 Manipulate 3D files in preparation for 3D printing  
ICPPTD302 Set up and produce 3D prints  
ICPPTD303 Set up and produce 3D scans  
ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation  
ICPSUP311\* Prepare ink and additives (advanced)  
ICPSUP351 Undertake basic production scheduling  
ICPSUP352 Plan operational processes  
ICPSUP2010 Prepare, load and unload reels and cores on and off machine  
ICPSUP2020 Prepare, load and unload product on and off machine  
ICPSUP2030 Prepare and maintain the work area  
ICPSUP2070 Prepare machine for operation (basic)  
ICPSUP2080 Operate and monitor machines (basic)  
ICPSUP2110 Prepare inks and additives  
ICPSUP2210 Pack and dispatch product  
ICPSUP2360 Lift and shift loads mechanically  
ICPSUP2410 Undertake warehouse materials processing  
ICPSUP2630 Perform basic industry calculations  
ICPSUP271 Provide basic instruction for a task  
ICPSUP2810 Use computer systems in the printing and graphic arts sectors  
ICPSUP2820 Undertake basic machine maintenance  
ICPSUP3210 Pack and dispatch (advanced)  
ICPSUP3230 Dispose of waste  
ICPSUP3420 Undertake inventory procedures  
ICPSUP3570 Apply quick changeover procedures  
ICTWEB429 Create a markup language document to specification  
MSMPMC326 Deliver customer service  
MSMSUP390 Use structured problem-solving tools  
MSS402001 Apply competitive systems and practices  
MSS402002 Sustain process improvements  
MSS402010 Manage the impact of change on own work  
MSS402040 Apply 5S procedures  
MSS402080 Undertake root cause analysis  
MSS402082 Apply cost factors to work practices  
SIRXPDK001 Advise on products and services  
SIRXSLS001 Sell to the retail customer

\*Note the following prerequisite unit requirements:

Unit in this qualification	Prerequisite unit
ICPSUP311 Prepare ink and additives (advanced)	ICPSUP2110 Prepare inks and additives
ICPPRN3850 Apply software applications to digital production	ICPSUP2810 Use computer systems in the printing and graphic arts sectors
ICPPRN3870 Use colour management for production	ICPPRN284 Use colour management systems
ICPPRN4940 Apply advanced software applications to digital production	ICPPRN3850 Apply software applications to digital production
ICPPRN4950 Set up and use complex colour management for production	ICPPRN3870 Use colour management for production
ICPPRN4960 Set up and produce complex digital print	ICPPRN3840 Set up and produce basic digital print
ICPPRP3110 Develop detailed design concepts	ICPPRP2110 Develop basic design concepts
ICPPRP3210 Produce typographic images	ICPPRP2210 Select and apply type
ICPPRP3960 Generate high-end PDF files	ICPPRP2840 Produce PDF files for online and screen display

## Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to ICP31215 Certificate III in Printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICP31320 Certificate III in Print Binding, Finishing and Packaging

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPCBF235 Set up machine for basic rotary cutting</li> <li>• ICPCBF236 Produce basic rotary cut product.</li> </ul> <p>Version created to reflect minor changes in the packaging rules to include the following units of competency:</p> <ul style="list-style-type: none"> <li>• ICPCBF425 Set up machine for complex flat-bed die cutting or embossing</li> <li>• ICPSUP271 Provide basic instruction for a task.</li> </ul>

## Qualification Description

This qualification applies to individuals working in the print manufacturing area creating printed products by hand or machine. They are responsible for the post-press and finishing stages of the print process and apply solutions to a defined range of unpredictable problems. They may provide guidance to others with some limited responsibility for the output of others.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Entry Requirements

Nil

## Packaging Rules

**Total number of units = 21**

**5 core units** plus

**16 elective** units of which:

- 6 elective units must be from Group A Technical units
- 4 elective units must be from Group A Technical units and/or Group B Support units
- 3 units must be chosen from Group A Technical units, Group B Support units or any other qualification in ICP Training Package at this level or one level below or above
- 3 units may be selected from the remaining listed elective units or any currently endorsed training package or accredited course at Certificate III or IV level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### Specialisations

Where relevant, specialisations can be used for this qualification in:

- Digital Printing
- Flexographic Printing
- Three-dimensional Printing
- Relief Printing

The achievement of a specialisation will be identified on testamurs as follows:

- ICP31320 Certificate III in Print Binding, Finishing and Packaging (Digital Printing)
- ICP31320 Certificate III in Print Binding, Finishing and Packaging (Flexographic Printing)
- ICP31320 Certificate III in Print Binding, Finishing and Packaging (Three-dimensional Printing)
- ICP31320 Certificate III in Print Binding, Finishing and Packaging (Relief Printing).

### Digital Printing

Select the following 3 elective units.

- ICPPRN3840 Set up and produce basic digital print
- ICPPRN3920 Set up and produce specialised digital print
- ICPPRN4960\* Set up and produce complex digital print

### Flexographic Printing

Select the following 4 elective units.

- ICPPRN2140 Produce basic flexographic printed product
- ICPPRN3130 Set up for basic flexographic printing

- ICPPRN3140 Produce complex flexographic printed product
- ICPPRN4130 Set up for complex flexographic printing

### **Three-dimensional Printing**

Select the following 5 elective units.

- BSBIPR401 Use and respect copyright
- ICPPTD301 Manipulate 3D files in preparation for 3D printing
- ICPPTD302 Set up and produce 3D prints
- ICPPTD303 Set up and produce 3D scans
- ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation

### **Relief Printing**

Select the following 4 elective units.

- ICPPRN2880 Produce basic relief printed product
- ICPPRN3930 Set up for basic relief printing
- ICPPRN3940 Produce complex relief printed product
- ICPPRN4510 Set up for complex relief printing

### **Core units**

BSBSUS201 Participate in environmentally sustainable work practices

ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry

ICPSUP2160 Inspect quality against required standards in a production environment

ICPSUP2600 Maintain a safe work environment

ICPSUP2620 Communicate in the workplace

### **Elective units**

#### **Group A Technical units**

#### **Converting, binding and finishing**

ICPCBF220 Produce basic converted or finished product

ICPCBF228 Produce basic rotary die cut or embossed product

ICPCBF465 Set up and produce hand-bound book

ICPCBF2210 Set up and produce basic guillotine product

ICPCBF2250 Set up machine for basic flat-bed die cutting or embossing

ICPCBF2260 Produce basic flat-bed die cut or embossed product

ICPCBF2270 Set up machine for basic rotary die cutting or embossing

ICPCBF2310 Set up machine for basic flat-bed cutting

ICPCBF2320 Produce basic flat-bed cut product

ICPCBF2410 Set up machine for basic folding

ICPCBF2420 Produce basic folded product

ICPCBF2430 Set up machine for basic collating or inserting (sheet/section)

ICPCBF2440 Produce basic collated or inserted (sheet/section) product

ICPCBF2610 Set up machine for basic adhesive, mechanical or thermal fastening

ICPCBF2810 Set up machine for basic laminating

ICPCBF2820 Produce basic laminated product

ICPCBF2980 Run and monitor sack and bag machines

ICPCBF302\* Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture

ICPCBF303 Run and monitor envelope manufacturing machines

ICPCBF399\* Set up in-line tube making machine for sack or bag manufacture

ICPCBF3050 Produce single-faced web

ICPCBF3060 Set up machine for basic carton folding and gluing

ICPCBF3070 Produce double-faced web

ICPCBF3090 Produce complex folded and glued cartons

ICPCBF3200 Produce complex converted or finished product

ICPCBF3210 Set up and produce complex guillotined product

ICPCBF3260 Undertake pre make-ready for die cutting

ICPCBF3270 Set up machine for complex rotary die cutting or embossing

ICPCBF3280 Produce complex rotary die cut or embossed product

ICPCBF3410 Set up machine for complex sequenced or multiple folding

ICPCBF3420 Produce complex sequenced or multiple folded product

ICPCBF3430 Set up machine for complex collating

ICPCBF3440 Produce complex collated or inserted product

ICPCBF3610 Set up machine for complex adhesive, mechanical or sewn fastening

ICPCBF3620 Produce complex adhesive, mechanical or sewn fastened product

ICPCBF3690 Set up and produce hand-made box

ICPCBF3710 Decorate paper

ICPCBF3810 Set up machine for complex laminating

ICPCBF3820 Produce complex laminated product

ICPCBF3910 Use electronic monitoring systems (converting and finishing)

ICPCBF3950 Set up and operate folder gluer machine

ICPCBF4100 Set up machine for complex carton folding and gluing



ICPCBF425 Set up machine for complex flat-bed die cutting or embossing

ICPCBF4260 Produce complex flat-bed die cut or embossed product

### **Printing**

ICPPRN262 Produce foil stamped product

ICPPRN271 Set up for basic coating

ICPPRN272 Produce basic coated product

ICPPRN2610 Set up for foil stamping

### **Three-dimensional printing**

ICPPTD301 Manipulate 3D files in preparation for 3D printing

ICPPTD302 Set up and produce 3D prints

ICPPTD303 Set up and produce 3D scans

ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation

### **Group B Support Units**

BSBFLM309 Support continuous improvement systems and processes

BSBINN201 Contribute to workplace innovation

BSBIPR401 Use and respect copyright

BSBWOR301 Organise personal work priorities and development

ICPPRP281 Design basic carton

ICPPRP3850 Operate databases for digital printing

ICPSUP2210 Pack and dispatch product

ICPSUP271 Provide basic instruction for a task

ICPSUP311\* Prepare ink and additives (advanced)

ICPSUP351 Undertake basic production scheduling

ICPSUP352 Plan operational processes

ICPSUP488 Ensure process improvements are sustained

ICPPRN2110 Mount and proof flexographic plates for basic printing

ICPPRN2140 Produce basic flexographic printed product

ICPPRN2820 Produce and manage basic digital print

ICPPRN2880 Produce basic relief printed product

ICPPRN3130 Set up for basic flexographic printing

ICPPRN3140 Produce complex flexographic printed product

ICPPRN3820 Produce and manage complex digital print

ICPPRN3830 Prepare for personalised digital printing

ICPPRN3840 Set up and produce basic digital print

ICPPRN3850 Apply software applications to digital production  
ICPPRN3920 Set up and produce specialised digital print  
ICPPRN3930 Set up for basic relief printing  
ICPPRN3940 Produce complex relief printed product  
ICPPRN4110 Mount and demount flexographic plates for complex printing  
ICPPRN4130 Set up for complex flexographic printing  
ICPPRN4510 Set up for complex relief printing  
ICPPRN4840 Prepare for variable data printing  
ICPPRN4930 Set up and monitor in-line printing operations  
ICPPRN4960\* Set up and produce complex digital print  
ICPPRN4970 Work with digital information  
ICPPRP3220 Digitise images for reproduction  
ICPPRP4300 Manage colour  
ICPSUP2010 Prepare, load and unload reels and cores on and off machine

**OR**

ICPSUP2020 Prepare, load and unload product on and off machine  
ICPSUP2030 Prepare and maintain the work area  
ICPSUP2070 Prepare machine for operation (basic)  
ICPSUP2080 Operate and monitor machines (basic)  
ICPSUP2110 Prepare inks and additives  
ICPSUP2360 Lift and shift loads mechanically  
ICPSUP2410 Undertake warehouse materials processing  
ICPSUP2430 Reconcile process outputs  
ICPSUP2630 Perform basic industry calculations  
ICPSUP2810 Use computer systems in the printing and graphic arts sectors  
ICPSUP2820 Undertake basic machine maintenance  
ICPSUP3210 Pack and dispatch (advanced)  
ICPSUP3230 Dispose of waste  
ICPSUP3420 Undertake inventory procedures  
ICPSUP3570 Apply quick changeover procedures  
MSMPMC326 Deliver customer service  
MSMSUP390 Use structured problem-solving tools  
MSL954004 Obtain representative samples in accordance with sampling plan  
MSS402001 Apply competitive systems and practices

MSS402082 Apply cost factors to work practices

MSS402080 Undertake root cause analysis

TLIA2041 Manually sort mail and parcels

\*Note the following prerequisite unit requirements:

Unit in this qualification	Prerequisite unit
ICPCBF302 Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture	ICPCBF2980 Run and monitor sack and bag machines
ICPCBF399 Set up in-line tube making machine for sack or bag manufactur	ICPCBF2980 Run and monitor sack and bag machines
ICPSUP311 Prepare ink and additives (advanced)	ICPSUP2110 Prepare inks and additives
ICPPRN4960 Set up and produce complex digital print	ICPPRN3840 Set up and produce basic digital print

## Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to ICP31315 Certificate III in Print Manufacturing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICP31420 Certificate III in Prepress Graphic Design Production

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version first released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>Version created to reflect minor changes in the packaging rules to include the following units of competency:</p> <ul style="list-style-type: none"> <li>• ICPPRP422 Digitise complex images for reproduction</li> <li>• ICPSUP271 Provide basic instruction for a task.</li> </ul> <p>Fixed typographical errors.</p>

### Qualification Description

This qualification applies to individuals working as a pre-media tradesperson. Typically they design and prepare layouts and artwork, manipulate images and text to meet production and design requirements and apply solutions to a defined range of problems associated with, and characteristic to, the print medium. They may also provide some leadership and guidance to others with some limited responsibility for the output of others.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

### Entry Requirements

Nil

### Packaging Rules

**Total number of units = 21**

**5 core units**, plus

**16 elective units** of which:

- 6 elective units must be from Group A Technical units
- 4 elective units must be from Group A Prepress Technical units or B Print Technical units

- 3 elective units must be chosen from Group A Prepress Technical units, Group B Print Technical units, Group C Support units or any other qualification in ICP Training Package at this level or one level below or above
- 3 elective units may be selected from the remaining listed elective units or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### **Core units**

BSBSUS201 Participate in environmentally sustainable work practices

ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry

ICPSUP2160 Inspect quality against required standards in a production environment

ICPSUP2600 Maintain a safe work environment

ICPSUP2620 Communicate in the workplace

### **Elective units**

#### **Group A Prepress Technical Units**

CUAACD101 Use basic drawing techniques

CUAACD201 Develop drawing skills to communicate ideas

CUADIG201 Maintain interactive content

CUAGR302 Use typography techniques

ICPPRN284 Use colour management systems

ICPPRP224 Produce pages using a page layout application

ICPPRP333 Electronically combine complex images

ICPPRP422 Digitise complex images for reproduction

ICPDMT2630 Access and use the internet

ICPDMT3220 Edit digital images

ICPPRN2820 Produce and manage basic digital print

ICPPRP2110 Develop basic design concepts

ICPPRP2210 Select and apply type

ICPPRP2250 Produce graphics using graphics applications

ICPPRP2520 Output images

ICPPRP2600 Proof images

ICPPRP2660 Produce relief plates

ICPPRP2840 Produce PDF files for online and screen display

ICPPRP2860 Scan images for reproduction

ICPPRP2970 Transfer digital files

ICPPRP3210\* Produce typographic images

ICPPRP3220 Digitise images for reproduction  
ICPPRP3240\* Create pages using page layout applications  
ICPSCP2820 Prepare film for basic screen printing  
ICPSCP3830 Prepare film for complex screen printing

### **Group B Print Technical Units**

CUAACD401 Integrate colour theory and design processes  
CUAANM301 Create 2D digital animations  
CUADIG404 Apply scripting language in authoring  
ICPPRP386 Undertake digital proofing  
ICPPRP411\* Undertake a complex design brief  
ICPDMT3210 Capture digital images  
ICPDMT3440 Manipulate and incorporate audio into multimedia presentations  
ICPDMT3460 Incorporate video into multimedia presentations  
ICPPRN3830 Prepare for personalised digital printing  
ICPPRN3840 Set up and produce basic digital print  
ICPPRN3850 Apply software applications to digital production  
ICPPRN3870\* Use colour management for production  
ICPPRN3880 Preflight and import complex images for digital devices  
ICPPRN3890 Manage digital files  
ICPPRN3900 Generate proofs for digital production  
ICPPRN4950\* Set up and use complex colour management for production  
ICPPRN4970 Work with digital information  
ICPPRP2670 Produce offset lithographic plates  
ICPPRP2680 Produce flexographic photopolymer plates  
ICPPRP3110\* Develop detailed design concepts  
ICPPRP3250 Create graphics using graphics applications  
ICPPRP3340 Prepare imposition format for printing processes  
ICPPRP3850 Operate databases for digital printing  
ICPPRP3960\* Generate high-end PDF files  
ICPPRP4210\* Compose and evaluate typography  
ICPPRP4230 Apply colour to design briefs  
ICPPRP4300 Manage colour  
ICPPRP4350 Generate complex imposition

### **Group C Support Units**

BSBCMM401 Make a presentation  
BSBCUS301 Deliver and monitor a service to customers  
BSBDES302 Explore and apply the creative design process to 2D forms  
BSBINN201 Contribute to workplace innovation  
ICPSUP271 Provide basic instruction for a task

ICPSUP351 Undertake basic production scheduling  
 ICPDMT2960 Create and test interactive storage devices  
 ICTNWK414 Create a common gateway interface script  
 ICTWEB410 Apply web authoring tool to convert client data for websites  
 ICTWEB418 Use development software and ICT tools to build a basic website  
 ICTWEB421 Ensure website content meets technical protocols and standards  
 ICTWEB429 Create a markup language document to specification  
 ICTWEB506 Develop complex cascading style sheets  
 ICTWEB510 Analyse information and assign meta tags  
 MSMPMC326 Deliver customer service  
 MSMSUP390 Use structured problem-solving tools  
 MSS402001 Apply competitive systems and practices  
 MSS402002 Sustain process improvements  
 MSS402010 Manage the impact of change on own work  
 MSS402040 Apply 5S procedures  
 MSS402080 Undertake root cause analysis  
 MSS402082 Apply cost factors to work practices

\*Note the following prerequisite unit requirements:

Unit in this qualification	Prerequisite unit
ICPPRN3870 Use colour management for production	ICPPRN284 Use colour management systems
ICPPRN4950 Set up and use complex colour management for production	ICPPRN3870 Use colour management for production
ICPPRP411 Undertake a complex design brief	ICPPRP3110 Develop detailed design concepts
ICPPRP3110 Develop detailed design concepts	ICPPRP2110 Develop basic design concepts
ICPPRP3210 Select and apply type	ICPPRP2210 Select and apply type
ICPPRP3240 Create pages using page layout applications	ICPPRP224 Produce pages using a page layout application
ICPPRP3960 Generate high-end PDF files	ICPPRP2840 Produce PDF files for online and screen display
ICPPRP4210 Compose and evaluate typography	ICPPRP2210 Select and apply type

## Qualification Mapping Information

No equivalent qualification. Supersedes and is not equivalent to ICP31415 Certificate III in Print Communications.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICP40120 Certificate IV in Printing and Graphic Arts Management

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version first released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPPRN422 Produce specialised gravure printed product</li> <li>• ICPPRN432 Produce specialised lithographic printed product</li> <li>• ICPPRN442 Produce specialised pad printed product</li> <li>• ICPPRN452 Produce specialised relief printed product</li> <li>• ICPPRN471 Set up for complex coating</li> <li>• ICPPRN472 Produce complex coated product</li> <li>• ICPPRN491 Use on-press monitoring of print quality</li> <li>• ICPPRN492 Use on-press print control devices</li> <li>• ICPPRN513 Set up for specialised flexographic printing</li> <li>• ICPPRN521 Set up for specialised gravure printing</li> <li>• ICPPRN531 Set up for specialised lithographic printing</li> <li>• ICPPRN541 Set up for specialised pad printing</li> <li>• ICPPRN551 Set up for specialised relief printing.</li> </ul> <p>The above training products were identified as having zero enrolments over a three year period.</p> <p>Version created to reflect minor changes in the packaging rules to include the following units of competency:</p> <ul style="list-style-type: none"> <li>• ICPPRP422 Digitise complex images for reproduction.</li> </ul> <p>Fixed typographical errors.</p>

## Qualification Description

This qualification applies to individuals working in the printing and graphic arts industry. They apply solutions to a defined range of problems and analyse and evaluate information from a variety of sources. They also take responsibility for production flow and provide supervision and guidance to others with limited responsibility for the output of others. Individuals undertaking this unit should have significant experience in the Printing and Graphic Arts industry.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Entry Requirements

Nil

## Packaging Rules

**Total number of units = 15**

**5 core units** plus

**10 elective units** must be selected, of which:

- 4 elective units must be selected from Group A Technical units
- 4 elective units must be selected from Group B Support units
- 2 units may be selected from the remaining listed elective units or from any currently endorsed training package qualification or accredited course at Certificate IV or Diploma level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### Core Units

BSBSUS401 Implement and monitor environmentally sustainable work practices

ICPKNW3220 Develop and apply knowledge of printing and graphic arts industry

ICPSUP4160 Manage quality in a production environment

ICPSUP4600 Manage a safe work environment

ICPSUP4620 Facilitate communication in the workplace

**Elective units****Group A Technical units****Converting, binding and finishing**

ICPCBF465 Set up and produce hand-bound book

ICPCBF467 Restore books

ICPCBF303 Run and monitor envelope manufacturing machines

ICPCBF3410 Set up machine for complex sequenced or multiple folding

ICPCBF3430 Set up machine for complex collating

ICPCBF3910 Use electronic monitoring systems (converting and finishing)

ICPCBF3950 Set up and operate folder gluer machine

TLIA2041 Manually sort mail and parcels

**Digital media technologies**

CUAANM302 Create 3D digital animations

CUAANM303 Create 3D digital models

CUAANM401\* Create advanced 3D digital models

CUACMP311 Implement copyright arrangements

CUADIG304 Create visual design components

CUADIG401 Author interactive media

CUADIG403 Create user interfaces

CUADIG501 Coordinate the testing of interactive media products

CUADIG503 Design e-learning resources

CUADIG504 Design games

CUADIG505 Design information architecture

ICTDBS504 Integrate database with a website

ICPDMT2630 Access and use the Internet

ICPDMT3210 Capture digital images

ICPDMT3220 Edit digital images

ICTNWK414 Create a common gateway interface script

ICTWEB419 Develop guidelines for uploading information to a website

ICTWEB429 Create a markup language document to specification

ICTWEB502 Create dynamic web pages

ICTWEB506 Develop complex cascading style sheets

ICTWEB510 Analyse information and assign meta tags

**Printing**

ICPPRN284 Use colour management systems

ICPPRN3820 Produce and manage complex digital print

ICPPRN3840 Set up and produce basic digital print

ICPPRN3850 Apply software applications to digital production

ICPPRN3870\* Use colour management for production

ICPPRN4110 Mount and demount flexographic plates for complex printing

ICPPRN4130 Set up for complex flexographic printing

ICPPRN4140 Produce specialised flexographic printed product

ICPPRN4210 Set up for complex gravure printing

ICPPRN4310 Set up for complex lithographic printing

ICPPRN4410 Set up for complex pad printing

ICPPRN4510 Set up for complex relief printing

ICPPRN4840 Prepare for variable data printing

ICPPRN4930 Set up and monitor in-line printing operations

ICPPRN4940\* Apply advanced software applications to digital production

ICPPRN4950\* Set up and use complex colour management for production

ICPPRN4960\* Set up and produce complex digital print

ICPPRN4970 Work with digital information

ICPPRN4980 Adapt digital content for publication on different devices

**Pre-press**

ICPPRP411\* Undertake a complex design brief

ICPPRP2110 Develop basic design concepts

ICPPRP2210 Select and apply type

ICPPRP2520 Output images

ICPPRP2840 Produce PDF files for online and screen display

ICPPRP3110\* Develop detailed design concepts

ICPPRP3240 Create pages using page layout applications

ICPPRP3250 Create graphics using graphics applications

ICPPRP3340 Prepare imposition format for printing processes

ICPPRP3850 Operate databases for digital printing

ICPPRP3960\* Generate high-end PDF files

ICPPRP4210\* Compose and evaluate typography

ICPPRP422 Digitise complex images for reproduction

ICPPRP4300 Manage colour

ICPPRP4350 Generate complex imposition

ICPPRP4840 Set up and operate automated workflow

ICPPRP4940\* Develop document content and structure

**Group B Support units**

AUMAQA001 Apply quality assurance techniques

BSBCUS401 Coordinate implementation of customer service strategies

BSBINN301 Promote innovation in a team environment

BSBIPR601 Develop and implement strategies for intellectual property management

BSBLDR403 Lead team effectiveness

BSBMGT402 Implement operational plan

BSBMGT403 Implement continuous improvement

BSBMKG413 Promote products and services

BSBPRO401 Develop product knowledge

BSBREL401 Establish networks

BSBREL402 Build client relationships and business networks

BSBSLS407 Identify and plan sales prospects

BSBSLS408 Present, secure and support sales solutions

BSBSUS501 Develop workplace policy and procedures for sustainability

BSBWOR404 Develop work priorities

BSBWOR501 Manage personal work priorities and professional development

ICPSUP351 Undertake basic production scheduling

ICPSUP352 Plan operational processes

ICPSUP482 Troubleshoot and optimise materials and machinery

ICPSUP488 Ensure process improvements are sustained

ICPSUP553 Prepare production costing estimates

MSMSUP390 Use structured problem-solving tools

ICPCBF3910 Use electronic monitoring systems (converting and finishing)

ICPPRN4930 Set up and monitor in-line printing operations

ICPSUP2020 Prepare, load and unload product on and off machine

ICPSUP2030 Prepare and maintain the work area

ICPSUP2160 Inspect quality against required standards in a production environment

ICPSUP2430 Reconcile process outputs

ICPSUP2820 Undertake basic machine maintenance

ICPSUP3420 Undertake inventory procedures

ICPSUP3570 Apply quick changeover procedures

MSS403010 Facilitate change in an organisation implementing competitive systems and practices

MSS403040 Facilitate and improve implementation of 5S

MSMENV472 Implement and monitor environmentally sustainable work practices

TAEASS402 Assess competence

TAEDEL402 Plan, organise and facilitate learning in the workplace

\*Note the following prerequisite unit requirements:

<b>Unit in this qualification</b>	<b>Prerequisite unit</b>
CUAANM401 Create advanced 3D digital models	CUAANM303 Create 3D digital models
ICPPRP411 Undertake a complex design brief	ICPPRP3110 Develop detailed design concepts
ICPPRN3870 Use colour management for production	ICPPRN284 Use colour management systems
ICPPRN4940 Apply advanced software applications to digital production	ICPPRN3850 Apply software applications to digital production
ICPPRN4950 Set up and use complex colour management for production	ICPPRN3870 Use colour management for production
ICPPRN4960 Set up and produce complex digital print	ICPPRN3840 Set up and produce basic digital print
ICPPRP3110 Develop detailed design concepts	ICPPRP2110 Develop basic design concepts
ICPPRP3960 Generate high-end PDF files	ICPPRP2840 Produce PDF files for online and screen display
ICPPRP4210 Compose and evaluate typography	ICPPRP2210 Select and apply type
ICPPRP4940 Develop document content and structure	ICPPRP3960 Generate high-end PDF files

## Qualification Mapping Information

No equivalent qualification. Supersedes but is not equivalent to ICP40115 Certificate IV in Printing and Graphic Arts.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICP50120 Diploma of Printing and Graphic Arts Business Management

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.
Release 2	<p>This version first released with ICP Printing and Graphic Arts Training Package Version 4.1.</p> <p>The following elective units of competency have been deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPPRN422 Produce specialised gravure printed product</li> <li>• ICPPRN432 Produce specialised lithographic printed product</li> <li>• ICPPRN442 Produce specialised pad printed product</li> <li>• ICPPRN452 Produce specialised relief printed product</li> <li>• ICPPRN471 Set up for complex coating</li> <li>• ICPPRN472 Produce complex coated product</li> <li>• ICPPRN491 Use on-press monitoring of print quality</li> <li>• ICPPRN492 Use on-press print control devices</li> <li>• ICPPRN513 Set up for specialised flexographic printing</li> <li>• ICPPRN521 Set up for specialised gravure printing</li> <li>• ICPPRN531 Set up for specialised lithographic printing</li> <li>• ICPPRN541 Set up for specialised pad printing</li> <li>• ICPPRN551 Set up for specialised relief printing</li> <li>• ICPPRN552 Manage digital workflow.</li> </ul> <p>The above training products were identified as having zero enrolments over a three year period.</p> <p>Version created to reflect minor changes in the packaging rules to include the following units of competency:</p> <ul style="list-style-type: none"> <li>• ICPPRP422 Digitise complex images for reproduction.</li> </ul> <p>Fixed typographical errors.</p>



## Qualification Description

This qualification applies to individuals who possess a sound theoretical knowledge in the printing and graphic arts industry and are responsible for production workflow.

They analyse and evaluate information from a variety of sources and are involved in planning, scheduling and the supervision of labour, machines and materials for production. They provide leadership and guidance to others with responsibility for the output of others. They may be required to utilise previous experience from the printing and graphic arts industry or management roles in other industries.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Entry Requirements

Nil

## Packaging Rules

**Total number of units = 20**

**4 core units**, plus

**16 elective units** of which:

- 6 elective units must be selected from Group A Technical units
- 7 elective units must be selected from Group B Print Management Skills units
- 3 units may be selected from the remaining listed elective units or from any endorsed training package or accredited course at Certificate IV level or higher.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### Core units

BSBSUS501 Develop workplace policy and procedures for sustainability

BSBXCM501 Lead communication in the workplace

ICPSUP4160 Manage quality in a production environment

ICPSUP4600 Manage a safe work environment

**Elective units****Group A Technical units****Converting, binding and finishing**

ICPCBF3810 Set up machine for complex laminating

ICPCBF3820 Produce complex laminated product

ICPCBF3910 Use electronic monitoring systems (converting and finishing)

**Digital media technologies**

CUAANM302 Create 3D digital animations

CUAANM303 Create 3D digital models

CUAANM401\* Create advanced 3D digital models

CUAANM403 Create titles for screen productions

CUAANM503 Design animation and digital visual effects

CUACMP311 Implement copyright arrangements

CUADIG302 Author interactive sequences

CUADIG401 Author interactive media

CUADIG502 Design digital applications

CUADIG503 Design e-learning resources

CUADIG504 Design games

CUADIG505 Design information architecture

ICPDMT581 Manage multimedia production

ICPDMT582 Manage multimedia projects

ICTDBS504 Integrate database with a website

ICTWEB429 Create a markup language document to specification

ICTWEB510 Analyse information and assign meta tags

**Pre-press**

ICPPRP2840 Produce PDF files for online and screen display

ICPPRP2970 Transfer digital files

ICPPRP3220 Digitise images for reproduction

ICPPRP3340 Prepare imposition format for printing processes

ICPPRP3850 Operate databases for digital printing

ICPPRP3960\* Generate high-end PDF files

ICPPRP422 Digitise complex images for reproduction

ICPPRP4300 Manage colour

ICPPRP4350 Generate complex imposition

ICPPRP4840 Set up and operate automated workflow

ICPPRP4940\* Develop document content and structure

**Printing**

ICPPRN3820 Produce and manage complex digital print  
ICPPRN3830 Prepare for personalised digital printing  
ICPPRN3840 Set up and produce basic digital print  
ICPPRN4140 Produce specialised flexographic printed product  
ICPPRN4840 Prepare for variable data printing  
ICPPRN4930 Set up and monitor in-line printing operations  
ICPPRN4960\* Set up and produce complex digital print

**Screen printing**

ICPSCP374 Operate a semi-automatic screen printing machine  
ICPSCP3510 Prepare machine and drying/curing unit

**Group B Print Management Skills units**

BSBCUS401 Coordinate implementation of customer service strategies  
BSBCUS501 Manage quality customer service  
BSBDES601 Manage design realisation  
BSBLDR403 Lead team effectiveness  
BSBMGT402 Implement operational plan  
BSBMGT403 Implement continuous improvement  
BSBMGT517 Manage operational plan  
BSBMGT516 Facilitate continuous improvement  
BSBMGT608 Manage innovation and continuous improvement  
BSBMKG401 Profile the market  
BSBMKG413 Promote products and services  
BSBMKG501 Identify and evaluate marketing opportunities  
BSBPMG409 Apply project scope management techniques  
BSBREL401 Establish networks  
BSBREL402 Build client relationships and business networks  
BSBSLS501 Develop a sales plan  
BSBSMB402 Plan small business finances  
BSBSMB403 Market the small business  
BSBSMB404 Undertake small business planning  
BSBWOR404 Develop work priorities  
BSBWOR501 Manage personal work priorities and professional development  
BSBWOR502 Lead and manage team effectiveness  
ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry  
ICPSUP351 Undertake basic production scheduling  
ICPSUP488 Ensure process improvements are sustained  
ICPSUP553 Prepare production costing estimates  
ICPSUP583 Troubleshoot and optimise the production process

ICPSUP2160 Inspect quality against required standards in a production environment  
 MSMENV472 Implement and monitor environmentally sustainable work practices  
 MSMSUP390 Use structured problem-solving tools  
 MSS403010 Facilitate change in an organisation implementing competitive systems and practices  
 MSS403040 Facilitate and improve implementation of 5S  
 MSS405021 Develop a Just in Time system  
 SIRXCEG005 Maintain business to business relationships  
 TAEASS402 Assess competence  
 TAEDEL402 Plan, organise and facilitate learning in the workplace

\*Note the following prerequisite unit requirements:

Unit in this qualification	Prerequisite unit
CUAANM401 Create advanced 3D digital models	CUAANM303 Create 3D digital models
ICPPRN4960 Set up and produce complex digital print	ICPPRN3840 Set up and produce basic digital print
ICPPRP3960 Generate high-end PDF files	ICPPRP2840 Produce PDF files for online and screen display
ICPPRP4940 Develop document content and structure	ICPPRP3960 Generate high-end PDF files

## Qualification Mapping Information

No equivalent qualification. Supersedes but is not equivalent to ICP50115 Diploma of Printing and Graphic Arts.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2140 Set up single-faced web

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up a single-faced web for corrugated board manufacture involving the reel in-feed, splicer, pre-conditioner, pre-heater, single facer, curing, coating and/or waxing sections of a corrugator.

It applies to individuals in the printing and graphic arts industry who set up a single-faced web for corrugated board manufacture to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for set up	1.1 Interpret and confirm job specifications from job documentation and process control system according to enterprise procedures 1.2 Identify and undertake machine set-up according to manufacturer specifications 1.3 Estimate, check and order paper and board quantity requirements
2. Set up reel transportation system	2.1 Set up and adjust unwind reel according to job specifications 2.2 Carry out webbing procedures according to machinery

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	requirements 2.3 Set up and adjust web control system 2.4 Splice and join reels
3. Set up machine for single facing	3.1 Set up and adjust steam delivery system according to requirements for corrugating processes 3.2 Set corrugating rolls and pressure roll to pressure required 3.3 Prepare and adjust starch delivery system 3.4 Prepare and adjust heat delivery system
4. Set up in-line units	4.1 Set up and adjust wax units to suit corrugating process 4.2 Prepare and adjust coating units 4.3 Establish and adjust slitters 4.4 Set up and adjust cut-off knife according to work health and safety (WHS) requirements
5. Inspect and adjust quality	5.1 Organise and oversee required inspection and testing of sample according to enterprise procedures 5.2 Inspect and test sample 5.3 Interpret results to determine adjustment requirements 5.4 Carry out adjustment changes according to product and machine specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to confirm work requirements from information contained within relevant specifications or systems</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses mathematical processes to estimate and check quantities</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational procedures relevant to own role</li> <li>Uses analytical processes to interpret relevant information and make decisions directly related to tasks</li> </ul>

Planning and organising	<ul style="list-style-type: none"><li>• Sequences and schedules activities required for tasks and monitors implementation, making adjustments as necessary</li><li>• Plans, identifies and assembles resources required to complete tasks</li></ul>
Technology	<ul style="list-style-type: none"><li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF214 Set up single-faced web.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2140 Set up single-faced web

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up reel in-feed, splicer, pre-conditioner, pre-heater, single facer, curing, coating and waxing sections of a corrugator for at least two different product runs, according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications enterprise procedures and work health and safety (WHS) requirements for running a corrugator
- different types of rolled paperboard and the end products made from each
- principal components of a typical, single-face corrugated board adhesive and the effectiveness of this adhesive
- main tools and equipment items required for handling of paperboard rolls in the corrugation in-feed section
- the criteria to confirm that required settings have been applied at each step of the process
- product factors monitored automatically during production and the steps in the monitoring function
- preparation required prior to setting up a sewing machine
- steps required to set roll pressures, adjust a steam delivery system and calibrate equipment
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.



This includes access to:

- in-line corrugating machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2160 Set up double-faced web

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up a double-faced web for corrugated board manufacture involving the reel in-feed, splicer, bridge, pre-heater, double backer, curing, coating and waxing sections of a corrugator.

It applies to individuals in the printing and graphic arts industry who set up double-faced web for corrugated board manufacture to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for set-up	1.1 Read and interpret job specifications from job documentation and process control system 1.2 Identify and undertake machine requirements for set-up 1.3 Estimate, check and order paper and board quantity requirements
2. Set up reel transportation system	2.1 Establish and adjust unwind reel according to job specifications 2.2 Carry out webbing procedures according to machinery

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	requirements 2.3 Set up and adjust web control system 2.4 Splice and join reels
3. Set up machine for double facing	3.1 Set up and adjust starch delivery system to suit corrugating process 3.2 Set rider roll to correct pressure 3.3 Set up and adjust heat delivery system to suit corrugating process
4. Set up in-line units	4.1 Prepare and adjust wax units to suit corrugating process 4.2 Set up and adjust coating units to suit corrugating process 4.3 Prepare and adjust tape dispensing units to suit corrugating process 4.4 Set up and adjust slitters 4.5 Prepare and adjust cut-off knife according to work health and safety (WHS) requirements
5. Inspect and adjust quality	5.1 Organise inspection and testing of sample according to enterprise procedures 5.2 Inspect and test sample 5.3 Interpret results to determine adjustment requirements 5.4 Carry out adjustments according to product and machine specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Numeracy	<ul style="list-style-type: none"> <li>• Uses mathematical processes to estimate and check quantities</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies and follows organisational procedures relevant to own role</li> <li>• Sequences and schedules activities required to complete tasks and monitors implementation making adjustments as necessary</li> </ul>

Planning and organising	<ul style="list-style-type: none"><li>• Uses analytical processes to interpret relevant information and make decisions directly related to tasks</li><li>• Plans, identifies and assembles resources required to complete tasks</li></ul>
Technology	<ul style="list-style-type: none"><li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF216 Set up double-faced web.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2160 Set up double-faced web

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up the reel in-feed, splicer, bridge, pre-heater, double backer, curing, coating and waxing sections of a corrugator for at least two different product runs, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the corrugator machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and work health and safety (WHS) requirements for:
  - setting up and operating a corrugator
  - handling and cleaning blades
- different types of rolled paperboard and the end products made from each type
- principal components of a typical, double-backed corrugated board adhesive, and the performance specifications of this adhesive
- main tools and equipment items required for handling of paperboard rolls in the corrugation in-feed section
- checks required to confirm samples meet required quality standards
- preparation required prior to setting up the sewing machine
- steps required to set roll pressures, adjust steam delivery system and calibrate equipment
- product factors monitored automatically during production and the checks for the monitoring functions
- steps in monitoring function and product factors requiring automatic monitoring
- the steps to set up machine checks

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- in-line corrugated machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2180 Produce basic folded and glued cartons

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce basic folded and glued cartons and correctly shut down machinery when the job is completed.

It applies to individuals in the printing and graphic arts industry who produce basic folded and glued cartons to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of carton blank system	1.1 Monitor and adjust feeder to maintain continuous feeding to machine 1.2 Monitor and adjust carton blank pick-up and transport system to maintain continuous carton blank handling and operation 1.3 Review and adjust transfer systems to maintain continuous carton blank handling and operation 1.4 Check and adjust delivery to maintain product delivery according to quality requirements
2. Maintain basic gluing and continuous folding	2.1 Monitor and adjust registration and squareness of fold to confirm quality of product meets approved sample standard

ELEMENT	PERFORMANCE CRITERIA
process	2.2 Check and adjust registration of gluing to confirm quality of product meets approved sample standard 2.3 Observe and adjust adhesion to confirm quality meets approved sample standard
3. Identify and rectify minor problems	3.1 Monitor and verify performance using the process control system according to enterprise procedures 3.2 Identify and report problems in folding operation 3.3 Carry out adjustments and corrections to folding operation within scope of own role 3.4 Check folding to confirm operation meets requirements 3.5 Identify and report problems in gluing unit 3.6 Carry out adjustments and corrections to gluing unit according within scope of own role 3.7 Check gluing unit operation to confirm operation meets requirements
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Conduct shutdown in association with fellow workers and in compliance with work health and safety (WHS) requirements 4.3 Wash glue system and prepare for next run 4.5 Remove waste from operating area and recycle or dispose of, where required, according to regulatory requirements 4.6 Identify machine faults requiring repair and report to designated person 4.7 Verify repairs and adjustments prior to resumption of operations 4.8 Complete production records and other documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to confirm work requirements from information contained within relevant specifications and</li> </ul>



	enterprise documents
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates in routine spoken interactions to report issues or to confirm or clarify requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory and enterprise requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Sequences and schedules activities required to complete tasks and monitors implementation making adjustments as necessary</li> <li>Uses analytical processes to interpret relevant information and make decisions directly related to tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF218 Produce basic folded and glued cartons.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2180 Produce basic folded and glued cartons

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce at least four simple straight line folded and glued cartons of different sizes and weights according to manufacturer and job specifications and enterprise procedures on one or more industry standard carton folding and gluing machines.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - setting up and operating machine delivery systems
  - operating, adjusting and cleaning folding and gluing machines
- different types of folding and gluing machines
- checks to be undertaken when substrate is removed from the machine
- production areas to continually observe to maintain operation of the machine
- causes of out-of-square folding and correction procedures
- the segments of quality assurance inspected at completion of the sample run, and the changes required to production
- parts of the machine that can be adjusted if carton blanks are creasing
- factors that affect glue adhesion on cartons, and the requirements to adjust glue application

- machine shutdown procedures
- procedures for preparing the finished work for dispatch
- areas of the machine that need regular cleaning, and materials that need to be cleaned
- requirements to keep the machine clear of surface rust (condensation)
- factors that determine a quality product in a completed folded job
- regulations and enterprise procedures for waste management
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- industry standard folding and gluing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2210 Set up and produce basic guillotined product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to perform basic manual guillotining, including preparing machinery, inspecting results and rectifying production issues.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job-related components 1.4 Identify grip and lay edges of sheet 1.5 Check knife sharpness, report dull knives and replace cutting stick as required, according to enterprise procedures 1.6 Manually set up and adjust guillotine according to job specifications 1.7 Set up and adjust clamping pressures

2. Prepare sample	<p>2.1 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures</p> <p>2.2 Inspect and test sample as required according to enterprise procedures</p> <p>2.3 Interpret results and determine adjustment requirements</p> <p>2.4 Carry out adjustments according to product and machine specifications</p>
3. Maintain basic guillotining process	<p>3.1 Monitor and adjust knife and cutting stick</p> <p>3.2 Check and adjust cutting pressures and confirm product quality meets the approved sample standard</p> <p>3.3 Monitor and adjust registration of knives and confirm product quality meets the approved sample standard</p>
4. Maintain production process	<p>4.1 Use machine controls as required</p> <p>4.2 Monitor and verify performance using the process control system</p> <p>4.3 Report process adjustments to eliminate problems according to enterprise procedures</p>
5. Identify and rectify problems and faults	<p>5.1 Identify and report problems in guillotining machine operation according to enterprise procedures</p> <p>5.2 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role</p> <p>5.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures</p> <p>5.4 Verify repairs and adjustments prior to resumption of operations</p>
6. Conduct shutdown of production process	<p>6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>6.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>6.3 Clean and disengage guillotining machine according to manufacturer specifications and enterprise procedures</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records information relating to production and machinery problems and completes production reports and other documentation in required format</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> <li>Takes personal responsibility for adherence to regulatory responsibilities relevant to own work context</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks, and identifies and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF221 Set up and produce basic guillotined product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2210 Set up and produce basic guillotined product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and produce two basic guillotined products according to manufacturer and job specifications and enterprise procedures, demonstrating all safety devices on the machine.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures and work health and safety (WHS) requirements for:
  - the set up and operation of the machine
  - the checking and adjusting of the machine
  - the maintenance of the production process
  - handling of the knife blades during the knife change operation
  - the shut down and cleaning of the machine
- the information contained within the job documentation and production control system
- indicators that blades and cutting sticks should be replaced
- indicators that machine lubrication is required
- factors for consideration in guillotine setup
- the difference between sharp and dull knives, and problems arising from use of a dull blade
- the process of clamping pressure determination for a given job

- reporting procedures for machine malfunction
- treatment/disposal of guillotine waste
- top sheet errors and the required guillotine checks to be conducted
- machine shutdown procedures
- quality criteria to consider in a completed cutting job and when checking against the sample and procedures for correction
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- guillotining machinery
- materials required to set up and produce a basic guillotined product.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPCBF2250 Set up machine for basic flat-bed die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for basic flat-bed die cutting or embossing.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job related components
2. Prepare cutting devices and dies	2.1 Select and secure cutting devices and dies as required 2.2 Register and proof selected cutting devices and dies 2.3 Mount selected cutting devices and dies
3. Prepare delivery	3.1 Set up and adjust delivery systems

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
system	3.2 Add substrate to and remove substrate from process according to job specifications
4. Set up machine	4.1 Set up and adjust selected flat-bed cutting and embossing devices 4.2 Set and adjust cutting and embossing pressures 4.3 Set machine lays to required position for registration
5. Set up in-line units for basic processes	5.1 Set up minor in-line units for basic processes and adjust according to machine requirements and job specifications 5.2 Provide assistance for the set up of major in-line units
6. Conduct sample run	6.1 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 6.2 Inspect and test sample as required according to enterprise procedures 6.3 Interpret results and determine adjustment requirements 6.4 Carry out adjustments according to product and machine specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates texts to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

Technology	<ul style="list-style-type: none"> <li>Follows routine instructions for using digital technology by reading data from electronic monitoring and control systems</li> </ul>
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## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> OR <ul style="list-style-type: none"> <li>sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>unwind reel</li> <li>webbing procedures</li> <li>web control system</li> <li>folder and sheeter</li> </ul> OR <ul style="list-style-type: none"> <li>feeder and delivery system</li> <li>sheet pick-up system</li> <li>transfer system</li> <li>sheet transfer and control.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF225 Set up machine for basic flat-bed die cutting or embossing.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2250 Set up machine for basic flat-bed die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a machine for basic flat-bed die cutting or embossing for two jobs, changing the type and size of substrates and design of finished patterns according to job specifications and within the production timeframe.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - set up and operation of machine delivery systems
  - set up of cutting devices
- the information in the job documentation and production control system
- the checks needed for cutting devices:
  - mounting on a flat-bed
  - registering and proofing
  - securing them to the machine
  - set up, adjustment and operation on the flat-bed
- the selection criteria for required cutting devices
- the checks required for feeder unit set up and in-line processes
- the process to check the delivery system operates effectively
- the machine pressure, cutting depths and adjustments needed to in-line units
- completed sample attributes requiring examination for conformance with client requirements

- the product testing procedures available and how frequently they should be used
- common faults that can occur with the flat-bed cutting process
- the checks required for reel systems
- the procedure for securing folded sheets for dispatch
- cutting edges storing to guard against damage and deterioration
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- flat-bed die cutting or embossing machine
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2260 Produce basic flat-bed die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce a flat-bed die cut or embossed product in a printing and graphic arts environment.

It applies to individuals working in the printing and graphic arts industry who perform a range of mainly routine tasks, work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain production process	1.1 Identify job requirements 1.2 Monitor and adjust delivery systems to maintain continuous operation 1.3 Add and remove substrate from the process according to job specifications 1.4 Monitor and adjust flat-bed cutting process according to product quality requirements 1.5 Use equipment controls according to job specifications 1.6 Monitor and verify performance using the process control

ELEMENT	PERFORMANCE CRITERIA
	system
2. Identify and rectify problems	<p>2.1 Identify faulty performance of equipment and report according to enterprise procedures</p> <p>2.2 Diagnose and report problems in flat-bed cutting machine operation</p> <p>2.3 Carry out adjustments and corrections are carried out according to manufacturer specifications and within scope of own role</p>
3. Conduct shutdown of production process	<p>3.1 Conduct shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>3.2 Remove substrate waste from operating area and recycled and disposed of, where required, according to regulatory requirements and enterprise procedures</p> <p>3.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures</p> <p>3.4 Verify repairs and adjustments prior to resumption of operations</p> <p>3.5 Clean flat-bed cutting machine and complete documentation according to enterprise procedures and manufacturer specifications</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational procedures relevant to own role, particularly with regard to safe operation of machinery and equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and</li> </ul>

	<p>contributes to specific activities requiring joint responsibility and accountability</p> <ul style="list-style-type: none"> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>sheet.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand and rewind reel to maintain correct tension</li> <li>web control system to ensure correct tension</li> <li>sheeting section</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>feeder and delivery systems</li> <li>sheet pick-up and transportation systems to ensure accurate and efficient sheet handling</li> <li>transfer system.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF226 Produce basic flat-bed die cut or embossed product.



## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2260 Produce basic flat-bed die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce either a flat-bed die cut or embossed product for two jobs with different types and sizes of substrate and design of finished patterns according to manufacturer and job specifications.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements for the operation of equipment
- demonstrate all safety devices on the required machine.
- anticipate production difficulties and take preventive action as required.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, work health and safety (WHS) requirements and manufacturer specifications for operating machine transport and delivery systems, including:
  - setting up and operation
  - the cutting process
  - shutdown
- areas of the machine requiring monitoring for trouble-free operation, including:
  - cutting edge and knife condition
  - cutting pressures
  - packing of cutting devices
- registration and its relationship to approved sample standards
- the checks required for:

- substrate removal from the machine
- cleaning and replacement of cutting devices or knives
- packing cutting devices
- waste removal from the machine and surrounding area for disposal or recycling
- the machine shutdown process
- indicators for knife replacement
- pressure adjustment
- the procedure for correcting common machine faults
- areas of the machine requiring cleaning at the end of the run
- production records to be kept and maintained
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools and equipment
- materials required to produce a basic flat-bed die cut or embossed product.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2270 Set up machine for basic rotary die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for basic rotary die cutting or embossing.

It applies to individuals in the printing and graphic arts industry who set up machines for basic rotary die cutting or embossing to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare job	1.1 Read and interpret job specifications from job documentation and production control system 1.2 Identify and undertake machine requirements for set-up 1.3 Check availability of all job related components
2. Mount rotary cutting and embossing devices	2.1 Select cutting devices and dies and secure to machine according to job specifications 2.2 Register and proof cutting devices and dies 2.3 Mount cutting devices and dies

ELEMENT	PERFORMANCE CRITERIA
3. Set up reel system	3.1 Set up and adjust unwind and rewind reels according to job specifications 3.2 Carry out webbing procedures 3.3 Set up and adjust web control system 3.4 Slice and join reels 3.5 Set up and adjust folder and sheeter
4. Set up sheet system	4.1 Set up and adjust feeder and delivery systems 4.2 Prepare and adjust sheet pick-up and transportation system 4.3 Set up and adjust transfer systems 4.4 Remove substrate from process
5. Set up machine for basic rotary cutting	5.1 Set up and adjust rotary cutting devices 5.2 Prepare and adjust cutting pressures 5.3 Set counter knives and anvils in required position
6. Set up in-line units	6.1 Set up and adjust minor in-line printing, converting and binding units for basic processes according to machine requirements 6.2 Assist with the set-up of major in-line printing, converting and binding units
7. Conduct sample run	7.1 Prepare material to be used for sample run 7.2 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 7.3 Inspect sample and identify requirements for and organise testing according to enterprise procedures 7.4 Interpret results to determine adjustment requirements 7.5 Carry out adjustments according to product and machine specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Oral Communication	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions to confirm or clarify understanding</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar, routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF227 Set up machine for basic rotary die cutting or embossing.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2270 Set up machine for basic rotary die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machines for basic rotary die cutting or embossing for up to two jobs, changing the type and size of substrates and design of finished patterns.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for:
  - cutting devices
  - machine delivery systems
  - sheet transportation systems
  - reel transportation systems
- the checks required when:
  - cutting devices are mounted on a cylinder
  - cutting devices are attached to the machine
  - substrate is removed from the machine
  - setting up key areas of the feeder unit
- the purpose of the production control system and the information it contains
- the adjustments required to the unwind reel to fit various jobs
- important factors affecting webbing procedures
- adjustable areas of the reel delivery system and relation to job specifications
- steps to maintain delivery system operation

- process for securing the finished product for dispatch
- criteria affecting machine pressure and cutting depths
- purpose of adjusting in-line units
- details of the completed sample to be examined to confirm conformance with client requirements
- storage procedures for cutting edges and counter knives (anvils) and their purpose
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- basic rotary die cutting or embossing machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPCBF228 Produce basic rotary die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to produce either a flat-bed die cut or embossed product and clean down the equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain transportation system	<p>1.1 Delivery systems are monitored and adjusted to ensure accurate and continuous operation and eliminate damage to finished product</p> <p>1.2 Substrate is added to and removed from the process according to job specifications</p>
2. Maintain basic rotary die cutting or embossing process	<p>2.1 Cutting edge and knife condition are monitored and adjusted to ensure product quality meets the approved sample standard</p> <p>2.2 Cutting pressures are monitored and adjusted to ensure product quality meets the approved sample standard</p> <p>2.3 Registration of cutting devices and knife(s) is monitored and adjusted to ensure product quality meets the approved sample</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>standard</p> <p>2.4 Packing of cutting devices is monitored and adjusted to ensure product quality meets the approved sample standard</p>
<p>3. Maintain production process</p>	<p>3.1 Basic in-line printing/convertng/binding/finishing process(es) are monitored and adjusted to ensure product quality meets the approved sample standard</p> <p>3.2 Production process is operated in association with fellow workers and according to enterprise procedures and planned daily schedule</p> <p>3.3 Production is maintained according to work health and safety (WHS) requirements, manufacturer's specifications and enterprise procedures</p> <p>3.4 Manual and/or automatic control is used according to job specifications</p> <p>3.5 Performance is monitored and verified using the process control system according to enterprise procedures</p> <p>3.6 Production difficulties are anticipated and preventive action is taken to prevent occurrence by timely intervention</p> <p>3.7 Process adjustments to eliminate problems are reported according to enterprise procedures</p> <p>3.8 Faulty performance of equipment is identified and reported according to enterprise procedures</p> <p>3.9 Waste is sorted according to enterprise procedures</p>
<p>4. Identify and rectify problems and faults</p>	<p>4.1 Problems in cutting (rotary) machine are identified and reported according to enterprise procedures</p> <p>4.2 Adjustments or corrections are carried out according to specified procedures and are consistent with operator's skill level</p> <p>4.3 Cutting (rotary) machine operation is checked to ensure correct operation</p> <p>4.4 Machine faults requiring repair are identified and reported to designated person according to enterprise procedures</p> <p>4.5 Repair/adjustment is verified prior to resumption of operations</p>
<p>5. Conduct shutdown of production process</p>	<p>5.1 Correct shutdown sequence is followed according to manufacturer's specifications and enterprise procedures</p> <p>5.2 Shutdown is conducted in association with fellow workers and in compliance with WHS requirements</p> <p>5.3 Substrate waste is removed from operating area and recycled</p>

ELEMENT	PERFORMANCE CRITERIA
	or disposed of, where required, according to regulatory requirements and enterprise procedures
6. Clean rotary cutting machine at end of run	<p>6.1 Cutting devices and knife/knives are cleaned or replaced ready for next run</p> <p>6.2 Cutting devices are sharpened correctly</p> <p>6.3 Machine bed is cleaned ready for next run</p> <p>6.4 Cutting units are disengaged and cleaned ready for next run</p> <p>6.5 In-line printing/converting/binding/finishing units are cleaned ready for next run</p> <p>6.6 Transport and delivery systems are disengaged and cleaned ready for next run</p> <p>6.7 Production records or other documentation are accurately completed where required by enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	3.3, 3.4, 5.1	<ul style="list-style-type: none"> <li>Recognises and interprets texts to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	5.7, 5.8, 4.1, 4.4, 6.8	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	3.2, 3.7, 3.8, 4.1, 4.4, 5.2	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>
Navigate the world of work	2.1-2.4, 3.1-3.3, 3.5, 3.7-3.9, 4.1-4.4, 5.1-5.3, 6.1-6.8	<ul style="list-style-type: none"> <li>Complies with legislative requirements and follows organisational policies and procedures relevant to own role, particularly with regard to safe operation of machinery and equipment</li> </ul>
Interact with others	3.2, 3.7, 3.8, 4.1, 4.4, 5.2	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>

Get the work done	1.1, 1.2, 2.1-2.4, 3.2-3.6, 3.9, 4.1-4.3, 4.5, 5.1, 5.3	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>• Recognises and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>
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## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems MUST include EITHER:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Monitoring and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>• reel stand and rewind reel</li> <li>• web control system</li> <li>• sheeting section</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery system</li> <li>• sheet pick-up system</li> <li>• transfer system</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF228 Produce basic rotary die cut or embossed product	ICPCF228C Produce basic rotary die cut or embossed product	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF228 Produce basic rotary die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce basic products using either rotary die cutting or embossing on TWO jobs, with different types and sizes of substrate and design of finished patterns according to manufacturer's and job specifications, enterprise procedures and listed performance criteria.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain work health and safety factors for:
  - setting up and/or operating machine transport systems
  - setting up and/or operating machine delivery systems
  - maintaining the cutting process
  - conducting machine shutdown procedures
- identify areas of the delivery system to monitor to ensure trouble-free operation
- explain checks needed when:
  - substrate is removed from the machine
  - waste is removed from the machine and surrounding area for disposal or recycling
  - cutting devices or knives are cleaned, stored or replaced ready for the next run
- determine important areas to monitor when maintaining the rotary cutting process
- list sectors of the basic in-line printing/converting/binding/finishing process that may need to be monitored and adjusted to meet approved standards
- identify production difficulties that can be expected during production runs
- explain the procedure for correcting common machine faults

- identify areas of the machine that require cleaning at the end of the run
- list quality aspects to consider in a completed rotary cutting job
- identify machine manuals, safety and other documentation relevant to this task, where they are kept, and the information in them.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to basic rotary die cutting or embossing machinery and special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2310 Set up machine for basic flat-bed cutting

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up minor flat-bed cutting processes, including kiss cutting, hole punching, hole drilling, slotting, slitting, sheeting, creasing, scoring, and pin perforating, indexing and round cornering.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job related components
2. Mount flat-bed cutting devices	2.1 Mount cutting devices 2.2 Register and proof cutting devices 2.3 Select and secure cutting devices to machine according to job specifications



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Prepare delivery systems	3.1 Set up and adjust delivery systems 3.2 Add substrate to and remove substrate from process
4. Set up machine	4.1 Set up and adjust flat-bed cutting devices 4.2 Check and adjust cutting pressures 4.3 Set machine lays to required position for registration
5. Set-up for other in-line processes	5.1 Provide assistance in set-up of major in-line units 5.2 Set up minor in-line printing processes
6. Conduct sample run	6.1 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 6.2 Inspect and test sample as required according to enterprise procedures 6.3 Interpret results and determine adjustment requirements 6.4 Carry out adjustment changes according to product and machine specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets texts to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>
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## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> OR <ul style="list-style-type: none"> <li>sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>unwind and rewind reels</li> <li>web control</li> <li>folder and sheeter</li> </ul> OR <ul style="list-style-type: none"> <li>feeder and delivery</li> <li>sheet pick-up and transportation</li> <li>transfer.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF231 Set up machine for basic flat-bed cutting.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2310 Set up machine for basic flat-bed cutting

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate any three cutting processes, including relevant minor in-line processes, and for each process:
  - demonstrate all safety devices on the machinery
  - set up machinery for basic flat-bed cutting for two jobs, and
  - change the type and size of substrates and design of finished patterns according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - set up of cutting devices
  - set up and operation of delivery systems
- the checks required for cutting devices when mounted on a cylinder and attached to a machine
- the checks required for substrate removal from the machine
- the information found in the job documentation and production control system
- adjustable areas of the reel delivery system
- webbing configuration requirements
- areas requiring continuous monitoring to ensure system operates as required
- determination criteria for machine pressure and cutting depths
- the procedure for securing the finished product for dispatch
- quality criteria for completed sample to examine against client requirements
- cutting tool and equipment storage and its uses

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## **Assessment Conditions**

kills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- flat bed cutting machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2320 Produce basic flat-bed cut product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to undertake minor flat-bed cutting processes including kiss cutting, hole punching, hole drilling, slotting, slitting, sheeting, creasing, scoring, and pin perforating, indexing and round cornering.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain delivery system	1.1 Monitor and adjust delivery systems 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain basic flat-bed cutting process	2.1 Monitor and adjust cutting edges and knife condition according to required sample standard 2.2 Carry out webbing procedures 2.3 Monitor and adjust cutting pressures 2.4 Prepare reels according to job specifications 2.5 Check and adjust registration of cutting devices and knife(s)

ELEMENT	PERFORMANCE CRITERIA
	2.6 Monitor and adjust packing of cutting devices
3. Maintain production process	3.1 Monitor and adjust basic in-line process(es) 3.2 Use machine controls as required 3.3 Monitor and verify performance using the process control system 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify problems and faults	4.1 Identify and report problems in flat-bed cutting machine operation according to enterprise procedures 4.2 Carry out adjustments and corrections as required and according to manufacturer specifications and within scope of own role 4.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures 4.4 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of flat-bed cutting machinery used in printing process according to manufacturer specifications and enterprise procedures 5.4 Sharpen and replace cutting devices as required 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets texts to establish job requirements</li> </ul>

Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role, particularly with regard to safe operation of machinery and equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> OR <ul style="list-style-type: none"> <li>sheet</li> </ul>
Maintaining must include either:	<ul style="list-style-type: none"> <li>reel stand and rewind</li> <li>web control system</li> <li>sheeting section</li> </ul> OR <ul style="list-style-type: none"> <li>feeder and delivery</li> <li>sheet pick-up system</li> <li>transfer system</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF232 Produce basic flat-bed cut product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPCBF2320 Produce basic flat-bed cut product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete four jobs with different types and sizes of substrate and design of finished patterns, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - set up and operation of machine transport and delivery systems
  - the cutting process
  - machine shutdown procedures
- the checks required when substrate and waste are removed from the machine
- reel preparation, including splicing and joining requirements
- the checks required when cutting devices are packed, cleaned and replaced
- waste recycling and its relationship to environmental procedures
- adjustable areas of the machine requiring continuous monitoring to ensure trouble-free operation
- indicators that knife replacement is required
- indicators that cutting pressure adjustment is required
- the procedure for correcting common machine faults
- machine cleaning requirements at the end of the run

- required production records to maintain, and the information they contain
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- flat bed cutting machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2410 Set up machine for basic folding

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for basic folding.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job related components 1.4 Set up and adjust delivery systems according to job specifications
2. Set up machine for basic folding	2.1 Set up and adjust folding units according to job specifications 2.2 Set up and adjust required folding rollers, belts and rails
3. Set up in-line units for basic processes	3.1 Set up and adjust minor in-line units for basic processes according to machine requirements

ELEMENT	PERFORMANCE CRITERIA
	3.2 Provide assistance in setting up major in-line units
4. Conduct sample run	4.1 Set up and operate machine to produce a sample according to work health and safety requirements, manufacturer specifications and enterprise procedures 4.2 Inspect and test sample as required according to enterprise procedures 4.4 Interpret results to determine adjustment requirements 4.5 Carry out adjustments according to product and machine specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• webbing procedures</li> <li>• web control systems</li> <li>• splicing/joining reels</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery</li> <li>• sheet pick-up and transportation</li> <li>• transfer system</li> <li>• sheet transfer and control system</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF241 Set up machine for basic single or continuous folding.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2410 Set up machine for basic folding

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machines for basic folding for three jobs, using different sizes and weights of substrate, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machinery.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - the set up and operation of machine transport systems
  - the set up of folder transportation and delivery systems
  - the set up and adjustment of the folding and machine units
- the job documentation and production control system and the information it contains
- areas of the reel stand requiring continuous observation to meet job requirements
- areas of the sheet-fed transportation system requiring continuous observation to meet job requirements
- areas of the delivery system requiring continuous observation to meet job requirements
- different methods of securing folded sheets for dispatch
- organisation communication protocols when there is a job issue
- the steps taken to avoid substrate scratching/scuffing during transportation
- common issues when the machine is running faster than required
- checks to maintain roller pressures as required
- reasons for the sheet being out-of-square and the adjustments required to correct
- the steps to maintain alignment of in-line processes and units

- product segments to inspect at sample run completion to ensure product quality
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.
- 

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- folding machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2420 Produce basic folded product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce basic folded product, monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain delivery system	1.1 Monitor and adjust delivery systems 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain production process	2.1 Monitor and adjust registration and squareness according to approved sample standard 2.2 Monitor and adjust basic in-line process(es) 2.3 Use machine controls as required 2.4 Verify performance using the process control system 2.5 Report process adjustments to eliminate problems according to



ELEMENT	PERFORMANCE CRITERIA
	enterprise procedures
3. Identify and rectify problems and faults	<p>3.1 Identify problems in folding machine operation and report according to enterprise procedures</p> <p>3.2 Carry out adjustments and corrections as required and according to manufacturer specifications and within scope of own role</p> <p>3.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures</p> <p>3.4 Verify repairs and adjustments as required prior to resumption of operations</p>
4. Conduct shutdown of production process	<p>4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>4.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>4.4 Clean and disengage all required parts of folding machinery used in printing process according to manufacturer specifications and enterprise procedures</p> <p>4.5 Complete required production records and enterprise documentation</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>

Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar, routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>• reel stand</li> <li>• web control system</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery system</li> <li>• sheet pick-up and transport system</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF242 Produce basic single or continuous folded product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPCBF2420 Produce basic folded product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce a basic folded product for two jobs using different substrates, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - the set up and operation of machine transport and delivery systems
  - the operation, adjustments and cleaning of the folding machine
- areas of the machine requiring continuous observation to meet job requirements
- areas of the machine requiring cleaning and the materials to be cleaned
- areas of the in-line process requiring continuous observation to ensure product quality
- the checks required for substrate removal from the machine
- the causes of out-of-square folding and methods of correcting them
- quality assurance criteria for completed sample runs and folded jobs
- organisation communication protocols when there is a job issue
- adjustable parts of the machine to correct sheet issues
- machine shutdown procedures
- the work preparation required for dispatch

- methods to keep the machine clear of surface rust (condensation) and the reasons for this
- production alterations that may be required to meet client requirements
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- folding machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2430 Set up machine for basic collating or inserting (sheet/section)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up a machine for basic collating, gathering or inserting of sheets or sections, and is appropriate for binding and finishing operations, mail houses and newspapers.

It applies to individuals who work under direct supervision, and who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job-related components is checked
2. Set up machinery	2.1 Set up and adjust feeder and delivery systems according to job specifications 2.2 Set up sheet calliper system and detectors 2.3 Set up and adjust pick-up, transfer and transportation systems

ELEMENT	PERFORMANCE CRITERIA
	2.4 Set up and adjust required collating and inserting systems
3. Conduct sample run	<p>3.1 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures</p> <p>3.2 Inspect and test sample as required according to enterprise procedures</p> <p>3.3 Interpret results and determine adjustment requirements</p> <p>3.4 Carry out adjustment changes according to product and machine specifications</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements from information contained within relevant systems</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF243 Set up machine for basic collating or inserting (sheet/section).

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPCBF2430 Set up machine for basic collating or inserting (sheet/section)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machines for basic collating or inserting according to job specifications for two different jobs involving a minimum of four products.

In the course of the above the candidate must:

- operate all safety devices on the machine.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - the operation and adjustment of a double and misfeed sheet calliper system
  - the setup of sheet transportation and delivery systems
- setup procedures for a double and misfeed sheet calliper system
- the range of sheet and section sizes that can be run through the required machine
- adjustable areas of the machine to allow for 42gsm stock
- the speed the machine can operate at
- indicators that the machine requires lubrication
- the criteria for acceptable collating result
- the machine adjustments required to alleviate 'bruising' of NCR paper
- circumstances where the machine requires adjustment, and their causes
- the job documentation and production control system and the information it contains
- factors for consideration when setting up the feeder
- different types of sheet/section delivery systems
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- sheet calliper system
- collating or inserting machine
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2440 Produce basic collated or inserted (sheet/section) product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce a basic collated or inserted sheet or section product, monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision, and who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of transportation system on machine	1.1 Monitor and adjust feeder and delivery systems 1.2 Check and adjust pick-up and transport systems according to operating requirements 1.3 Monitor and adjust transfer systems according to operating requirements 1.4 Add substrate to and remove substrate from process according to job specifications
2. Maintain production	2.1 Select, monitor and adjust required collating and inserting

ELEMENT	PERFORMANCE CRITERIA
process	process according to sample standard requirements 2.2 Use machine controls as required 2.3 Monitor and verify performance using the process control system 2.4 Report process adjustments to eliminate problems according to enterprise procedures 2.5 Monitor and adjust basic in-line process(es)
3. Identify and rectify problems and faults	3.1 Identify and report problems in machine according to enterprise procedures 3.2 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role 3.3 Identify and report machine faults requiring repair to designated person according to enterprise procedures 3.4 Verify repairs and adjustments as required prior to resumption of operations
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 4.3 Clean all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 4.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>

	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF244 Produce basic collated or inserted (sheet/section) product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF2440 Produce basic collated or inserted (sheet/section) product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce basic collated or inserted product for two different jobs, involving a minimum of four products, that meet job specifications, production timeframes and quality criteria.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements manufacturer specifications and enterprise procedures
- anticipate production difficulties and take action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for operating, maintaining and shutting down the machine
- the factors that affect the machine's operating speed
- circumstances where the machine needs to be adjusted, and steps taken to prevent sheet feeding issues
- the checks required to shut down the machine
- basic in-line processes and their role in job production
- cleaning procedures and areas of the machine that require regular cleaning
- quality criteria to check against client sample to ensure collation accords with job requirements
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- collating or inserting machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2450 Set up and produce hand-collated or inserted product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to hand-collate or insert product.

It applies to individuals in the printing and graphic arts industry who set up for and produce hand-collated or inserted product to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Read and interpret job specifications from job documentation and production control system 1.2 Identify and undertake machine requirements for set-up 1.3 Check availability of all job related components 1.4 Set up required system according to job specifications
2. Conduct sample run	2.1 Prepare material to be used for sample 2.2 Operate required system to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Assess sample	3.1. Inspect sample and identify requirements for and organise testing according to enterprise procedures 3.2 Interpret results to determine adjustment requirements 3.3 Carry out adjustments according to product specifications
4. Monitor production process	4.1 Monitor and adjust hand-collating to confirm product quality meets the approved sample standard 4.2 Report process adjustments to eliminate problems according to enterprise procedures
5. Conduct shutdown of production process	5.1 Clean collating area ready for next run 5.2 Sort waste according to enterprise procedures 5.3 Remove substrate waste from operating area and recycle or dispose of, where required, according to regulatory requirements and enterprise procedures 5.4 Complete production records and other documentation according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Records information relating to production and machinery problems and completes production reports and other relevant documentation</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> <li>Identifies roles and responsibilities for task and makes basic decisions on work completion parameters</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues</li> </ul>

	to supervisors
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for ways of sequencing; and identifies and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF245 Set up and produce hand-collated or inserted product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF2450 Set up and produce hand-collated or inserted product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and collate two different jobs (at least five products including, one sheet job and one section job) by hand according to manufacturer and job specifications and within enterprise procedures and production timeframes.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for setting up the job for ergonomic factors and ease of operation
- the information found on the production control job ticket
- the criteria for evaluating samples
- quality assurance steps for important features of the production control system
- production records and the information that should be included
- facilities available to assist picking up product by hand
- precautions for handling NCR (No Carbon Required) paper
- methods to separate finished sets of product
- methods of assistance to open sections to be inserted
- the relationship between printed images and the correct sequence of sections
- areas of the finished product to be inspected

- steps to take if the test sample is incorrect
- the procedure for processing remaining sheets (overs) upon job completion
- regulations and enterprise procedures for waste management
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2610 Set up machine for basic adhesive, mechanical or thermal fastening

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for basic adhesive, mechanical or thermal fastening. Some equipment may also involve cutting, trimming, folding and/or gathering (collating) which may be assessed at the same time.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide some guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery system 1.5 Remove substrate from the process according to job specifications

ELEMENT	PERFORMANCE CRITERIA
2. Set up equipment and in-line units	2.1 Set up and adjust fastening system 2.2 Set up and adjust minor in- units are set up for basic processes according to machine requirements 2.3 Provide assistance in set-up of major in-line units
3. Conduct sample run	3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 3.2 Inspect and test sample as required according to enterprise procedures 3.3 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined tasks</li> <li>• Implements actions according to instructions, making slight adjustments if necessary</li> <li>• Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> or <ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and delivery reels</li> <li>• webbing procedures</li> <li>• web control system</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery systems</li> <li>• sheet/section pick-up and transportation systems</li> <li>• transfer systems</li> <li>• sheet/section transfer and control system.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF261 Set up machine for basic adhesive, mechanical or thermal fastening.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF2610 Set up machine for basic adhesive, mechanical or thermal fastening

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machine on two occasions for fastening, using different weights and sizes of substrate according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up and operating the machine and delivery systems
  - readjusting the machine
  - shutting down the machine
  - working with hot melt adhesives
- job documentation or production control system and the information it contains
- steps to ensure important features of the production control system are addressed
- elements to consider when planning a binding sample
- checks required when using delivery systems on the various machines
- methods for securing completed work for dispatch
- binding techniques for different types of jobs
- in-line units available for these binding processes
- circumstances requiring machine adjustment
- quality criteria to consider in the sample and completed binding job
- web control system and webbing procedures used in the delivery area
- common issues in sheeter setup and correction methods



- unique delivery problems with adhesive machines and correction methods
- methods of adhesive metering on the machine
- precautions required to ensure a clean adhesive binding job
- parts of the wire stitcher requiring adjustment to process books of different thicknesses
- required positioning of the wire stitches on the book
- difference between a staple and a wire stitch
- required wire calliper for a particular job
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- fastening machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2620 Produce basic adhesive, mechanical or thermal fastened product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce basic adhesive, mechanical or thermal fastened product, monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals in the printing and graphic arts industry who produce basic adhesive, mechanical or thermal fastened product to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain sheet delivery system	1.1 Monitor and adjust feeder and delivery systems to maintain continuous feeding to machine 1.2 Monitor and adjust sheet pick-up and transport system is to maintain continuous sheet handling and operations 1.3 Monitor and adjust transfer systems to maintain continuous sheet handling and operation 1.4 Add substrate to process according to job specifications
2. Maintain production	2.1 Monitor and adjust registration of fastening to maintain product

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
process	<p>quality according to approved sample standard</p> <p>2.2 Monitor and adjust identified system to maintain product quality according to approved sample standard</p> <p>2.3 Monitor and adjust basic in-line printing, converting, binding and finishing processes to maintain product quality according to approved sample standard</p> <p>2.4 Use machine control according to job specifications</p> <p>2.5 Monitor and verify performance using the process control system according to enterprise procedures</p>
3. Identify and rectify problems and faults	<p>3.1 Identify and report problems in machines according to enterprise procedures</p> <p>3.2 Carry out adjustments and corrections according to specified procedures and within scope of own role</p> <p>3.3 Machine faults requiring repair are identified and reported to designated person according to enterprise procedures</p> <p>3.4 Verify repairs and adjustments prior to resumption of operations</p>
4. Conduct shutdown of production process	<p>4.1 Follow shutdown sequence is followed according to manufacturer specifications and enterprise procedures</p> <p>4.2 Remove substrate waste from operating area and recycle and dispose of, where required, according to regulatory requirements and enterprise procedures</p> <p>4.3 Disengage and clean mechanical fastening unit ready for next run</p> <p>4.4 Disengage and clean thermal fastening ready for next run</p> <p>4.5 Wash glue system ready for next run</p> <p>4.6 Clean in-line printing, converting, binding and finishing units ready for next run</p> <p>4.7 Disengage and clean transportation and delivery systems ready for next run</p> <p>4.8 Complete production records and other documentation according to enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role, particularly with regard to safe operation of machinery and equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.

Monitoring and adjusting identified system must include either:	<ul style="list-style-type: none"> <li>Monitoring and adjusting wire straightness, length, cut-off and clinching pressures</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Monitoring and adjusting adhesion</li> </ul>
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	OR
	<ul style="list-style-type: none"><li>• Monitoring and adjusting power current and dwell time.</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF262 Produce basic adhesive, mechanical or thermal fastened product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2620 Produce basic adhesive, mechanical or thermal fastened product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on two occasions, produce adhesive OR mechanical OR thermal fastened products, using different weights and sizes of substrate, according to manufacturer and job specifications, enterprise procedures, production timeframes, quality standards and listed performance criteria.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for:
  - operating sheet-fed transportation and delivery systems
  - using hot melt adhesive
  - readjusting the machine
  - shutting down and cleaning the machine
- areas of the equipment and system requiring continuous monitoring and cleaning
- checks needed for substrate removal from the machine
- safety clothing required when operating adhesive binders
- sectors of the production process requiring observation and continuous operation
- situations where the machine requires adjustment and production alterations
- adjustment of the adhesive application on the adhesive binder

- the process of straightening wire in the wire feed on the wire stitcher
- factors in unsuccessful welding for a high-frequency welder
- materials to clean from the machine and cleaning procedures for surface rust (condensation)
- quality aspects to consider in the different types of completed jobs
- regulations and enterprise procedures for waste management
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials.
- Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2630 Set up and produce hand-fastened product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up and produce hand-fastened product.

It applies to individuals in the printing and graphic arts industry who set up for and produce hand-fastened product to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Read and interpret job specifications from job documentation and production control system 1.2 Identify and undertake machine requirements for set-up 1.3 Check availability of all job related components 1.4 Set up and adjust fastening system to job specifications
2. Conduct sample run	2.1 Prepare raw material to be used for sample 2.2 Set up and operate equipment to produce a specified sample according to work health and safety requirements, manufacturer specifications and enterprise procedures



ELEMENT	PERFORMANCE CRITERIA
	<p>2.3 Inspect sample and identify requirements for and organise testing according to enterprise procedures</p> <p>2.4 Interpret results to determine adjustment requirements</p> <p>2.5 Carry out adjustments according to product and equipment specifications</p>
3. Maintain production process	<p>3.1 Fastening process is monitored and adjusted to ensure quality product is achieved</p> <p>3.2 Monitor and verify performance using the process control system according to enterprise procedures</p> <p>3.3 Identify and report faulty performance of equipment according to enterprise procedures</p> <p>3.4 Carry out adjustments and corrections according to specified procedures and within scope of own role</p>
4. Conduct shutdown of production process	<p>4.1 Clean and disengage machinery and equipment ready for next run</p> <p>4.2 Remove substrate waste from operating area and recycle and dispose of, where required, according to regulatory requirements and enterprise procedures</p> <p>4.3 Identify machine faults requiring repair and reported to designated person according to enterprise procedures</p> <p>4.4 Verify repairs and adjustments prior to resumption of operations</p> <p>4.5 Complete production records and other documentation according to enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records information relating to production and machinery problems</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role, particularly with regard to operation and maintenance of machinery and equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Fastening process must include either:	<ul style="list-style-type: none"> <li>adhesive or mechanical including gluing, stapling (stitching) or sewing (thread)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>hand sewing including gluing, stapling (stitching) or sewing (thread).</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>registration of fastening to ensure product quality meets the approved sample standard</li> <li>wire straightens, length, cut-off and clinching pressures</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>adhesion to ensure product quality meets the approved sample standard</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>selecting and spacing supports</li> <li>maintaining thread tension</li> <li>aligning sections at the head</li> </ul>

	<ul style="list-style-type: none"><li>• swelling.</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPCBF263 Set up and produce hand-fastened product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF2630 Set up and produce hand-fastened product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up equipment and produce basic hand-fastened products of different thickness and spine length to demonstrate equipment adjustment, in at least two of the following areas:
  - adhesive/thermal (drawn on cover or heated binding tape application)
  - mechanical (wire stitcher or heavy duty stapler including saddle and flat stitching)
  - hand sewing (single and multi-section books).

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for:
  - setting up and operating the machinery
  - cleaning and waste disposal
- the job documentation or production control system and the binding information within
- circumstances in which a machine requires adjustment
- different types of stitches, their uses and the problems associated with them, including:
  - wire stitches
  - staple stitches
  - kettle stitches
  - stab stitches
  - flat/side stitches
  - saddle stitches
- the required binding technique for a job

- the modifications required in wire stitching for different client requirements, including positioning, callipers and stitcher parts
- the care required for a neat and clean adhesive binding job
- sewing stages positioning on the book
- common sewing problems when sewing a multi-section book
- the purpose of sewing frames
- procedures to ensure hand sewing remains firmly together
- problems associated with oiling wire stitchers and improper maintenance of equipment
- measures to prevent production interruptions
- required binding results
- consequences if wire stitches are not in the right position
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2810 Set up machine for basic laminating

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up a machine for a range of laminating processes, including laminating reel to reel, sheet to reel and reel to sheet.

It applies to individuals who work under direct supervision, who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job related components 1.4 Set up and adjust delivery systems
2. Set up laminating machine	2.1 Set up and adjust application system cylinder 2.2 Set up and adjust adhesive application system 2.3 Set up and adjust binding pressures 2.4 Set up and adjust drying system

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Set up in-line units	3.1 Set up and adjust minor in-line units for basic processes according to machine requirements 3.2 Provide assistance in set-up of major in-line units
4. Conduct sample run	4.1 Set up and operate machine to produce a specified sample according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 4.2 Inspect, and test sample as required according to enterprise procedures 4.3 Interpret results and determine adjustment requirements 4.4 Carry out adjustment changes according to product and machine specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• webbing procedures and web control systems</li> <li>• splicing/joining reels</li> <li>• sheeter</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder</li> <li>• sheet/section pick-up and transportation system</li> <li>• transfer system.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF281 Set up machine for basic laminating.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPCBF2810 Set up machine for basic laminating

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machine for two basic laminating for two different jobs with different size and substrate requirements according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for machine set up, operation and shutdown
- manufacturer specifications for the machine and produced samples
- common in-line processes and their role in the job production process
- the job documentation and production control system and the information it contains
- parts of the laminating machine that require continuous observation to meet job requirements
- common errors arising from the laminating machine and in-line units and the steps taken to correct
- quality assessment criteria for sample runs
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- laminating machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF2820 Produce basic laminated product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce basic laminated product, monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision, and who are responsible for operating and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain reel transportation system	1.1 Monitor and adjust reel stand 1.2 Monitor and adjust web control system according to tension and positioning requirements 1.3 Add substrate to the process according to job specifications 1.4 Monitor and adjust reel rewind section according to tension requirements and confirm no marks, blemishes or damage to finished product has occurred 1.5 Remove substrate from process according to job specifications 1.6 Monitor and adjust sheeting section

ELEMENT	PERFORMANCE CRITERIA
2. Maintain basic laminating process	2.1 Monitor and adjust registration of laminating according to sample standard requirements 2.2 Monitor and adjust pressures 2.3 Monitor and adjust adhesion
3. Maintain production process	3.1 Monitor and adjust basic in-line process(es) according to sample standard requirements 3.2 Use machine controls as required 3.3 Monitor and verify performance using the process control system 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify problems and faults	4.1 Identify and report problems in laminating machine according to enterprise procedures 4.2 Carry out adjustments and corrections as required and according to manufacturer specifications and within scope of own role 4.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures 4.4 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of laminating machinery used in printing process according to manufacturer specifications and enterprise procedures 5.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role, particularly with regard to operation and maintenance of machinery and equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF282 Produce basic laminated product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2820 Produce basic laminated product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate laminating machine to complete two jobs on different substrates and of different sizes according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - operation of web machine transport and delivery systems
  - maintenance of laminating and in-line processes
- areas of the reel stand requiring continuous observation to meet job requirements
- checks required for substrate removal from the machine
- laminating registration assurance
- areas of in-line processes requiring continuous observation to meet job requirements
- laminating problems that may occur during machine operation
- adjustment procedures and production alterations that may be required to ensure operation of the process
- machine shutdown procedures
- waste handling and recycling procedures
- areas of the machine that require regular cleaning, and the materials that need to be cleaned

- quality criteria in a completed laminated job
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- laminating machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF297 Clean sack and bag machines

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to clean and check a sack and bag machine with minimum downtime.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for cleaning	1.1 Machinery is safely switched off before cleaning is started 1.2 Cleaning equipment and materials most suitable for the machine are selected
2. Commence cleaning	2.1 Vacuum systems are checked for wear, opened and cleaned with compressed air, and suctions replaced if necessary 2.2 Rollers and drums are checked for wear and cleaned 2.3 Jaws and grippers are cleaned and checked for wear 2.4 Glue units are checked for wear and cleaned, and excess glue and build-up removed from glue nipples 2.5 Glue applicators are cleaned and checked for wear



ELEMENT	PERFORMANCE CRITERIA
	2.6 Hot melt residues are removed and glue pot is cleaned 2.7 Base and underneath of machine are cleaned of print ink and glue residue 2.8 Entire machine is blown down, top to bottom, and all grease and oil is removed from components, housings and the floor 2.9 Cleaning methods which are safe, avoid harm to the environment and follow the manufacturer's instructions are used
3. Complete cleaning	3.1 Used cleaning agents and waste materials are disposed of safely 3.2 When cleaning is finished, machine is checked to ensure it is safe to operate, and all machine guarding is replaced or repositioned in safe working order 3.3 Obvious faults and wear are documented and reported

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.9	<ul style="list-style-type: none"> <li>Comprehends information contained in instructions</li> </ul>
Writing	3.3	<ul style="list-style-type: none"> <li>Documents information required for reporting faults or discrepancies</li> </ul>
Navigate the world of work	1.1, 2.9, 3.1, 3.2	<ul style="list-style-type: none"> <li>Complies with work health and safety (WHS) and legislative requirements, and follows organisational policies and procedures relevant to own role</li> </ul>
Get the work done	1.2, 2.1-2.8	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Follows directions to complete familiar tasks</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPCBF297 Clean sack and bag machines	ICPCF297C Clean sack and bag machines	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF297 Clean sack and bag machines

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- safely clean and check a sack and bag machine with minimum downtime according to manufacturer's specifications and work health and safety (WHS) regulations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list common faults associated with sack or bag manufacturing machines, the causes, and how to correct them
- identify environmental obligations to be observed
- explain WHS procedures for using cleaning fluids and equipment.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to a sack or bag machine, relevant facilities, special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF2980 Run and monitor sack and bag machines

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to run and monitor sack and bag machines with a prescribed range of functions involving known routines and procedures, with some accountability for the quality of outcomes.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Monitor production process	1.1 Identify job specifications 1.2 Maintain required supply of materials throughout production run 1.3 Monitor and adjust paper tension 1.4 Set machine speed according to job specifications and quality requirements
2. Maintain quality	2.1 Identify location of all emergency shutdown buttons and triggers

ELEMENT	PERFORMANCE CRITERIA
	2.2 Select sample from the machine and check it against the required standards 2.3 Make adjustments as required to maintain standards 2.4 Monitor and make minor adjustments to in-line processes during production as required 2.5 Check samples for defects and remove as required 2.6 Monitor quality and output rate of the production run, resolve concerns within scope of own role and escalate as required 2.7 Monitor wastage and dispose of according to enterprise quality standards
3. Identify problems	3.1 Identify and rectify faults according to quality requirements of finished product and manufacturer specifications 3.2 Identify and resolve problems that reduce output rates 3.3 Identify and resolve faults that affect efficient operation of equipment

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to own role in immediate work environment</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF298 Run and monitor sack and bag machines.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF2980 Run and monitor sack and bag machines

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- run and monitor sack or bag machine for at least three different jobs, according to job specifications and enterprise requirements.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - operating sack and bag machines
  - machine shutdown
- checks required prior to set-up for material availability
- common faults associated with sack or bag manufacturing machines, the causes and how to correct them
- the optimum machine speed for the required output quality
- locations of all emergency shutdown buttons and triggers
- quality criteria and standards for proofs and completed jobs
- waste handling procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.



This includes access to:

- sack or bag machine
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF301 Run and monitor in-line bottom making machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to operate and monitor an in-line bottom making machine for the manufacture of sacks or bags with minimum downtime.

This unit applies to skilled operators working in the sacks and bags area in the printing industry who may have to solve problems, provide leadership and guidance to others, and who have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPCBF298	Run and monitor sack and bag machines
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## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Monitor production	1.1 Details required for the job are checked and confirmed against

ELEMENT	PERFORMANCE CRITERIA
process	job specifications 1.2 Supply of materials throughout the run is maintained 1.3 Paper tension is monitored on an ongoing basis 1.4 Machine is run at optimum speed for maintaining quality of output 1.5 Machine is adjusted to maintain quality of output
2. Monitor production	2.1 Correct perforation alignment is maintained 2.2 Pick-up rollers are working correctly and pressure and timing are maintained 2.3 Glue patch applicator or glue impression roller remains clear and dispenses required amount of glue 2.4 Doctor blades and hot melt unit are operating correctly 2.5 Timing between all units is maintained or adjusted to avoid production problems 2.6 Overall production is monitored and adjustments made to avoid production problems and improve production speeds
3. Maintain quality	3.1 Correct procedures for removal of waste are followed according to enterprise procedures 3.2 Samples are continuously monitored for defects, and defects are removed 3.3 Efficiency, quality and output rate of production run are monitored for problems, and any deficiencies resolved 3.4 Locations of all emergency shutdown buttons and triggers are known
4. Identify problems and rectify	4.1 Faults which affect quality of the sacks or bags are identified and rectified 4.2 Problems that reduce rate of output are identified and fixed 4.3 Faults that affect efficient operation of equipment are identified and resolved

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1	<ul style="list-style-type: none"> <li>Interprets textual information to establish and check job requirements and to aid planning process</li> </ul>
Navigate the world of work	3.1, 3.4	<ul style="list-style-type: none"> <li>Recognises and follows legislative and organisational procedures for production processes in relation to own role</li> </ul>
Get the work done	1.1-1.5, 2.1-2.6, 3.1-3.3, 4.1-4.3	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Sequences and schedules activities required to complete tasks and monitors implementation, making adjustments as necessary</li> <li>Identifies and responds to predictable problems and implements standard or logical solutions as required by job role</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF301 Run and monitor in-line bottom making machine for sack or bag manufacture	ICPCF3101C Run and monitor in-line bottom making machine for sack or bag manufacture	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF301 Run and monitor in-line bottom making machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly operate an in-line bottom making machine for the manufacture of sacks or bags according to job specifications and enterprise procedures
- ability to anticipate, identify and rectify production problems with minimum downtime.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify common faults associated with setting up in-line scoring, folding and gluing machines, and how to correct them
- explain procedures for quality assurance
- explain enterprise documentation procedures including quality standards, production standards and faults procedures.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to an in-line bottom-making machine for sack or bag manufacture.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF302 Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to set up, monitor and adjust in-line scoring, folding and gluing machines and materials used in the manufacture of sacks or bags.

It applies to individuals who work under direct supervision with limited responsibility for maintaining the production process and ensuring output is in accordance with quality standards.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPCBF298	Run and monitor sack and bag machines
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## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set up and adjust units	1.1 All details required for the job are checked and confirmed

ELEMENT	PERFORMANCE CRITERIA
	<p>against job specifications</p> <p>1.2 Correct materials and tools are checked and available for the job</p> <p>1.3 Adhesives are appropriate for the substrate, application process and machine</p> <p>1.4 Work area is safe and ready for production according to safety requirements</p> <p>1.5 Blades are sharp and fitted as necessary and units are calibrated according to job specifications</p> <p>1.6 Settings are checked against job specifications before production is commenced</p> <p>1.7 Machine is stepped to ensure scores and folds are in correct position and paper tension is corrected/adjusted</p>
2. Monitor throughput	<p>2.1 Once settings are fixed, unit is run at speed required to produce a quality product</p> <p>2.2 Machine is monitored to ensure scores and folds are in correct position and paper tension is correct</p> <p>2.3 Guide positions are monitored to ensure adhesive is applied evenly and in correct position</p> <p>2.4 Paper moisture is monitored and correct moisture levels are maintained</p> <p>2.5 Folds and guillotine cuts are correctly placed</p> <p>2.6 Glues dry at correct rates for substrate and adequate fibre tears are visible</p>
3. Confirm quality of output	<p>3.1 Sample from the machine is selected and checked to ensure it conforms to required quality standards</p> <p>3.2 Adjustments are made when standards are not met</p> <p>3.3 Each in-line process is monitored and minor adjustments are made during production, as necessary</p> <p>3.4 Samples are continuously monitored for defects, and defects are removed</p> <p>3.5 Efficiency, quality and output rate of production run are monitored for problems, and any deficiencies resolved</p> <p>3.6 Wastage is monitored, kept to a minimum and correctly disposed of according to enterprise quality standards</p> <p>3.7 Locations of all emergency shutdown buttons and triggers are known</p>



## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 1.6	<ul style="list-style-type: none"> <li>Interprets textual information to establish and check job requirements and to aid planning process</li> </ul>
Navigate the world of work	1.4, 3.1, 3.6, 3.7	<ul style="list-style-type: none"> <li>Recognises and follows legislative and organisational procedures for production processes in relation to own role</li> </ul>
Get the work done	1.1-1.7, 2.1-2.6, 3.1-3.6	<ul style="list-style-type: none"> <li>Sequences and schedules activities required to complete tasks and monitors implementation, making adjustments as necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF302 Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture	ICPCF3102C Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF302 Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- set up and monitor in-line scoring, folding and gluing machines used in the manufacture of sacks or bags according to job specifications and within the production timeframe.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain common faults associated with in-line scoring, folding and gluing machines, the causes, and how to correct
- identify enterprise quality standards relevant to this task
- explain different types of adhesive and their drying time
- explain correct procedure for maintenance of blades.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to special purpose tools, materials and equipment such as an in-line scoring, folding and gluing machine used in the manufacture of sacks and bags.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF303 Run and monitor envelope manufacturing machines

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to run, monitor and adjust envelope manufacturing machines and maintain the production process.

It applies to individuals who work under direct supervision with limited responsibility for ensuring output is in accordance with quality standards and issues are resolved with minimum downtime.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Monitor production process	1.1 All details required for the job are checked and confirmed against job specifications 1.2 Correct materials and tools are checked and available for the job 1.3 Supply of materials throughout run is maintained 1.4 Work area is safe and ready for production according to safety requirements

ELEMENT	PERFORMANCE CRITERIA
	<p>1.5 Machine is run at optimum speed for maintaining quality output</p> <p>1.6 Samples from the machine are selected and checked to ensure they conform with required quality standards</p> <p>1.7 Machines are adjusted to maintain quality of output</p>
2. Maintain quality	<p>2.1 Correct procedures for removal of waste are followed according to enterprise procedures</p> <p>2.2 Samples are continuously monitored for defects, and defects are removed</p> <p>2.3 Efficiency, quality and output rate of production run are monitored for problems, and any deficiencies resolved</p> <p>2.4 Locations of all emergency shutdown buttons and triggers are known</p>
3. Identify problems	<p>3.1 Faults which affect quality of envelopes are identified and rectified</p> <p>3.2 Problems that reduce rate of output are identified and fixed</p> <p>3.3 Faults that affect efficient operation of equipment are identified and resolved</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1	<ul style="list-style-type: none"> <li>Interprets textual information to establish and check job requirements and to aid planning process</li> </ul>
Navigate the world of work	1.4, 1.6, 2.1, 2.4	<ul style="list-style-type: none"> <li>Complies with legislative requirements and follows organisational policies and procedures relevant to own role</li> </ul>
Get the work done	1.1-1.7, 2.1-2.3, 3.1-3.3	<ul style="list-style-type: none"> <li>Sequences and schedules activities required to complete tasks and monitors implementation, making adjustments as necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

		<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to own role in immediate work environment</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF303 Run and monitor envelope manufacturing machines	ICPCF3103C Run and monitor envelope manufacturing machines	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF303 Run and monitor envelope manufacturing machines

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- demonstrate how to maintain throughput of envelope manufacturing machines consistently, according to job specifications, safety requirements and quality standards
- locate and operate all safety devices on the machine.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain common faults associated with envelope manufacturing machines, the causes and how to correct
- identify enterprise quality standards, documentation procedures and fault procedures relevant to this task, where they are kept, and the information included in them.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to special purpose tools, materials and equipment used to manufacture envelopes.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPCBF3050 Produce single-faced web

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce a single-faced web for corrugated board manufacture, including inspecting and maintaining production quality and identifying and rectifying problems.

It applies to individuals who generally work under direct supervision and perform a range of mainly routine tasks such as maintaining, cleaning and shutting down machinery and equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Inspect, sample and adjust quality	1.1 Organise inspection and/or testing of sample 1.2 Inspect and test sample as required according to enterprise procedures 1.3 Interpret results and make adjustments according to product and machine specifications as required
2. Maintain operation of reel transportation system and single facing process	2.1 Review and adjust reel stand and web control system according to work health and safety (WHS) requirements 2.2 Add substrate to the process according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.3 Check and adjust starch, heat and steam delivery systems 2.4 Review and adjust corrugating roll and pressure rolls
3. Maintain in-line process(es)	3.1 Monitor and adjust coating and waxing units 3.2 Observe and adjust slitters and cut-off knife
4. Maintain production process	4.1 Use machine controls as required 4.2 Monitor and verify performance using the process control system 4.3 Review and adjust starch performance throughout production run 4.4 Conduct quality checks on a regular basis and adjust as required 4.5 Report process adjustments to eliminate problems according to enterprise procedures
5. Identify and rectify problems	5.1 Identify and report problems in machine operation according to enterprise procedures 5.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 5.3 Verify repairs and adjustments as required prior to resumption of operations
6. Conduct shutdown of production process	6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 6.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 6.3 Clean and disengage all required parts of machinery used in printing process 6.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
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Writing	<ul style="list-style-type: none"> <li>Record problems and document other information according to enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Sequences and schedules activities required to complete tasks and monitors implementation making adjustments as necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF305 Produce single-faced web.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3050 Produce single-faced web

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform at least two runs on the single-facer to produce two different types of single-faced web for corrugated board manufacture.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating machines and transport systems
  - machine shutdown
  - washing machinery
  - handling waste
- the principle support systems on line to the corrugating machine and procedures for controlling and monitoring them
- sections of the single-facer requiring continuous observation operational problems during the run
- manufacturer specifications for machinery
- optimum machine speeds during production
- common product faults during production runs and correction methods

- procedures for monitoring and adjusting settings during the run at every step of the process
- product factors which can be manually monitored, and adjustment methods to resolve problems found by staff operating end stages of the corrugator machine
- single-facer wash-up and shutdown procedures
- functions of the single-facer that must be attended to if it is idle for two or more days
- Environmental Protection Authority (EPA) regulations and procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- in-line corrugating machine.
- Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3060 Set up machine for basic carton folding and gluing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up and adjust a machine for basic carton folding and gluing to ensure the finished product is in accordance with specifications and requirements.

It applies to individuals who work under direct supervision but have limited responsibility with preparing materials, equipment and machinery to ensure the production process is maintained.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set up carton systems	1.1 Set up and adjust feeder according to job specifications 1.2 Set up and adjust carton blank pick-up and transportation system 1.3 Prepare and adjust transfer systems 1.4 Prepare and adjust delivery system 1.5 Remove substrate from process according to job specifications
2. Set up machine for basic folding and gluing	2.1 Set up and adjust folding units 2.2 Prepare and adjust required folding rollers, belts and rails

ELEMENT	PERFORMANCE CRITERIA
	2.3 Establish and adjust gluing system
3. Conduct sample run	3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 3.2 Monitor and adjust slitters 3.3 Inspect and test proof as required according to enterprise procedures 3.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows enterprise and regulatory requirements associated with own role</li> <li>Implements actions according to instructions, making slight adjustments if necessary</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF306 Set up machine for basic carton folding and gluing.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3060 Set up machine for basic carton folding and gluing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a machine, on at least four occasions, for basic straight line folding and gluing of cartons with different weights and sizes of carton board according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up folder transportation and delivery systems
  - setting up and adjusting the folding unit
  - adjusting the inkjet printer
  - working with hot melt adhesives
- the job documentation or production control system and the information it contains
- areas of the sheet-fed transportation system requiring continuous observation to meet job requirements
- areas of the delivery system requiring continuous observation to prevent damage to the finished product
- techniques for securing folded sheets for dispatch
- the causes of scratching of substrate during transportation
- key factors determining speed of the machine and common problems if speed is too fast
- checks to confirm roller pressures meet requirements
- the adjustments to make if the sheet is out-of-square and reasons why this happens
- adjustment procedures for:
  - confirming sheets leave the folding unit and are unscuffed
  - positioning units



- steps taken to ensure alignment of the inkjet printer
- factors affecting the required binding technique for a job
- methods of adhesive metering available on the machine
- the importance of precautions to ensure a clean adhesive binding job
- quality criteria to inspect at the completion of the sample run
- communication protocols if an error occurs during production or the job does not meet quality assurance checks
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to and use of special purpose tools, materials and equipment including:

- special purpose tools, equipment and materials
- carton folding and gluing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3070 Produce double-faced web

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to operate, adjust, monitor and shut down equipment and machinery used to produce double-faced web for corrugated board manufacture.

It applies to individuals who perform tasks such as monitoring machinery operations, dealing with routine problems and reporting production and machinery faults.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Inspect and adjust quality	1.1 Organise inspection and/or testing of sample 1.2 Inspect and test sample as required according to enterprise procedures 1.3 Interpret results and make adjustments according to product and machine specifications as required
2. Maintain operation of reel transportation system and double facing process	2.1 Monitor and adjust reel stand and web control system according to work health and safety (WHS) requirements 2.2 Add substrate to the process according to job specifications 2.3 Monitor and adjust starch and heat delivery systems

ELEMENT	PERFORMANCE CRITERIA
3. Maintain in-line process(es)	3.1 Check and adjust coating and waxing units 3.2 Observe and adjust tape dispensing units 3.3 Monitor and adjust slitters and cut-off knife
4. Maintain production process	4.1 Use machine controls as required 4.2 Review and verify performance using the process control system 4.3 Monitor and adjust starch performance throughout production run 4.4 Conduct quality checks on a regular basis and adjust as required 4.5 Report process adjustments to eliminate problems according to enterprise procedures
5. Identify and rectify problems	5.1 Identify and report problems in machine operation according to enterprise procedures 5.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 5.3 Verify repairs and adjustments as required prior to resumption of operations
6. Conduct shutdown of production process	6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 6.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 6.3 Clean and disengage all required parts of machinery used in printing process 6.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Record problems and document other information according to</li> </ul>

	enterprise requirements
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF307 Produce double-faced web.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3070 Produce double-faced web

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform at least two runs on the machine to produce two different products.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating machinery and delivery systems
  - machine shutdown
  - handling blades
  - waste handling and disposal
- principle support systems on line to the corrugating machine
- the use of support systems in controlling and monitoring the corrugator
- sections of the double backer requiring continuous observation for operational problems during the run
- quality requirements and controls, common product faults during production runs, and correction methods
- procedures for monitoring and adjusting settings during the run at every step of the process

- product factors which can be manually monitored, and adjustment methods to resolve problems found by staff operating end stages of the corrugator machine
- adjustments made in response to problems found in operating end stages of the corrugator machine
- optimal machine speed and its relationship to running conditions
- machine washing procedures
- machine functions that must be attended to if left idle for two or more days
- Environmental Protection Authority (EPA) regulations and procedures impacting on the task
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- double-faced web machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3090 Produce complex folded and glued cartons

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce complex folded and glued products while maintaining the production process and machinery operation.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of carton blank system	1.1 Monitor and adjust feeder and carton blank pick-up and transportation system according to work health and safety (WHS) requirements 1.2 Monitor and adjust transfer systems 1.3 Add substrate to process according to job specifications 1.4 Check and adjust delivery according to quality requirements
2. Maintain complex carton folding and gluing process	2.1 Review and adjust registration of folds 2.2 Review and adjust gluing process according to adhesion strength requirements
3. Maintain operation of	3.1 Review and verify performance using the process control

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
production process	system 3.2 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify problems	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process 5.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>



Problem solving	<ul style="list-style-type: none"><li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li></ul>
Technology	<ul style="list-style-type: none"><li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF309 Produce complex folded and glued cartons.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3090 Produce complex folded and glued cartons

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce three complex carton jobs, with different sizes and weights of carton board, using multiple gluing units.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting and operating folder/gluer transport and delivery systems
  - adjusting and cleaning the machine
  - handling cleaning materials
  - machine shutdown
  - working with hot melt adhesives
- areas of the machine, feeder, gluing unit and pick-up system requiring continuous observation to meet job requirements
- areas of the delivery system requiring continuous observation to prevent damage to the finished product
- causes of incorrect folding, and correction methods
- quality requirements inspected at sample run completion
- steps to take if adhesive viscosity in gluing unit is too low/high

- adjustment procedure for the application of glue
- areas of the machine to adjust if:
  - sheets are not neatly entering delivery
  - carton blanks are creasing
  - carton blanks are not entering the machine
- checks required to shut down the machine and prepare finished work for dispatch
- areas of the machine requiring regular cleaning, required cleaning agents and the materials to clean
- techniques for keeping the machine clear of surface rust (condensation)
- production records to maintain, and information to include
- quality criteria to consider in a completed folded carton
- steps taken to ensure important features of the production control system are followed
- methods for altering production to meet client requirements
- items to check against the client sample
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- folded and glued carton machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3200 Produce complex converted or finished product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to cover complex die cutting, embossing, folding, collating or fastening.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain delivery and cutting systems	1.1 Monitor and adjust delivery systems 1.2 Add substrate to and remove substrate from the process according to job specifications 1.3 Check and adjust knife and die condition according to sample quality requirements 1.4 Monitor and adjust cutting pressures and registration of cutting devices, knives and dies as required 1.5 Monitor and adjust packing of cutting devices and dies as required
2. Maintain complex	2.1 Review and adjust registration and squareness of folds as

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
process	required according to proof quality requirements 2.2 Check and adjust collating and inserting process as required according to proof quality requirements
3. Maintain production process	3.1 Use machine controls as required 3.2 Review and verify performance using the process control system 3.3 Monitor and adjust starch performance throughout production run 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify problems or faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process 5.4 Sharpen cutting devices according to work health and safety (WHS) requirements 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation, cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel delivery system</li> </ul> or <ul style="list-style-type: none"> <li>sheet delivery system</li> </ul> or <ul style="list-style-type: none"> <li>complex fastening (adhesive/mechanical/sewing) system.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand and rewind section</li> <li>web control system to ensure correct tension</li> <li>delivery system</li> <li>sheeting system</li> </ul> or <ul style="list-style-type: none"> <li>feeder</li> <li>sheet pick-up and transportation</li> <li>transfer system to ensure correct and continuous sheet handling</li> </ul> or

	<ul style="list-style-type: none"> <li>• fastening registration</li> <li>• wire straightening, length, cut off and clinching pressures</li> <li>• adhesion</li> <li>• thread tension and stitch quality.</li> </ul>
Units must include either:	<ul style="list-style-type: none"> <li>• machine bed</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• glue system</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• laminating machine.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF320 Produce complex converted or finished product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF3200 Produce complex converted or finished product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate all safety devices on the machinery produce complex converted or finished product involving complex die cutting, embossing, folding, collating or fastening for two different jobs involving different types, sizes and weights of substrate.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, and WHS risks and requirements for:
  - setting up and operating machine transport and delivery systems
  - maintaining the cutting process and handling blades
  - operating and adjusting the folding machine
  - using hot melt adhesive
  - cleaning the machine
- different procedures for buckle, knife and pharmaceutical folding
- enterprise procedures for sheet issues and adjustable areas of the machine for correction
- common machine faults and correction methods
- areas of the reel stand and sheet-fed feeder requiring continuous observation to meet job requirements
- adjustment procedures for the web control system to maintain web tension and position



- adjustment procedures for the sheet pick-up system to ensure continuous sheet handling
- reasons for monitoring gluing units and delivery systems
- indicators showing replacement of a blade is required and checks for replacement
- checks required when packing cutting devices, adjusting cutting pressure, and points to monitor when maintaining cutting pressures
- checks required when adjusting depth of embossing
- procedure for removing substrate from the machine
- terms common to production process, including side lay, deflector and glue line
- enterprise procedures for where job does not coincide with sample
- key factors determining machine operation speed and indicators a change in speed is required
- indicators the machine needs lubrication
- factors indicating machine adjustment is required
- adhesive binders/glue and methods for adjusting adhesive properties and spine milling
- methods for straightening or adjusting wire in wire feed on a wire stitcher
- techniques to modify dwell time on a high frequency welder
- checks for machine shutdown, and key reasons they are required
- required cleaning agents for machines and materials to clean, including surface rust
- quality requirements, controls and checks inspected during production, at end of sample run and on the finished product
- steps to ensure of production control system is followed and required production records
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- converting or finishing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3210 Set up and produce complex guillotined product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to complete complex guillotining, including knife changing and involving programmable guillotines and/or complex cutting sequences.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Identify grip and lay edges of sheet 1.5 Check knife sharpness, report and remove dull knives according to enterprise procedures and replace cutting sticks as required

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Set up machine for guillotining	2.1 Set up and adjust guillotine 2.2 Set and adjust clamping pressures according to job specifications
3. Conduct sample cut	3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 3.2 Inspect and test proof as required according to enterprise procedures 3.3 Interpret results and make adjustments according to product and machine specifications as required
4. Maintain guillotining process	4.1 Observe and adjust knife and cutting stick 4.2 Monitor and adjust cutting pressures and confirm product quality meets the approved sample standard 4.3 Check and adjust registration of knives and confirm product quality meets the approved sample standard
5. Maintain operation of production process	5.1 Use machine controls as required 5.2 Monitor and verify performance using the process control system 5.3 Report process adjustments to eliminate problems
6. Identify and rectify problems and faults	6.1 Identify and report problems in guillotining machine operation 6.2 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role 6.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures 6.4 Verify repairs and adjustments prior to resumption of operations
7. Conduct shutdown of production process	7.1 Follow shutdown sequence according to manufacturer specifications 7.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to Environmental Protection Authority (EPA) regulatory requirements 7.3 Clean and disengage guillotining machine according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records information relating to production and machinery problems and completes production reports</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> <li>Identifies roles and responsibilities for task and makes basic decisions on work completion parameters</li> <li>Takes personal responsibility for adherence to regulatory responsibilities relevant to own work context</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF321 Set up and produce complex guillotined product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF3210 Set up and produce complex guillotined product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up, including knife change, and produce three complex guillotined products, with three different substrates using an electronic guillotine, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- operate in association with fellow workers and according to planned daily schedule
- maintain production according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- demonstrate all safety devices on the machine
- anticipate production difficulties and take action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and WHS requirements for:
  - handling knife blades during the knife change operation
  - setting up, cleaning and operating the guillotine
  - checking and adjusting the machine
  - maintaining the production process
  - shutting down and cleaning the machine
  - waste handling and disposal
- job documentation or production control system, and the required information it contains
- common trade terms used in documentation for complex cutting or guillotine knife change operations
- factors that must be considered when planning a cutting sequence

- key items to check and their adjustment procedures, such as:
- machine problem areas and adjustment parameters
- clamp plate removal and machine adjustments
- job quality criteria against client sample (including cutting result) and steps to take if the result does not coincide
- problems that arise if:
  - a dull blade is used or the cutting stick is not replaced regularly
  - the automatic knife is activated
  - lay or gripper edges on sheets are not recognised
- procedures for:
  - selecting and adjusting clamping pressure for a job
  - completing jobs with undersize requirements for machine
  - reporting machine malfunctions
  - waste handling and disposal from the guillotine area
  - ‘packing-up’ the clamp of a guillotine
  - ensuring key features of production control system are followed
- key attributes required in a knife, including angles and forces acting on them
- guillotines, their components, key features and common issues
- indicators blade or cutting stick replacement is required, and information to record
- circumstances requiring a knife with a double angle
- clamp pressure required for different paper types and common clamping issues
- size range of sheets that can be processed on machine
- key factors differentiating ‘work and turn’, ‘work and twist’, ‘work and tumble’ and ‘work and back’ jobs
- types of jobs unsuitable for automatic cutting
- trimming requirements of multi-section books or magazines with bulky spines
- lay and gripper edges on sheets, and methods for identifying them if not marked
- reasons why:
  - the guillotine knife will not operate when the machine is turned on
  - a book block may be cut out-of-square
  - the program does not work after it has been entered into the machine
- parts of the guillotine to check after a cut, if top sheets are:
  - longer or shorter than the bottom sheets
  - out-of-square
  - creasing along the cut line
- indicators that machine lubrication is necessary, and required lubrication types and methods
- quality criteria in a completed cutting job, areas of the finished product to inspect and any production alterations required
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- an electronic guillotine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3260 Undertake pre make-ready for die cutting

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to prepare cutting formes, to accommodate different complexities of cutting containing multiple images, with extremely tight registration and highly accurate cutting requirements.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Locate existing formes and collect new formes and required tooling 1.3 Check accuracy of cut and fold for cutting for me and tooling against master sample 1.4 Locate and check accuracy of centre line according to positioning and registration requirements
2. Position and set up	2.1 Locate cutting plate and prepare for counters



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
counters	2.2 Position and set up counters on cutting plate and confirm registration with cutting forme
3. Produce sample cut	3.1 Position cutting forme and cutting plate on machine according to job requirements 3.2 Operate machine to produce sample according to enterprise procedures 3.3 Cut sample and confirm precise registration of tooling 3.4 Adjust forme and tooling as required according to job specifications 3.5 Obtain approval of sample from designated person
4. Set up stripping forme and blank separator	4.1 Position pins on stripping forme and confirm accurate removal of waste board 4.2 Set up blank separator according to job specifications
5. Undertake filing procedure	5.1 Allocate and record identification number for cutting formes, tooling and strippers 5.2 Enter information into filing system according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Gathers information from a range of sources to record using headings, instructions and layout to meet needs of audience and purpose of text</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Implements actions as per plan, making accurate adjustments as necessary</li> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF326 Undertake pre make-ready for die cutting.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3260 Undertake pre make-ready for die cutting

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare four cutting formes, two large and two small, to accommodate two different complexities of cutting.

In the course of the above the candidate must:

- prepare attachment stripper materials.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for:
  - handling and setting blades
- registration requirements
- checks required to position bridge holes
- procedure for reinforcing bridge holes
- checks to perform to ensure saw cuts match line drawings
- checks when cutting and shaping the knives and creasers
- key factors that determine amount and positioning of rubber attached to the forme
- factors to consider when setting knives and creasers into position on the forme blank
- checks for attaching stripping materials to stripper backing materials
- the purpose of mounting strips
- areas to proof to ensure cutting forme meets job specifications
- the allocation of numbers to each forme
- the required method of recording forme allocation numbers
- filing system and enterprise procedures for entering information
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work, and include access to:

- cutting formes and tooling
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3270 Set up machine for complex rotary die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for complex rotary die cutting or embossing.

It applies to individuals who prepare material, monitor and run equipment and machinery and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Select and secure cutting devices and dies to machine 1.5 Set up and adjust delivery systems 1.6 Remove substrate from the process according to job specifications

ELEMENT	PERFORMANCE CRITERIA
2. Set up machine for basic rotary cutting	2.1 Set up and adjust rotary cutting devices 2.2 Establish and adjust cutting pressures 2.3 Set counter knives and anvils in required position
3. Set up in-line units	3.1 Prepare minor in-line units for basic processes and adjust according to machine requirements 3.2 Provide assistance in set-up of major in-line units
4. Conduct sample run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 4.2 Inspect and test proof as required according to enterprise procedures 4.3 Monitor and adjust registration of knives and confirm product quality meets the approved sample standard

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows regulatory requirements and enterprise procedures relevant to own role</li> <li>Implements actions according to instructions, making slight adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel systems</li> </ul> or <ul style="list-style-type: none"> <li>• sheet systems.</li> <li>•</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• web control system</li> <li>• folder and sheeter</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery systems</li> <li>• sheet pick-up and transportation systems</li> <li>• transfer systems.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF327 Set up machine for complex rotary die cutting or embossing.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3270 Set up machine for complex rotary die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machine two complex jobs with different substrates, sizes and patterns according to manufacturer and job specifications and enterprise procedures

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - setting up and operating sheet or reel transport and delivery systems
  - setting up and adjusting rotary cutting devices
  - handling blades
- the job documentation or production control system, and the required information it contains
- features and functions, common issues, faults and adjustment methods for the following machine sections in all systems:
  - transportation
  - delivery
  - the feeder unit
  - rewind wheel and unwind reel
  - the sheeter and folder
- required checks for:
  - mounting cutting devices on a cylinder and attaching them to the machine



- substrate removal from the machine
- ensuring suitability of in-line processes
- key details of the completed sample to ensure conformance with client requirements
- methods used for registering and proofing cutting devices
- key selection criteria for the required cutting system and cutting devices
- key areas to consider during webbing procedures
- areas of the delivery:
  - that can be adjusted to meet job specifications in reel systems
  - requiring continuous observation to maintain neat delivery of finished work and prevent damage to finished product
- adjustments required to the machine to facilitate sheet pick-up and transportation
- methods of securing the finished product for dispatch
- machine pressure and cutting depths
- procedures for adjusting lays for registration, required checks, and circumstances when it is done
- problems that occur if counter knives/anvils are incorrectly set
- the range of sheet sizes that can be processed on this machine
- common faults that occur with the rotary cutting process and correction methods
- indicators that replacement of knives/blades/cutting edges are required
- storage procedures for cutting edges and counter knives (anvils) to guard against damage and deterioration
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- die cutting or embossing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3280 Produce complex rotary die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce complex rotary die cut or embossed product, maintain operation of machinery and the production process, rectify problems and shut down the equipment.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of delivery systems	1.1 Monitor and adjust delivery systems 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain operation of complex rotary die cutting or embossing process	2.1 Review and adjust knife condition and cutting pressures according to sample quality requirements 2.2 Check and adjust registration of knife(s) 2.3 Check and adjust packing of cutting devices

ELEMENT	PERFORMANCE CRITERIA
3. Maintain production process	3.1 Monitor and adjust in-line processes 3.2 Use machine controls as required 3.3 Review and verify performance using the process control system 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify rotary cutting machine problems and faults	4.1 Identify and report problems in cutting machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.4 Sharpen cutting devices according to work health and safety (WHS) requirements 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory and enterprise requirements</li> </ul>

Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> or <ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Monitoring and adjusting must include:	<ul style="list-style-type: none"> <li>• reel stand and rewind stand</li> <li>• web control system</li> <li>• sheeting section</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery systems</li> <li>• sheet pick-up and transportation systems</li> <li>• transfer systems.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF328 Produce complex rotary die cut or embossed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3280 Produce complex rotary die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex products, including die cut and/or embossing in-line processes, with different substrates, sizes and patterns.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and WHS requirements for:
  - setting up and operating machine transport and delivery systems
  - maintaining the cutting process
  - problem-solving on the rotary machine cutting process
  - handling blades
  - machine shutdown
- key factors to consider when maintaining rotary cutting operations
- areas of the:
  - machinery requiring cleaning at the end of the run
  - reel stand to monitor to ensure trouble-free operation
  - web control system to adjust to maintain web tension and the positioning of the web
  - delivery system to monitor to maintain tension and prevent damage to finished product

- sheet-fed feeder to observe to meet job requirements
- sheet pick-up system to adjust for continuous sheet handling
- production process that may require adjustment to meet client requirements
- checks to be made:
  - on cutting pressures and registration, packing of cutting area, condition of cutting edges, and the smooth running of the operation
  - on cutting accuracy after adjustment
  - when removing substrate from the machine
  - when packing, cleaning, storing or replacing cutting devices
  - when removing waste from the machine and surrounding area for disposal or recycling
  - when shutting down the machine
- indicators requiring replacement of cutting edges
- steps taken to ensure a clean and precise result
- common difficulties during production runs and correction procedures for machine faults
- cleaning agents used to clean the machine
- production records to be kept and the information that should be included
- quality requirements to consider in a completed rotary cutting job
- steps taken to ensure key features of the production control system are followed
- items to check against the client sample
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- rotary die cutting or embossing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3410 Set up machine for complex sequenced or multiple folding

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for complex folding.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery systems
2. Set up machine for complex sequenced or multiple folding	2.1 Set up and adjust folding units 2.2 Set up and adjust folding rollers, belts and rails as required



ELEMENT	PERFORMANCE CRITERIA
3. Set up in-line units	<p>3.1 Set up and adjust minor in-line units for basic processes according to machine requirements</p> <p>3.2 Provide assistance in set-up of major in-line units</p>
4. Conduct sample run	<p>4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample</p> <p>4.2 Inspect and test proof as required according to enterprise procedures</p> <p>4.3 Interpret results and make adjustments according to product and machine specifications as required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Oral Communication	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions to confirm or clarify requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows regulatory requirements and enterprise procedures relevant to own role</li> <li>Implements actions according to instructions, making slight adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> or <ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind reel</li> <li>• webbing procedures</li> <li>• web control system</li> <li>• splicing/joining reels</li> <li>• folder and sheeter</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery system</li> <li>• sheet pick up system</li> <li>• transfer system</li> <li>• sheet transfer and control.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF341 Set up machine for complex sequenced or multiple folding.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF3410 Set up machine for complex sequenced or multiple folding

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- correctly set up set up three multiple sequenced folding jobs or gusseting jobs, using different sizes and weights of substrates, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up and operating machine transport systems
  - setting folder transportation and delivery systems
  - setting up and adjusting the folding unit
  - adjusting machine units
- the job documentation or production control system and the information it contains
- the factors to consider when planning a folding sample
- the areas of the delivery system requiring monitoring to maintain trouble-free operation and delivery of undamaged finished work
- checks to make when removing substrate from the machine
- methods of securing folded sheets for dispatch
- the range of sheet sizes that can be processed on the machine
- machine adjustments to facilitate different stock sizes
- causes of substrate scratching and scuffing during transportation
- factors determining machine speed

- problems that can be expected if:
  - the machine is running too fast
  - the machine rollers are set too loose
  - there is too much roller pressure
  - the delivery system is not set as required
- factors determining required roller pressure for a given job and the checks to carry out
- steps to ensure required alignment of in-line processes/units
- the function of a gate fold unit and checks when operating an electronic gate fold unit
- the use of a gluing unit on a job
- the adhesive used in the gluing unit
- adjustments made to the glue line length
- quality assurance criteria to inspect at the sample run completion
- adjustments required and common causes if:
  - job is out-of-square
  - ink is too wet for production
  - job does not coincide with sample
- items to check against the client sample
- areas to adjust in the web control system to maintain required web tension and positioning
- adjustments required for common sheet issues and their causes
- parts of the sheet pick-up system to adjust to ensure continuous sheet handling
- factors that determine accuracy of sheets entering folding rollers
- manufacturer manuals and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- sequencing or folding machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3420 Produce complex sequenced or multiple folded product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce complex folded product, monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain delivery system	1.1 Monitor and adjust delivery systems according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain production process	2.1 Monitor and adjust registration and squareness of fold according to product quality sample requirements 2.2 Monitor and adjust basic in-line process(es) 2.3 Use machine controls as required

ELEMENT	PERFORMANCE CRITERIA
	2.4 Review and verify performance using the process control system 2.5 Review and adjust starch performance throughout production run 2.6 Report process adjustments to eliminate problems according to enterprise procedures
3. Identify and rectify problems and faults	3.1 Identify and report problems in machine operation according to enterprise procedures 3.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 3.3 Verify repairs and adjustments as required prior to resumption of operations
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 4.3 Clean and disengage all required parts of machinery used in printing process 4.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory and enterprise requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine</li> </ul>

	work situations
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must could include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or <ul style="list-style-type: none"> <li>sheet.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand</li> <li>web control systems</li> </ul> or <ul style="list-style-type: none"> <li>feeder and delivery systems</li> <li>sheet pick-up and transport systems</li> <li>transfer systems.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF342 Produce complex sequenced or multiple folded product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF3420 Produce complex sequenced or multiple folded product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete two complex multiple folded jobs, using different sizes and weights of substrate.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- demonstrate use of computerised control, monitoring and data entry systems
- anticipate production difficulties and take preventive action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and manufacturer specifications, and WHS requirements for:
  - setting up and operating machine transport and delivery systems
  - using and adjusting the folding machine
  - cleaning the machine
  - machine shutdown
- checks required when substrate is removed from the machine
- areas and parts of:
  - the in-line process to monitor to ensure product quality
  - the reel stand to monitor to ensure proper operation
  - the sheet-fed feeder to monitor to ensure proper operation
  - the machine to adjust if the sheet is creasing
  - the machine to clean regularly



- causes of out-of-square folding and correction methods
- quality requirements inspected at sample run completion and in a completed folded job
- communication protocols if the:
  - job is out-of-square
  - ink is too wet for production
  - job does not coincide with the sample
- key tasks required for machine shutdown procedures
- requirements to prepare finished work for dispatch
- the materials to clean from the machine
- requirements to keep the machine clear of surface rust (condensation)
- production alterations needed to meet client requirements
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- folding machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3430 Set up machine for complex collating

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up a machine for complex collating, gathering or inserting of sheets or sections.

It applies to individuals working in binding and finishing operations, mail houses and newspapers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery systems 1.5 Add substrate to and remove substrate from process according to job specifications
2. Set up machine and in-line units	2.1 Set up and adjust collating systems 2.2 Set up and adjust minor in-line units for basic processes and according to machine requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Provide assistance in set-up of major in-line units
3. Conduct sample run	<p>3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof</p> <p>3.2 Inspect and test proof as required according to enterprise procedures</p> <p>3.3 Interpret results and make adjustments according to product and machine specifications as required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> <li>Implements actions according to instructions, making slight adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or
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	<ul style="list-style-type: none"> <li>• sheet.</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• web control systems</li> <li>• splicing/joining reels</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• feeder and delivery systems</li> <li>• sheet/section/reel pick-up and transportation systems</li> <li>• transfer systems.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF343 Set up machine for complex collating or inserting (sheet/section/reel).

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3430 Set up machine for complex collating

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machines for complex collating for a minimum of four products, including:
  - two sheet jobs, each using different sizes and weights of substrate
  - two section jobs.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up and operating machine transport systems
  - preparing and adjusting machine units
- the job documentation or production control system and the information it contains
- elements to consider when planning a collated sample
- areas of the machine to adjust to allow for 42gsm stock
- factors determining machine operating speed
- indicators that the machine needs lubrication
- steps ensuring alignment of in-line processes/units
- requirements for an acceptable collating result
- the cause of sheets creasing in the machine delivery
- items to check against the client sample
- circumstances and problems requiring machine adjustment, including:
  - maintaining unit positioning
  - facilitating different stock sizes

- alleviating bruising of no carbon required (NCR) paper
- areas of the reel stand requiring monitoring to maintain trouble-free operation
- areas of the web control system requiring monitoring to maintain web tension and positioning
- key factors to consider when setting up the feeder and double/misfeed sheet calliper system
- required settings to ensure smooth transportation of sheets or sections to and through machine
- different types of sheet/section delivery systems
- the range of sheet/section sizes that can be processed and run on the machine
- procedure for organising laboratory testing
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- collating machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3440 Produce complex collated or inserted product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce a complex collated or inserted sheet, section or reel product, to monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain delivery systems	1.1 Monitor and adjust delivery systems according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain production process	2.1 Review and adjust collating or inserting process according to sample quality requirements 2.2 Monitor and adjust in-line processes 2.3 Use machine controls as required 2.4 Review and verify performance using the process control

ELEMENT	PERFORMANCE CRITERIA
	system 2.5 Report process adjustments to eliminate problems according to enterprise procedures
3. Identify and rectify problems and faults	3.1 Identify and report problems in machine operation according to enterprise procedures 3.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 3.3 Verify repairs and adjustments as required prior to resumption of operations
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 4.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 4.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation, cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly</li> </ul>



organising	defined, familiar tasks
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel transportation</li> </ul> or <ul style="list-style-type: none"> <li>sheet transportation.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>cleaning collating or inserting (sheet/section/reel) machine</li> <li>web control system</li> </ul> or <ul style="list-style-type: none"> <li>feeder</li> <li>sheet pick-up and transportation system</li> <li>transfer system.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF344 Produce complex collated or inserted product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3440 Produce complex collated or inserted product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate machines for complex collating for a minimum of four products, including in-line processes, including:
  - two sheet jobs, each using different sizes and weights of substrate
  - two section jobs, with and without lip/lap.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating the machine
  - adjust the machine
  - cleaning the machine
  - machine shutdown
- factors affecting the speed the machine operates at
- indicators that the machine needs lubrication
- circumstances when the machine requires adjustment
- areas to check when sections fail to open on the chain
- checks to conduct during machine shutdown

- areas of the machine that need regular cleaning and required cleaning agents
- steps taken to keep the machine clear of surface rust (condensation)
- production records to be kept, and the information to include
- steps taken to ensure important features of the production control system are followed
- quality requirements for a collating result
- the cause of sheets creasing in the machine delivery and correction methods
- causes of sheets misfeeding during production and methods to prevent double sheet feeds
- adjustments required to prevent bruising of no carbon required sheets
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- collating or inserting machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3610 Set up machine for complex adhesive, mechanical or sewn fastening

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for complex adhesive, mechanical or sewn fastening.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components
2. Set up delivery and transfer systems	2.1 Set up and adjust feeder and delivery systems 2.2 Set up and adjust pick-up and transportation system 2.4 Remove substrate from the process according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.5 Set up and adjust transfer and control systems
3. Set up machine and in-line units	3.1 Set up and adjust fastening system 3.2 Set up minor in-line units for basic processes according to machine requirements and job specifications 3.3 Provide assistance in set-up of major in-line units
4. Conduct sample run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 4.2 Inspect and test sample as required according to enterprise procedures 4.3 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows protocols and meets expectations associated with own role</li> <li>Implements actions according to instructions making slight adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF361 Set up machine for complex adhesive, mechanical or sewn fastening.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3610 Set up machine for complex adhesive, mechanical or sewn fastening

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machines for two complex jobs using different sizes and weights of substrate according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine
- set up machines for one complex process of adhesive, thermal, mechanical or section sewing.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up the machine and fastening equipment
  - setting up and operating transportation systems
  - working with hot melt adhesives
  - readjusting the machine
- the job documentation or production control system and the information it contains regarding binding requirements
- key factors to consider when planning a collated sample
- special delivery problems associated with adhesive machines and correction methods
- section feeding systems
- methods for monitoring various delivery systems on the machines
- methods of securing completed work for dispatch
- the range of sheet sizes that can be processed on each machine and available adjustments
- methods of adhesive metering present on the machine

- required checks to ensure a clean adhesive binding job
- the impact of sewing not completed in the right position
- adjustable parts of the wire stitcher to process books of different thicknesses
- the position of wire stitches on the book
- the difference between a staple and a wire stitch
- required wire callipers for different jobs
- in-line units required for binding processes
- circumstances where the machine requires adjustment
- quality criteria to evaluate in the completed binding job
- steps required to ensure important features of the production control system are addressed
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- adhesive, mechanical or sewn fastening machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPCBF3620 Produce complex adhesive, mechanical or sewn fastened product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce complex adhesive, mechanical or sewn fastened product, to monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product. Some equipment may also involve cutting, trimming, folding and/or gathering (collating), which may be assessed at the same time.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of transportation system	1.1 Monitor and adjust feeder according to work health and safety (WHS) requirements 1.2 Monitor and adjust sheet and section pick-up and transport system 1.3 Add substrate to the process according to job specifications
2. Maintain operation of delivery system	2.1 Monitor and adjust delivery system 2.2 Check and adjust wire straightness, length, cut-off and

ELEMENT	PERFORMANCE CRITERIA
	clinching pressures 2.3 Review and adjust adhesion, thread tension and stitch quality
3. Maintain production process	3.1 Monitor and adjust in-line processes 3.2 Use machine controls as required 3.3 Review and verify performance using the process control system 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify problems and faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process 5.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise</li> </ul>

	procedures
Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar, routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF362 Produce complex adhesive, mechanical or sewn fastened product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3620 Produce complex adhesive, mechanical or sewn fastened product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex jobs using different sizes and weights of substrate, each including adjustments in at least one of the following:
  - adhesive binding
  - high frequency welding
  - wire stitching

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - operating sheet-fed transportation and delivery systems
  - maintaining and adjusting operation of the machine
  - using hot melt adhesive
  - cleaning the machine
  - waste removal
- areas of the sheet-fed feeder requiring continuous observation to meet job requirements
- parts of the sheet pick-up system to adjust to ensure continuous sheet feeding

- areas of the delivery system to observe to maintain tension and prevent damage to the finished product
- checks to make when substrate is removed from the machine
- list safety clothing available for use when operating adhesive binders
- optimal machine speed of production and the key factors affecting it
- sectors to observe to guarantee the production process is continuous and meets job requirements
- areas of the in-line process requiring continuous observation to ensure product quality
- circumstances that require the machine to be adjusted, slowed down or sped up
- methods for increasing spine milling on an adhesive binder
- steps taken to increase/decrease dwell time and current on a high frequency welder
- checks to make for a given machine's shutdown procedure
- the main reasons for a thorough shutdown of operations
- areas of the machine that need regular cleaning, the materials to be cleaned and required cleaning agents
- steps taken to keep the machine clear of surface rust (condensation)
- production records to be kept and the information they should contain
- quality criteria to be considered in a completed:
  - adhesive bound job
  - high frequency welded job
  - wire stitched job
- steps taken to ensure important features of the production control system are followed
- production alterations required to meet client requirements
- the items to check against the client sample
- the requirements for recycling waste
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- adhesive, mechanical or sewn fastened machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPCBF3690 Set up and produce hand-made box

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up and produce a hand-made box. It applies to the binding and finishing sector.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine dimensions and style of box	1.1 Communicate with client and identify job requirements 1.2 Determine dimensions of article to be contained 1.3 Select dimensions and style of box according to client requirements
2. Select materials	2.1 Select board weight, covering and lining materials 2.2 Determine grain direction as required
3. Prepare box	3.1 Cut board, cover material and lining to according to required size and work health and safety (WHS) requirements

ELEMENT	PERFORMANCE CRITERIA
	3.2 Score board to required depth 3.3 Fit lids as required, according to thickness of covering material 3.4 Assemble box according to job specifications
4. Attach covering material and lining	4.1 Cut corners according to job specifications 4.2 Fix covering material and lining
5. Press box	5.1 Prepare block for pressing 5.2 Apply pressure to box sections to press box
6. Decorate or furnish box if required	6.1 Apply decorating techniques as required according to job specifications 6.2 Attach furnishings as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>Selects from and uses a variety of mathematical and problem-solving strategies in a range of familiar contexts</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Implements actions according to instructions making slight adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*



Box assembly must include either:	<ul style="list-style-type: none"><li>• Folding and scoring corners with straight folds at correct angles and securing with reinforcing material as required</li></ul> or <ul style="list-style-type: none"><li>• Gluing and butt join with walls set at correct angles to base and making flush joints with adequate adhesion.</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPCBF369 Set up and produce hand-made box.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3690 Set up and produce hand-made box

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two boxes in different styles and materials, at least one of which must have a lid, according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - handling blades
  - handling and disposing waste
- the required board calliper for a specific box
- the maximum calliper for a folded box
- the procedure for making inconspicuous corner reinforcements
- selection criteria for the required covering material and style
- the required allowances in a book box
- techniques to reduce scuffing of a book cover in slip cases
- techniques to reduce corner bulk when using heavyweight board
- techniques used when cutting turn-ins for a rounded spine
- the reasons for covering the edge of a board before attaching the main covering
- the consequences of adhesives being either too thick or too thin
- the effect open time of an adhesive has on the covering process
- evaluation criteria for a finished box to ensure a clean finished job
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- materials used to produce a hand-made box.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3710 Decorate paper

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up and use a range of paper and edge decorating techniques including marbling, gilding, gauffering, staining, sprinkling, spraying, burnishing and paste paper.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Prepare surface to be decorated 1.2 Trim, scrap and sand edges according to technique requirements 1.3 Prepare apply size, mordant and glair
2. Carry out marbling	2.1 Prepare bath according to selected technique requirements 2.2 Select and set up equipment according to job and manufacturer specifications and work health and safety (WHS) requirements 2.3 Mix colours according to consistency requirements 2.4 Dip and remove substrate

ELEMENT	PERFORMANCE CRITERIA
	2.5 Rinse and dry substrate
3. Gild edges with leaf	3.1 Load book into laying press 3.2 Apply and treat red bole or black lead 3.3 Apply and burnish gold and glair
4. Gild edges mechanically	4.1 Load substrate into press 4.2 Prepare substrate according to technical requirements 4.3 Set up gilding machine according to requirements for pressure, heat and dwell time 4.4 Apply gilding foil to substrate and use additives as required
5. Carry out gauffering	5.1 Draw up design to be transferred 5.2 Select and prepare tools 5.3 Lock book into laying press 5.4 Make impressions and confirm they meet job requirements
6. Carry out staining or sprinkling or spraying	6.1 Position and secure papers 6.2 Prepare covering colour according to job specifications 6.3 Apply colour with sponge, spray gun, roller or sprinkling brush
7. Apply graphite	7.1 Lock book into laying press 7.2 Apply graphite powder and burnish edges
8. Carry out burnishing	8.1 Lock book into laying press 8.2 Select tools according to job specifications 8.3 Apply beeswax and burnish edges of book
9. Make paste paper	9.1 Prepare paste according to consistency and colour requirements 9.2 Create required patterns using brushes, combs, dies or pulling off as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Makes basic decisions about choice of techniques, equipment and</li> </ul>

organising	materials
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## Unit Mapping Information

Supersedes and is equivalent to ICPCBF371 Decorate paper.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF3710 Decorate paper

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two jobs using different sizes, styles and substrates, according to manufacturer and job specifications and enterprise procedures and each incorporating at least one of the following techniques:
  - marbling
  - gilding
  - staining, sprinkling or spraying
  - burnishing
  - creating paste paper.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for the different methods of paper decoration
- the size, mordant and glair used for a particular process and its required strength
- different methods of application and their uses
- the required surface preparation timing before treatment
- the different gums used in the bath, and the bath's required consistency
- common causes of blank spots on the substrate and the purpose of keeping the substrate free of dust
- methods for:
  - controlling the spread of colour
  - picking up gold leaf for edge gilding
  - minimising colour absorption in absorbent stocks
  - preventing colour appearance on an adjacent edge
  - ensuring an even coating

- ensuring colour fastness
- techniques used for:
  - gilding in the round
  - obtaining an even impression
  - determining required consistency for paste
  - produce different patterns or effects
- effect of temperature on the marbling process
- the reasons for gold not sticking
- the repair of a break in a gilt edge
- the difference of antique gilding from a solid gilt edge
- the use of red bole or black lead with the gold
- the impact of inappropriate pressure on a job
- steps taken to ensure an even finish
- the procedure for determining required consistency of graphite/paste mixture
- the most common fault with burnished edges
- steps to ensure a smooth result
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- facilities, equipment and materials used to decorate paper.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPCBF3810 Set up machine for complex laminating

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a machine for a range of complex laminating processes including laminating reel to reel, sheet to reel and reel to sheet.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications
2. Set up reel transportation system	2.1 Set up and adjust unwind reel 2.2 Carry out webbing procedures 2.3 Set up and adjust web control system 2.4 Splice and join reels as required 2.5 Set up and adjust rewind reel and sheeter

ELEMENT	PERFORMANCE CRITERIA
3. Set up machine for complex laminating	3.1 Set up and adjust application system cylinder, adhesive application system and binding pressures 3.2 Set up and adjust drying system
4. Set up in-line unit(s)	4.1 Set up minor in-line units for basic processes according to machine requirements and job specifications 4.2 Provide assistance in set-up of major in-line units
5. Conduct sample run	5.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 5.2 Inspect and test sample as required according to enterprise procedures 5.3 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> <li>Implements actions according to instructions, making adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans and organises familiar tasks</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF381 Set up machine for complex laminating.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3810 Set up machine for complex laminating

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up machine for two jobs on different substrates, of different sizes, including demonstrating splicing techniques according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- the job documentation or production control system, and the information it contains
- elements to consider when planning a laminating sample
- work health and safety (WHS) risks and requirements for:
  - setting up and adjusting the laminating machine
  - setting up the drying system
- webbing procedures commonly used in the transportation area
- common issues in the reel transportation system and correction methods
- areas to consider when setting up the web control system
- problems likely to occur when setting up and operating the sheeter, and correction methods
- methods of web splicing on the laminating process
- checks to make when setting up and adjusting the application system cylinder and adhesive application system
- factors determining the setting of the binding pressures
- the function of the drying system and factors affecting it
- the range of sheet sizes that can be processed on this machine

- in-line units available for the laminating process
- circumstances requiring machine adjustment
- quality criteria to consider in a completed laminating job, and items to check against the client sample
- laboratory testing procedures
- steps taken to ensure important features of the production control system are addressed
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- laminating machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3820 Produce complex laminated product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce complex laminated product, to monitor and adjust machinery, maintain transportation of the substrate, identify and rectify faults, and clean and shut down equipment.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of reel transportation and delivery systems	1.1 Monitor and adjust reel stand and web control system according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications 1.3 Monitor and adjust reel rewind and sheeting section
2. Maintain complex laminating process	2.1 Check and adjust registration of laminating 2.2 Monitor and adjust pressures and adhesion
3. Maintain production processes	3.1 Monitor and adjust in-line process(es)

ELEMENT	PERFORMANCE CRITERIA
	3.2 Use machine controls as required 3.3 Monitor and verify performance using the process control system 3.4 Observe and adjust starch performance throughout production run 3.5 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify machine operating problem	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for operation and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar, routine activities, and contributes to specific activities requiring joint responsibility and</li> </ul>

	<p>accountability</p> <ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF382 Produce complex laminated product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPCBF3820 Produce complex laminated product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex laminated jobs on different substrates and of different sizes, while demonstrating splicing.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - operating web machine transport and delivery systems
  - maintaining the laminating process
  - maintaining complex in-line processes
  - shutting down the machine
  - cleaning and waste disposal
- areas of the:
  - reel stand to monitor to ensure trouble-free operation
  - web control system to adjust to maintain web tension and positioning
  - delivery system to observe to maintain tension and prevent damage to finished product
  - in-line processes to monitor to ensure a quality product
  - machine requiring regular cleaning
- process for continuous feeding and delivery of substrate

- checks to make when substrate is removed from the machine
- adjustment procedures for the machine and pressure during production
- methods of confirming registration of laminating
- areas of production to monitor to ensure trouble-free operation and adjustments required to meet client requirements
- laminating problems that may occur during operation of the machine
- checks required for machine shutdown
- materials to clean from the machine and required cleaning agents
- requirements to keep the machine clear of surface rust (condensation)
- production records to be kept, and the information to include
- quality aspects to consider in a completed laminated job
- steps to ensure key features of the production control system are followed
- items to check against the client sample
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- laminating machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF3910 Use electronic monitoring systems (converting and finishing)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to use electronic monitoring systems for glue lines used in the container and carton sector of the industry, and for gatherers and folders used in the binding and finishing sector.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set up electronic monitoring system	1.1 Set parameters according to job specifications and enterprise procedures 1.2 Position monitoring system 1.3 Position ejection system 1.4 Position marking system
2. Run job and monitor production	2.1 Monitor and adjust glue line registration and glue application according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and rectify stoppages 2.3 Monitor and review initial set-up parameters
3. Review production data	3.1 Monitor production rejects and identify causes 3.2 Evaluate data at the end of the product run 3.3 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes according to organisational requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows all enterprise procedures for operation of equipment</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Applies analytical processes to identify causes of production problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF391 Use electronic monitoring systems (converting and finishing).

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPCBF3910 Use electronic monitoring systems (converting and finishing)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and use electronic monitoring systems for glue lines, gatherers and folders for two different jobs, according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- retrieve information from the electronic system.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and work health and safety (WHS) requirements for:
  - setting up and operating electronic monitoring systems
  - setting up, operating and adjusting the folding/gluing system
- the purpose of distance between cartons on the machine for production and for operation of the electronic monitoring system, and for checking the ejector (or marker)
- different carton types and substrates, and the effect on the amount and position of glue required for different carton types
- common problems that arise, their causes and correction methods, including:
  - too much or little glue
  - incorrectly positioned glue lines, and adjustments with respect to glue flap length
- types of machine faults registered on the electronic monitoring systems (EMS)
- steps to ensure important features of the EMS are followed
- parts of the folding/gluing system that cause monitoring system to reject product
- techniques ensuring the EMS is ejecting and marking only faulty cartons
- machine limits to the number of rejects
- parts of the machine to adjust if reject cartons are not being identified and culled

- faults likely to trigger the signature or sheet monitoring system
- quality principles behind the use of electronic monitoring
- work procedures to implement to minimise faults
- production records to be written up, and the information to be included
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- electronic monitoring systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF3950 Set up and operate folder gluer machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up and operate a folder gluer machine with minimum downtime and wastage.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set up and adjust units	1.1 Identify job specifications 1.2 Confirm availability of all job components 1.3 Select adhesives according to substrate, application and machine requirements 1.4 Set folding guides and pressing plates 1.5 Prepare feeder, folding part, gluer, stacker, belts, vacuums and glue applicators 1.6 Carry out set-up of required machinery according to manufacturer specifications



ELEMENT	PERFORMANCE CRITERIA
2. Maintain production	2.1 Operate folder gluer machine according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 2.2 Monitor and verify performance using the process control system 2.3 Report process adjustments to eliminate problems according to enterprise procedures 2.4 Select a sample from the machine, check it meets required quality standards and adjust as required
3. Identify and rectify problems and faults	3.1 Identify and report problems in guillotining machine operation according to enterprise procedures 3.2 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role 3.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures 3.4 Verify repairs and adjustments prior to resumption of operations
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Remove substrate waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 4.3 Clean and disengage folder gluer machine according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role, particularly with respect to workplace safety and emergency procedures</li> <li>• Implements actions according to instructions, monitoring results and making adjustments if necessary</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly</li> </ul>

organising	defined, routine tasks <ul style="list-style-type: none"><li>Plans, identifies and assembles resources required to complete tasks</li></ul>
Problem solving	<ul style="list-style-type: none"><li>Responds to predictable problems and implements standard or logical solutions</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF395 Set up and operate folder gluer machine.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF3950 Set up and operate folder gluer machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and operate a folder gluer machine for two different jobs.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - preparing the work area
  - setting up and operating the folder gluer machine
  - working with adhesives
  - cleaning and waste disposal
  - machine shutdown
- common faults associated with folder gluer machines, their causes, and corrective methods
- checks required prior to the production run
- types of adhesive used and their selection criteria
- circumstances requiring machine adjustments during production
- factors determining required machine operating speed
- procedures for using guide positions and the required checks
- signs indicating deviation from acceptable paper moisture levels
- areas of the machine requiring monitoring to ensure trouble-free operation and undamaged final product
- factors affecting glue drying rates and the function of drying units
- sample quality criteria and key items to check in sample run
- signs of defects in samples
- emergency procedures and locations of all shutdown buttons

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- folder gluer machine
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF399 Set up in-line tube making machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to set up in-line tube making machines for the manufacture of sacks or bags with minimum downtime.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPCBF298	Run and monitor sack and bag machines
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## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Set up and adjust units	1.1 Job specifications are obtained and read and tools are available for set up 1.2 Draw rollers are positioned correctly and pressures calibrated 1.3 Gears are changed and correctly set up 1.4 Knife assembly for guillotining and serration measurements

ELEMENT	PERFORMANCE CRITERIA
	<p>are set and accurate timing assigned</p> <p>1.5 Nip roller position, timing and pressures are set</p> <p>1.6 Pre-creaser blades are positioned in relation to one another, and angular timing fixed</p> <p>1.7 Centre grippers are correct in size, pressures and positioning</p> <p>1.8 Vacuum holes are correctly positioned and timed</p>
2. Prepare materials for manufacturing process	<p>2.1 Substrate reels are positioned in correct unwind direction and in correct order, and web position, tension and web aligner are set up</p> <p>2.2 Reels are loaded according to work health and safety requirements, manufacturer's specifications and enterprise procedures</p> <p>2.3 Adhesives are appropriate for the substrate, application process and machine</p> <p>2.4 Correct procedures for control of materials are followed</p>
3. Check set up	<p>3.1 Work area is safe and ready for production according to safety requirements</p> <p>3.2 All details required for the job are checked again and confirmed against job specifications</p> <p>3.3 Settings are checked against specifications before production starts</p> <p>3.4 Machine is stepped to ensure scores and folds are in correct position and paper tension is corrected/adjusted</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 2.2, 3.2, 3.3	<ul style="list-style-type: none"> <li>Recognises and interprets information in specifications to establish or confirm job requirements</li> </ul>
Numeracy	1.7	<ul style="list-style-type: none"> <li>Recognises and compares familiar basic metric measurements and quantities</li> </ul>

Navigate the world of work	2.2, 2.4, 3.1	<ul style="list-style-type: none"> <li>Complies with health and safety requirements and follows organisational policies and procedures relevant to own role</li> </ul>
Get the work done	1.1-1.6, 2.1-2.3, 3.1-3.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Makes routine decisions about appropriate equipment and materials by referring to job instructions</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF399 Set up in-line tube making machine for sack or bag manufacture	ICPCF399C Set up in-line tube making machine for sack or bag manufacture	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF399 Set up in-line tube making machine for sack or bag manufacture

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly set up in-line tube making machines for the manufacture of sacks or bags in accordance with job specifications and performance criteria, and with minimum downtime.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list common faults associated with folder gluer machines, the causes and corrective measures
- determine requirements to ensure centre grippers are correct in size and positioning
- explain adjustment requirements for blades and guillotine.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- relevant facilities, equipment and materials
- in-line scoring, folding, and gluing machinery used in manufacture of sacks and bags.

Assessors must satisfy NVR/AQTF assessor requirements.



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## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF4100 Set up machine for complex carton folding and gluing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up and adjust a machine for complex carton folding and gluing to maintain the production process.

It applies to individuals who have limited responsibility for preparation of materials and equipment according to job specifications and procedures and ensuring quality of output.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Set up and adjust carton blank transportation system
2. Set up machine for complex carton folding and gluing	2.1 Set up and adjust folding units 2.2 Prepare and adjust folding rollers, belts and rails as required 2.3 Set up and adjust gluing system
3. Set up carton systems	3.1 Set up and adjust delivery system

ELEMENT	PERFORMANCE CRITERIA
	3.2 Remove substrate from process according to job specifications 3.3 Establish and adjust carton transfer and control system
4. Conduct sample run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified sample 4.2 Inspect and test proof as required according to enterprise procedures 4.3 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>Interprets and comprehends mathematical information in job documentation or control system</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows enterprise procedures associated with own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Sequences and schedules steps required to complete tasks, monitors implementation and makes adjustments as necessary</li> <li>Uses analytical processes to interpret relevant information and decide on adjustments needed to achieve required outcomes</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF410 Set up machine for complex carton folding and gluing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF4100 Set up machine for complex carton folding and gluing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up at least three crash lock, six-corner and specialty work carton jobs using different carton sizes and weights, according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and work health and safety (WHS) risks and requirements for:
  - setting up and operating folder transportation and delivery systems
  - setting and adjusting folding and gluing units
  - handling adhesives
- the job documentation or production control system, and the information it contains
- key factors to consider when planning a folding sample
- features and functions, common issues and faults and methods to resolve them for the following machine sections in all systems:
  - transportation
  - pick-up
  - delivery
- checks required when substrate is removed from the machine
- the range of carton blank sizes that can be processed on this machine
- ways the machine can be adapted to facilitate stock sizes
- criteria determining accuracy of a carton blank entering folding rollers
- the causes of scratching of substrate during transportation
- machine speed variations and issues arising of the machine runs too fast

- the causes of and required adjustments for:
  - the carton blank or sheet being out-of-square
  - eliminating smudging/scuffing on carton blanks
  - the sheet not leaving the folding unit or out-of-square folding
  - the length of the glue line
  - carton blanks creases or failing to enter
- procedures for determining required roller pressure and conducting pressure checks
- issues arising if machine rollers are too loose or have too much pressure
- required in-line processes
- required adhesive in the gluing unit
- quality assurance criteria inspected at sample run completion
- key criteria to check against client sample
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- carton folding and gluing machinery
- special purpose tools, equipment and materials.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF425 Set up machine for complex flat-bed die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to set up and adjust machinery to produce complex flat-bed die cutting or embossing.

It applies to individuals working in a printing environment, performing tasks specific to cartons and corrugating that involve set-up of machinery operations and conducting sample runs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare job	1.1 Job specifications are read and interpreted from job documentation or production control system 1.2 Set-up is planned and carried out correctly in minimum time with minimum wastage 1.3 Availability of all job related components is checked
2. Prepare flat-bed die	2.1 Appropriate cutting devices or dies are selected and secured to

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
cutting or embossing devices	<p>machine according to job specifications</p> <p>2.2 Cutting devices or dies are registered and proofed according to job specifications</p> <p>2.3 Cutting devices or dies are correctly mounted</p>
3. Set up delivery systems	<p>3.1 Delivery systems are set up and adjusted according to job specifications</p> <p>3.2 Substrate is removed from process according to job specifications</p>
4. Set up machine for complex flat-bed die cutting or embossing	<p>4.1 Flat-bed cutting devices are set up and adjusted according to job specifications</p> <p>4.2 Cutting pressures are set up and adjusted according to job specifications</p> <p>4.3 Machine lays are set to correct position to register</p>
5. Set up in-line units	<p>5.1 Minor in-line printing/converting/binding units are set up for basic processes and adjusted according to machine requirements and job specifications</p> <p>5.2 Assistance is given in set-up of major in-line printing/converting/binding units</p>
6. Conduct sample run	<p>6.1 Material to be used for sample is organised correctly</p> <p>6.2 Machine is set up and operated to produce a specified sample according to work health and safety (WHS) requirements, manufacturer's specifications and enterprise procedures</p> <p>6.3 Sample is visually inspected and/or tested, or laboratory testing is organised, according to enterprise procedures</p> <p>6.4 Results are interpreted to determine adjustment requirements</p> <p>6.5 Adjustments are carried out according to product and machine specifications</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>

Reading	1.1, 2.1, 2.2, 4.1, 4.2, 5.1, 6.2, 6.3, 6.5	<ul style="list-style-type: none"> <li>Recognises and interprets text to confirm work requirements from information contained in specifications, organisational procedures and control systems</li> </ul>
Oral Communication	5.2	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions to confirm or clarify understanding</li> </ul>
Numeracy	1.1	<ul style="list-style-type: none"> <li>Estimates, accurately measures and calculates quantities, including areas and volumes, using relevant routine formulae</li> </ul>
Navigate the world of work	6.2, 6.3	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Interact with others	6.2	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Get the work done	1.1-1.3, 2.1-2.3, 3.1, 3.2, 4.1-4.3, 5.1, 6.1-6.5	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete complex tasks</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems MUST include EITHER:	<ul style="list-style-type: none"> <li>reel</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>sheet.</li> </ul>
Setting up and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>unwind and rewind reels</li> <li>webbing procedures</li> <li>web control system</li> <li>splicing/joining reels</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>feeder and delivery system</li> <li>sheet pick-up and transportation system</li> <li>transfer and control system</li> <li>folder and sheeter.</li> </ul>



## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF425 Set up machine for complex flat-bed die cutting or embossing	ICPCF425C Set up machine for complex flat-bed die cutting or embossing	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF425 Set up machine for complex flat-bed die cutting or embossing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- demonstrate all safety devices on the flat-bed die cutting or embossing machine
- correctly set up TWO jobs (using either flat-bed die cutting OR embossing machine) changing type and size of substrates and design of finished patterns according to manufacturer's specifications, job timeframes, enterprise procedures and health and safety requirements, and incorporating a sample run to inspect and amend output.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Documentation and information

- identify the factors that must be considered when deciding on a cutting system
- identify the methods for registering and proofing the cutting devices

### Mounting and installing flatbed devices

- explain what needs to be checked when the cutting devices are secured to the machine
- identify what criteria applies for determining the selection of particular cutting devices

### Delivery systems

- describe areas of the delivery system to observe to maintain neat delivery of finished work
- describe areas of the delivery system to observe to prevent damage to finished product
- list ways the finished product can be secured for dispatch

### For Reel System Only

- explain work health and safety (WHS) requirements for setting up reel transportation systems

- explain what adjustments to the unwind reel may be needed to suit various jobs
- identify important areas to consider during webbing procedures
- list and explain adjustments available to the web, and what to check when splicing/joining the web
- explain areas of the reel delivery system that may need adjustment according to job specifications
- explain when it would be necessary to adjust the:
  - sheeter during production
  - folder during production
  - rewind wheel during production
- list areas to check to ensure suitability of in-line processes

### **For Sheet System Only**

- explain information concerning flat-bed die cutting or embossing found in the job documentation or production control system, and how this information is interpreted to ensure smooth workflow throughout the factory
- explain WHS requirements for setting up and/or operating sheet transport and delivery systems
- list important areas of the feeder unit set up
- explain adjustments to facilitate accurate sheet pick-up and transportation
- describe steps to ensure the delivery system operates effectively
- list common faults with the flat-bed cutting process

### **Setting up machines for complex flatbed die cutting or embossing**

- explain WHS requirements for setting up cutting devices
- explain what to check when setting up, adjusting and operating flat-bed cutting devices
- explain how machine pressure and machine cutting depths are determined

### **In-line processes**

- explain when it is necessary to adjust in-line units
- identify the largest/smallest size sheet that can be processed on this machine

### **Checking and adjustment**

- identify details of the completed sample to check to ensure conformance with client requirements
- explain product testing procedures available and how often they should be used
- identify factors that indicate a need for replacement of knives/blades/cutting edges
- describe the process for storing cutting edges to guard against damage and deterioration
- identify machine manuals, safety and other documentation relevant to this task, where are they kept, and the information included in them.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- flatbed die cut and embossing equipment
- special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPCBF4260 Produce complex flat-bed die cut or embossed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce complex flat-bed die cutting or embossing.

It applies to individuals who work under direct supervision with limited responsibility in preparing materials and equipment and resolving issues to produce a finished product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Converting, Binding and Finishing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain machine delivery system	1.1 Monitor and adjust delivery systems 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain complex flat-bed cutting process	2.1 Check and adjust knife condition and cutting pressures 2.2 Review and adjust registration of knives 2.3 Check and adjust packing of cutting devices 2.4 Monitor and adjust in-line processes
3. Maintain operation of	3.1 Use machine controls as required

ELEMENT	PERFORMANCE CRITERIA
production process	<p>3.2 Monitor and verify performance using the process control system</p> <p>3.3 Conduct quality checks on a regular basis and adjust as required</p> <p>3.4 Report process adjustments to eliminate problems according to enterprise procedures</p>
4. Identify and rectify problems	<p>4.1 Identify and report problems in cutting machine operation according to enterprise procedures</p> <p>4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role</p> <p>4.3 Verify repairs and adjustments as required prior to resumption of operations</p>
5. Conduct shutdown of production process	<p>5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures</p> <p>5.4 Sharpen cutting devices according to work health and safety (WHS) procedures</p> <p>5.5 Complete required production records and enterprise documentation</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Make estimations in relation to context</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>

	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for cleaning and maintenance of equipment incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel delivery system</li> </ul> or <ul style="list-style-type: none"> <li>sheet delivery system.</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand, web control system, rewind reel and/or sheeting section</li> </ul> or <ul style="list-style-type: none"> <li>feeder/sheet pick-up and transport system, transfer system and delivery system.</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPCBF426 Produce complex flat-bed die cut or embossed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPCBF4260 Produce complex flat-bed die cut or embossed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex products, including in-line processes, using either the flat-bed die cutting or embossing machine, with different substrates, sizes and patterns

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- demonstrate all safety devices on either the flat-bed die cutting or embossing machine
- demonstrate use of computerised control, monitoring and data entry systems.
- anticipate production difficulties and take preventive action to prevent occurrence.

### Knowledge Evidence

elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and WHS risks and requirements for:
  - setting up and operating machine transport systems
  - maintaining the cutting process, including machine troubleshooting
  - handling and replacing blades
  - machine shutdown
  - handling and disposing waste
- areas of the:
  - reel stand requiring continuous observation to ensure trouble-free operation
  - web control system to adjust to maintain web tension and positioning
  - delivery system requiring continuous observation to maintain quality and prevent damage to finished product

- sheet-fed feeder requiring continuous observation to ensure trouble-free operation
- sheet pick-up system to adjust to ensure continuous sheet handling
- indicators that require replacement of a knife
- the ways registration can be guaranteed
- common production difficulties during production runs
- designated enterprise personnel to contact regarding machine faults
- the checks to make when:
  - removing substrate from the machine
  - packing cutting devices and adjusting cutting pressure
  - adjusting dull cutting edges on equipment
  - adjusting the depth of embossing
  - correcting out-of-square results
  - removing waste from the machine and surrounding area for disposal or recycling
  - shutting down and disengaging the machine
  - cutting devices or knives are cleaned or replaced ready for next run
  - cleaning areas of the machine at the end of the run
- production records to keep, and the information to include
- the quality requirements to consider in a completed cutting job
- regulatory requirements for waste disposal
- steps taken to ensure important features of the production control system are followed
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment and materials
- the flat-bed die cutting or embossing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT2630 Access and use the internet

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to use the internet to browse and download information and identify required software and security risks.

It applies to individuals who create electronic documents and use multimedia information within their work environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and use local resources	1.1 Identify enterprise internet security requirements 1.2 Use required internet software applications online and offline 1.3 Download and install applications and files according to enterprise requirements 1.4 Use extracting software and virus scanners on downloaded files 1.5 Identify and avoid potential security risks 1.6 Use software applications to remove security risks present in files
2. Locate and use online resources	2.1 Identify required information and internet resources 2.2 Navigate websites to locate required information and re-establish connection in case of failure

ELEMENT	PERFORMANCE CRITERIA
	2.3 Access files and documents using internet search engines 2.4 Browse internet to find related sites via links 2.5 Retrieve files from required network protocol repository 2.6 Send, download, read, respond to and save emails 2.7 Retrieve and save files attached to incoming email 2.8 Access industry specific online communities

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>• Locates and evaluates information from online sources</li> <li>• Follows written instructions displayed on computer screens</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Follows required protocols for accessing and storing electronic information</li> <li>• Conducts timely and precise searches to access online required information</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPDMT263 Access and use the internet.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPDMT2630 Access and use the internet

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- send and receive at least three different emails, each with a file attached
- download and install one application from the internet according to enterprise procedures.

In the course of the above the candidate must:

- use software to extract and virus-scan downloaded files and applications as required
- perform an internet search to locate specific information.
- 

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- features and functions of internet software applications
- enterprise internet security requirements
- internet connections and protocols
- security risks when downloading applications and files and mitigation strategies
- possible causes of failed connection attempts and processes for correcting failures
- the differences between an online and offline internet software application
- the use of extracting and virus scanning software, and when scanning should occur in the extraction process
- search engines and their uses
- internet terms and acronyms
- uses and key attributes of email
- types of internet communities and their locations
- case sensitivity in the following formats: URLs, file names, passwords

- file compression, their file formats and uses
- ways to use the internet to obtain product information and technical support
- private information that should be withheld from web forms
- internet cookies
- viruses and file types that can carry them.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- the internet
- a computer
- industry standard software and applications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT2960 Create and test interactive storage devices

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce an interactive disc storage device.

It applies to individuals who are responsible for the creation and testing of all interactive functions to ensure that the automatic start and other functions operate correctly.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm data requirements	1.1 Identify job specifications and interactive media requirements 1.2 Test media content and confirm interactivity 1.3 Compress media with images at required resolution and text in required format
2. Prepare storage device structure	2.1 Identify target audience and their requirements 2.2 Develop welcome page that identifies navigational structure of media 2.3 Prepare folders for media according to interactivity requirements 2.4 Name all files using required filename conventions
3. Prepare interactive	3.1 Load required data on to interactive storage device

ELEMENT	PERFORMANCE CRITERIA
storage device for client	3.2 Test storage device and confirm functions across different platforms 3.3 Produce master storage device for client

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Evaluates textual information to determine job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses required terminology and format to convey navigational structures</li> <li>Uses required file naming conventions</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses mathematical techniques to determine and confirm image resolution</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising and implementing tasks required to produce products that meet job requirements</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purposes, specific functions and key features of common digital systems and tools, and operates them to complete routine tasks</li> </ul>

## Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to ICPDMT296 Create and test an interactive CD-ROM/DVD.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPDMT2960 Create and test interactive storage devices

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce two interactive storage devices which include different interactive functions.

In the course of the above, the candidate must:

- apply design principles
- confirm user navigation of device is intuitive.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- features of different types of storage devices
- purpose of compression technologies
- required media types and multimedia software to create and test a storage device
- required hardware for loading data on to storage devices
- autorun scripts and the required executable files for their implementation
- computer readers and accessibility issues, they resolve
- requirements for multimedia navigation
- types and purposes of different multimedia file formats.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a computer
- interactive storage device, including hardware and software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT3210 Capture digital images

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to evaluate and use digital camera technology and alter and upload digital images.

It applies to individuals who photograph and produce digital images and maintain some personal responsibility for producing quality outcomes based on requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess digital camera qualities	1.1 Identify job specifications and hardware requirements 1.2 Identify software required for job and assess camera software compatibility with hardware system 1.3 Match pixel resolution of camera to required quality and resolution of outcome 1.4 Check required capacity of camera is available for a number of images to be captured 1.5 Confirm camera qualities and feature modes meet quality and photographic requirements for images
2. Set up for image capture	2.1 Set up camera for image composition, according to manufacturer specifications 2.2 Arrange and set up lighting

ELEMENT	PERFORMANCE CRITERIA
	2.3 Adjust tone curves 2.4 Arrange and adjust neutral balance of image 2.5 Adjust image composition and exposure as required
3. Photograph and upload digital images	3.1 Set up or load digital camera 3.2 Operate digital camera to capture image in compliance with work health and safety (WHS) requirements 3.3 Upload file to required computer and save image on digital storage device 3.4 Create and store photographic image files on computer 3.5 Enhance, crop and alter photographic images 3.6 Confirm photographic images meet job specifications 3.7 Deliver photographic images using required delivery mode

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Evaluates textual information to determine and confirm job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses required conventions to name electronic files</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies mathematical data related to memory capacity</li> <li>Uses basic mathematical calculations to select camera features</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Adheres to enterprise procedures related to own role with specific reference to safety</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPDMT321 Capture a digital image.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPDMT3210 Capture digital images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- capture digital images, transfer them to a computer and then use photo editing software to produce images that meet job requirements in the course of completing at least three different jobs.

In the course of the above, the candidate must:

- comply with work health and safety requirements (WHS) for the use of a digital camera.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of digital cameras and their impact on the quality of the photographic image
- WHS requirements for handling and storing batteries and for the use of a digital camera
- enterprise requirements for transferring camera images to a computer and storing image files
- methods of altering and enhancing photographic images electronically
- available software for digital image editing
- features of available delivery modes for photographic images.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a digital camera
- computer hardware and software
- photographic equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT3220 Edit digital images

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to edit and manipulate an image captured using digital equipment.

It applies to individuals who prepare files for export to electronic image assembly.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess digital image	1.1 Identify job specifications 1.2 Open digital image and confirm resolution parameters against job specifications 1.3 Convert image from Red Green Blue (RGB) to Cyan Magenta Yellow Black (CMYK) colour space 1.4 Check image characteristics meet colour and tone requirements
2. Edit digital image	2.1 Identify and operate required software to enable print image profiling and manipulation 2.2 Undertaken local colour correction and retouch image according to job specifications 2.3 Undertake tone correction according to job specifications 2.4 Save edited image according to job specifications and enterprise

ELEMENT	PERFORMANCE CRITERIA
	procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Evaluates textual information to determine and confirm job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Applies basic mathematical formulas to calculate image resolution requirements</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Examines images and makes routine decisions about resolution and editing requirements</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purposes, specific functions and key features of common digital systems and tools and operates them to edit digital images</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPDMT322 Edit a digital image.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPDMT3220 Edit digital images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- edit and save at least three digital images for export according to job specifications and enterprise procedures.

In the course of the above, the candidate must:

- comply with work health and safety (WHS) requirements for the use of a digital camera.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- when image editing and manipulation are required
- image profiling and its uses
- colour space and conversion processes
- difference between Red Green Blue (RGB) to Cyan Magenta Yellow Black (CMYK) colours and their uses
- image storage requirements
- various image file formats and their key features
- factors that affect grey balance and colour in an image.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- image manipulation software and hardware.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPDMT3440 Manipulate and incorporate audio into multimedia presentations

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to edit, combine and incorporate audio into multimedia presentations.

It applies to individuals who determine audio requirements from job specifications and use digital software to prepare audio tracks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Digital media technologies

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to edit digital audio	1.1 Identify job specifications and audio requirements 1.2 Identify and prepare required audio files for editing 1.3 Identify methods for saving and producing digital audio outputs 1.4 Select sampling techniques for digital audio
2. Edit digital audio	2.1 Select digital audio software according to job specifications 2.2 Edit and manipulate audio using selected software 2.3 Edit single and multiple audio tracks 2.4 Join multiple tracks of digital audio 2.5 Use digital effects to modify and integrate digital audio tracks

ELEMENT	PERFORMANCE CRITERIA
	2.6 Apply time encoding to single and multiple edited digital audio tracks 2.7 Insert audio track into multimedia production sequence according to job specifications
3. Construct digital audio track	3.1 Treat defects on sound recordings 3.2 Use special effects and mixing techniques on audio track according to job specifications 3.3 Use sequencers to create digital audio tracks 3.4 Use Musical Instrument Digital Interface (MIDI) and sound cards to create digital audio 3.5 Produce audio track using required track construction software and hardware 3.6 Save audio tracks in required file formats

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Evaluates textual information to establish audio format and software requirements</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses clear technical terminology to describe audio characteristics</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies numerical data to identify digital audio formats and apply time encoding and data rates</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans and implements tasks required to complete jobs according to specifications</li> <li>Assesses alternatives and makes routine decisions directly related to own role</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Uses listening techniques to identify audio issues</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies and rectifies defects in sound recordings</li> <li>Identifies the purposes, functions and features of digital systems and tools used for sound recording and editing, and uses them to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPDMT344 Manipulate and incorporate audio into multimedia presentations.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPDMT3440 Manipulate and incorporate audio into multimedia presentations

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- construct, edit and incorporate audio elements into at least two different multimedia sequences.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- distinguishing features of analogue and digital audio
- meaning of amplitude, sound waves, frequency, mono and stereo
- features of digital audio formats currently used by industry
- data rates that apply to digital sources
- sampling techniques and sources for sampling digital audio
- uses of Musical Instrument Digital Interface (MIDI) technology
- features of selected digital audio software
- purpose of an audio frame in saving and producing digital audio outputs
- process to join multiple tracks of digital audio
- types of digital effects used to modify and integrate digital audio tracks
- techniques for hooking sounds together
- purpose of time encoding
- use of sequencers in creating digital audio tracks
- purposes of sound cards.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- audio-editing software
- multimedia output devices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT3460 Incorporate video into multimedia presentations

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to edit and add video to multimedia presentations.

It applies to individuals who select and use industry standard software and hardware to produce digital video sequences to meet required outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to incorporate digital video	1.1 Identify job requirements and video specifications 1.2 Identify and select digital video software 1.3 Identify methods for saving and producing multimedia presentation
2. Design digital video	2.1 Select digital video software 2.2 Use digital video editing software to combine video assets 2.3 Control variations in video frame rates 2.4 Apply time stamping techniques to video frames 2.5 Save digital video according to enterprise procedures
3. Edit and present digital	3.1 Edit single and multiple video tracks



ELEMENT	PERFORMANCE CRITERIA
video	3.2 Join multiple tracks of digital video 3.3 Apply digital effects to modify and integrate digital video tracks 3.4 Apply time encoding to single and multiple edited digital video tracks 3.5 Insert video track into multimedia production sequence 3.6 Test and combine digital video with other digital imaging, sound and animation to create multimedia sequence 3.7 Save and present multimedia sequence with video to client

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Evaluates textual information to establish and confirm job requirements</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses clear technical terminology to provide information about video to others</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to verify image quality and image size and to measure frame frequencies and track lengths</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Determines requirements and makes routine decisions directly related to completion of tasks</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans and implements tasks required to complete jobs according to specifications</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purposes, functions and features of digital systems and tools used for video recording and editing, and uses them to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPDMT346 Incorporate video into multimedia presentations.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPDMT3460 Incorporate video into multimedia presentations

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- design, compile, edit and present at least two multimedia sequences incorporating video.

In the course of the above the candidate must respond to client requirements and modify video as required.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- factors affecting combining digital videos with other digital imaging, sound and animation in a multimedia sequence
- features and uses of current video software programs
- limiting factors of video production on computers
- methods of obtaining differences of image quality and image size
- data input, processing and output for videos
- process of combining video assets
- process for controlling variations in video frame rates
- process and reason for applying time stamping techniques to video frames.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- video-editing software
- multimedia output devices
- materials required for construction and editing of sound files.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to work in or deal with individuals in various sectors of the printing and graphic arts industry.

It applies to individuals who require detailed technical knowledge in particular areas of the industry, together with a working knowledge of related areas. Individuals need the skills to facilitate technical communication and to work as a member of a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Holistic knowledge

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Research the printing and graphic arts industry	1.1 Identify new technology and innovative work processes and suggest for implementation according to enterprise procedures 1.2 Research printing industry trends and apply to personal work practices within scope of own role 1.3 Research basic principles and obligations of regulations, standards and industrial awards within the workplace and personal work practices
2. Determine printing and graphic arts industry information required	2.1 Identify information requirements for work task 2.2 Determine information required and process to accurately cost work task

ELEMENT	PERFORMANCE CRITERIA
for work task	2.3 Identify information required to be exchanged between different stages of production to facilitate work task 2.4 Identify principles of production management and determine requirements specific to work task 2.5 Identify principles of quality management and determine quality requirements for work task
3. Apply knowledge of printing and graphic arts industry to work tasks	3.1 Identify job specifications 3.2 Confirm job budget and timeframe 3.3 Research suitable printing processes to meet job requirements 3.4 Plan and document proposed approach to production 3.5 Seek feedback on proposed approach from required personnel and adjust as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>• Uses mathematical techniques to estimate quantities, usage and costs</li> <li>• Interprets and analyses mathematical information included in texts</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Identifies and adheres to relevant industry standards, regulatory requirements and enterprise procedures</li> <li>• Monitors trends and identifies concepts, principles and features of approaches for use in new contexts</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Plans, organises and implements systems and activities to achieve efficient and effective outcomes</li> <li>• Analyses and evaluates information to solve problems and make decisions</li> <li>• Identifies and implements routine procedures to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Selects and uses digital technologies to access, organise, store and share information</li> </ul>

## Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to ICPKNW322 Develop knowledge of the printing and graphic arts industry.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPKNW3220 Develop and apply knowledge of the printing and graphic arts industry

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- plan and document proposed production approach for one print job that includes at least one converting or finishing process, based on job specifications, including:
  - job costing estimate
  - timeframe for production.

In the course of the above the candidate must:

- use industry terminology in written and oral communications
- apply required legislative and workplace requirements when completing tasks
- conduct research to determine image type, output settings, output requirements and output devices for different jobs
- conduct research to determine the required process for print jobs
- conduct research to determine the required process for converting or finishing jobs
- document output and colour requirements for print jobs
- conduct research to determine required substrate and ink for print jobs.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current industry technology, processes and trends
- regulatory requirements and enterprise procedures that affect work practice
- enterprise procedures for:
  - allocating production responsibilities
  - monitoring production
  - quality inspections and corrective action



- requesting client feedback
- principles of the following pre-press functions:
  - image production, including, typesetting, scanning and photography
  - manual and electronic image combining
  - film, plates, and direct to press image output
- principles of the following printing processes:
  - lithography
  - relief
  - flexography
  - gravure
  - pad printing
  - screen printing
  - digital and electronic printing
- range of substrates used for printing processes
- basic characteristics of the following converting and finishing processes:
  - guillotining
  - flat-bed and rotary cutting
  - collating
  - folding
  - adhesive
  - mechanical and thermal fastening
- colour theory and the relationship between ranges of visual colour Red, Green, Blue (RGB), Pantone (spot) and Cyan, Magenta, Yellow, Key (black) (CMYK)
- cost and time factors in printing production, including:
  - fixed, capital and variable costs
- basic principles of efficient production management.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN2110 Mount and proof flexographic plates for basic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to prepare and mount flexographic plates and plate cylinders for routine printing including proofing plates and checking cylinders for registration.

It applies to individuals who work under direct supervision and perform a range of routine printing tasks in a defined context. The practical skills and operational knowledge required to perform these tasks is at a fundamental level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Carry out set up of required machinery according to manufacturer specifications 1.3 Complete and sign off on required prior inspections
2. Prepare flexographic plates	2.1 Measure plate height and relief 2.2 Trim and prepare plates according to mounting system requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Select mounting adhesive according to pitch circle diameter (PCD) of specified plate cylinders and gears
3. Prepare plate cylinders	3.1 Select, clean and prepare plate cylinders and seamless sleeves as required 3.2 Select, clean, prepare and mount sleeves and gears on mandrels according to job specifications 3.3 Check total indicated run-out (TIR) is within specified tolerances on plate cylinders 3.4 Select and apply mounting adhesive to plate cylinders
4. Mount and proof flexographic plates on machine	4.1 Prepare plates and mount on cylinders 4.2 Prepare plate mounting sheet according to job specifications and registration requirements 4.3 Mount plates to required position 4.4 Install plate mounting sheet and tension onto plate cylinder 4.5 Proof plates and check each plate cylinder for register 4.6 Trim and tape down flexographic plates according to printing press requirements

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace forms accurately</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with regulatory requirements, and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Seeks to cooperate with others to achieve results in immediate work context</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>With assistance, determines priorities and sequences steps involved in</li> </ul>

organising	clearly defined, familiar tasks and identifies and assembles required resources
Problem solving	<ul style="list-style-type: none"><li>• Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li></ul>
Technology	<ul style="list-style-type: none"><li>• Reads data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN211 Mount and proof flexographic plates for basic printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2110 Mount and proof flexographic plates for basic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare flexographic plates and plate cylinders on two occasions for basic jobs and mount these according to the selected mounting system, as specified on job documentation or production control system, according to enterprise procedures
- proof plates and check plate cylinder registration of the flexographic plates mounted on the proofing machine for this purpose on two occasions for basic jobs.

In the course of the above the candidate must:

- operate tools and machinery according to work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - mounting and proofing plates
  - setting up and operating machinery
  - machine shutdown
  - cleaning machinery
- the job documentation or production control system and the job information it contains
- the checks to be done prior to set up (availability of materials etc.)
- flexographic printing plates and mounting systems
- the effect of pitch circle diameter (PCD) on specified plate cylinders and gears
- checks required to ensure the required plates for the job have been selected
- circumstances where cushion type mounting material is used
- handling and mounting procedure for plates that avoids damage
- options to seal edges of plates when mounting

- the importance of measuring plate height
- the effect of TIR (total indicated run-out) on press performance
- the procedure for V-block mounting
- proofing and adjustment throughout the production run
- quality control measurements to apply to the proof to test against known standards
- the checks to be made on initial print prior to running
- methods for minimising registration errors
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- flexographic printing machine
- mounting systems
- print direction chart.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN2140 Produce basic flexographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to safely operate either a reel- or sheet-fed flexographic print, ensuring efficient production flow and quality standards.

It applies to individuals working in the printing and graphic arts industry who perform a range of mainly routine tasks, work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of delivery systems	1.1 Monitor and adjust delivery systems according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain basic flexographic printing process	2.1 Check and adjust flexographic plate and plate cylinder or sleeve condition according to proof quality requirements 2.2 Check flexographic impression roller condition 2.3 Review and adjust flexographic inking system, doctor blade and drying systems



ELEMENT	PERFORMANCE CRITERIA
	2.4 Monitor and adjust basic in-line process(es)
3. Maintain routine production process	3.1 Use machine controls as required 3.2 Review and verify performance using the process control system 3.3 Monitor and adjust ink performance, colour, register and position 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 6.2 Label and store unused ink and embellishment equipment according to manufacturer specifications and enterprise procedures 6.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 6.4 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 6.5 Complete required production records and enterprise documentation

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>

Numeracy	<ul style="list-style-type: none"> <li>• Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>• Identifies and follows all procedures for cleaning and maintenance of equipment incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> or <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>• reel stand and rewind sections</li> <li>• web control system</li> <li>• sheeting action</li> <li>• set off / marking prevention system</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery system</li> <li>• sheet pick-up and transportation system</li> <li>• transfer system</li> </ul>

## **Unit Mapping Information**

Supersedes and is equivalent to ICPPRN214 Produce basic flexographic printed product.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2140 Produce basic flexographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two basic flexographic printing products.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - loading and handling heavy reels
  - operating sheet transportation and delivery systems
  - maintaining and examining the in-line components of the press
  - handling solvents and solutions
  - cleaning the inking system and its components
- transportation and delivery processes
- reel system process for determining substrate printing side
- effect on the print of excessive tension on the unwinding reel
- web splicing process and impact of incorrect splicing
- purpose of fanning sheets before loading into press
- sheet system setting process, the checks made during the print run, and adjustable components to ensure delivery as required

- effect of excessive suction on slow-down wheels
- required frequency of product quality assessments, and the action taken if print fills in when printing
- effect of dirt under the doctor blade on the print and the motion of doctor blade oscillation
- steps taken if ink in duct is foaming
- signs of wear in the plate image area
- frequency of examinations of in-line components of the job
- quality monitoring process
- quality criteria for printed material and the precautions required to ensure the rewound product is consistent and meets criteria
- marking of product deemed unacceptable by the operator
- required consultation process when a print problem cannot be fixed by the operator
- methods used to ensure required storage of plates following printing
- machine parts requiring thorough cleaning following the print run and components to be inspected for wear following the print run
- required records for following or repeat prints
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- a reel or sheet-fed flexographic press.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2220 Produce basic gravure printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce routine gravure printed product. This requires operation of a gravure press in a way that supports efficient production flow while maintaining product quality requirements. It includes requirements applicable to routine operation, shut down and cleaning.

It applies to individuals who work under direct supervision and perform a range of routine printing tasks in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain routine operation of reel system	1.1 Monitor and adjust reel stand and rewind section and web control system according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from process according to job specifications 1.3 Monitor and adjust sheeting section 1.4 Check and adjust set-off and marking prevention systems according to proof quality requirements
2. Maintain basic gravure	2.1 Review and adjust gravure cylinder condition and impression

ELEMENT	PERFORMANCE CRITERIA
printing process	roller condition 2.2 Monitor and adjust gravure inking system and doctor blade 2.3 Observe and adjust drying systems 2.4 Monitor and adjust basic in-line process(es)
3. Maintain routine production process	3.1 Use machine controls as required 3.2 Review and verify performance using the process control system 3.3 Check and adjust ink performance, colour, register and position 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Label and store unused ink and embellishment equipment according to manufacturer specifications and enterprise procedures 5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.4 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
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Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment Incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN222 Produce basic gravure printed product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRN2220 Produce basic gravure printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two basic gravure printing products.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - loading and handling heavy reels
  - using and monitoring in-line components of the press
  - handling solvents and solutions
  - cleaning and waste disposal
  - machine shutdown
- reel system process for determining substrate printing side
- effect of excessive tension on the unwinding reel on the print
- web splicing process and impact of incorrect splicing
- frequency of product quality assessment in gravure operations
- steps to take if print fills in when printing
- effect of dirt under the doctor blade on the print and the cylinder
- purpose of oscillation of the doctor blade

- procedure to address nicks in the doctor blade
- steps to take if ink in the duct is foaming
- signs of wear in the plate image area
- level ink should be maintained at
- required frequency of examination of in-line components of the job
- key items requiring monitoring to ensure quality control
- quality criteria for printed material and the precautions required to ensure the rewound product is of consistent, acceptable quality
- marking of product deemed unacceptable by the operator
- enterprise personnel to consult if the operator is unable to fix a print problem
- storage methods for plates following printing
- machine parts requiring thorough cleaning and components requiring inspection for wear following the print run
- required records for following or repeat prints
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- gravure printing machine with in-line processes
- industry software packages
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2320 Produce basic lithographic printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce basic lithographic printing, including small offset product. This requires operation of a lithographic press to support efficient routine production flow while maintaining product quality standards. It includes requirements related to shutdown and cleaning of the printing press.

It applies to individuals who work under direct supervision and perform a range of routine printing tasks in a defined context. The practical skills and operational knowledge required to perform these tasks is at a fundamental level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain routine operation of delivery systems	1.1 Monitor and adjust delivery systems according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain basic routine lithographic printing process	2.1 Review and adjust lithographic plate and plate cylinder condition 2.2 Review and adjust lithographic blanket and blanket cylinder condition

ELEMENT	PERFORMANCE CRITERIA
	2.3 Monitor and adjust lithographic impression cylinder condition 2.4 Check and maintain lithographic inking condition 2.5 Monitor and adjust lithographic dampening system condition
3. Maintain routine production process	3.1 Use machine controls as required 3.2 Review and verify performance using the process control system 3.3 Check and adjust ink performance, colour, register and position 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Rectify minor lithographic machine faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.4 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or <ul style="list-style-type: none"> <li>sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>unwind and rewind reels</li> <li>webbing procedures</li> <li>splicing/joining reels</li> <li>printed web viewing devices</li> <li>folder and sheeter systems</li> <li>set off / marking prevention devices</li> </ul> or <ul style="list-style-type: none"> <li>feeder and delivery systems</li> <li>sheet pick-up and transportation systems</li> <li>transfer and control systems</li> <li>set off / marking prevention devices</li> </ul>

## **Unit Mapping Information**

Supersedes and is equivalent to ICPPRN232 Produce basic lithographic printed product.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2320 Produce basic lithographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two basic lithographic printings.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- use control, monitoring and data entry systems
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - loading and handling heavy reels
  - operating and maintaining in-line components of the press
  - handling solvents and solutions
  - cleaning and waste disposal
- the effect of excessive tension on the rewinding reel on the print
- the web splicing process and impact of incorrect splicing
- the purpose of fanning sheets before loading into the press
- setting and checking procedures for the double sheet detector during the print run
- components that can be adjusted to ensure delivery as required
- the effect of excessive suction on the slow-down wheels
- the required action if non-image area of the print was scumming during printing

- the causes of emulsification while printing on a lithographic printing press
- signs of wear in image area of the plate
- the level the ink should be maintained at
- the examination frequency for in-line components of the job
- quality criteria for printed material and the precautions required to ensure the rewound product is of consistent, acceptable quality
- the required frequency of product quality assessments
- the marking of product deemed unacceptable by the operator
- the effect of excessive gum on the plate image
- machine parts requiring thorough cleaning and components requiring inspection for wear following the print run
- the required records for following or repeat prints
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- lithographic printing machine
- industry software packages
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRN2420 Produce basic pad printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to safely operate a pad printing machine ensuring efficient routing production flow that maintains product quality standards.

It applies to individuals working in the printing and graphic arts industry who perform a range of mainly routine tasks, work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain routine pad printing process	1.1 Check and adjust location of objects into fixtures as required according to work health and safety (WHS) requirements 1.2 Evaluate and maintain printing plate and printing pad condition 1.3 Monitor and adjust spatula, doctor blade and ink cup as required 1.4 Monitor and adjust printing ink viscosity
2. Maintain manual pre- and post-treatments	2.1 Review and adjust manual loading 2.2 Review and adjust manual pre-treatment 2.3 Monitor and adjust drying racks

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Maintain routine production process	<p>3.1 Use machine controls as required</p> <p>3.2 Review and verify performance using the process control system</p> <p>3.3 Check and adjust ink performance, colour, register and position</p> <p>3.4 Check product quality and adjust performance according to job specifications</p> <p>3.5 Report process adjustments to eliminate problems according to enterprise procedures</p>
4. Identify and rectify faults	<p>4.1 Identify and report problems in machine operation according to enterprise procedures</p> <p>4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role</p> <p>4.3 Verify repairs and adjustments as required prior to resumption of operations</p>
5. Conduct shutdown	<p>5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>5.2 Label and store unused ink according to manufacturer specifications and enterprise procedures</p> <p>5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.4 Clean and disengage all required parts of machinery used in printing process</p> <p>5.5 Complete required production records and enterprise documentation</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN242 Produce basic pad printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2420 Produce basic pad printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two basic pad printing jobs.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating this machine
  - machine shutdown
  - cleaning and waste disposal
  - handling blades
- material safety data sheets (MSDS), their location and what information they contain
- different machine cycle modes and methods for improving colour density of a light image on a dark substrate
- process for selecting the required machine cycle mode to provide the highest production output for a particular product
- required ink viscosity during production
- indications and causes of unreleased ink remaining on the printing pad
- process for identifying a damaged pad and the method of cleaning a pad during production
- signs of fault in equipment and enterprise personnel to report to

- pre- and post-treatment requirements and the simple pre-treatment commonly required for injection-moulded objects
- time ink on the job takes to cure before scratch and adhesion tests can be performed
- common print problems, their signs, and correction methods
- visible effects in the image if ink viscosity is incorrect
- machine adjustment process to correct shifts in image position on the product
- enterprise recycling requirements
- product quality standards and machine adjustment procedures to achieve them
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- pad printing machine
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2610 Set up for foil stamping

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up and adjust a dye or block as well as a reel or sheet system for gold blocking and hot foil stamping.

It applies to individuals who work under direct supervision and typically prepare material, and monitor and run equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm job specifications	1.1 Identify job requirements 1.2 Carry out set-up of required machinery according to manufacturer specifications 1.3 Confirm availability of all job related components
2. Set up machine	2.1 Select dye or block and check against job ticket 2.2 Lock selected component into chase and confirm required positioning 2.3 Mount chase in press 2.4 Set up and adjust foil transfer system according to image size and job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.5 Set up and adjust in-line loading and ejection units for basic processes as required according to machine requirements and job specifications 2.6 Set up and adjust delivery systems
3. Select foils	3.1 Select foils according to job specifications and end-user requirements and confirm they meet quality requirements 3.2 Prepare foils according to work health and safety (WHS) requirements, and manufacturer specifications 3.3 Label, handle and store foils according to manufacturer specifications
4. Conduct proof run	4.1 Operate machine according to manufacturer and enterprise procedures to produce a specified proof 4.2 Inspect, and test proof as required according to enterprise procedures 4.3 Seek client approval and authority prior to the production run as required 4.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements from information contained within relevant systems</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace forms</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows organisational procedures relevant to own role</li> <li>Identifies roles and responsibilities for task and makes basic decisions on work completion requirements, seeking assistance when required.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and</li> </ul>

	accountability
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined tasks</li> <li>• Implements actions as per instructions, making slight adjustments if necessary</li> <li>• Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet</li> </ul> OR <ul style="list-style-type: none"> <li>• product jigs</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• webbing procedures</li> <li>• splicing/joining reels</li> <li>• printed web viewing devices</li> <li>• folder and sheeter</li> <li>• set off / marking prevention devices</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery systems</li> <li>• sheet pick-up and transportation system</li> <li>• transfer and control system</li> <li>• set off / marking prevention devices</li> </ul> OR <ul style="list-style-type: none"> <li>• selecting jigs to suit product</li> <li>• fitting jigs to machine table</li> <li>• adjusting table height to suit product</li> </ul>



## Unit Mapping Information

Supersedes and is equivalent to ICPPRN261 Set up for foil stamping.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2610 Set up for foil stamping

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up for foil stamping on two occasions for different jobs according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate the use of control, monitoring and data entry systems
- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for setting up delivery systems and preparing foils
- job documentation and production control systems and the information they contain
- checks required prior to and during set up
- printing side and sheet position and how they are determined for the job
- purpose of nip rollers
- required front and side lays and how they are selected
- register checks and their purpose
- process of determining required product jigs
- required table and dye height for the job
- selection criteria for foil required for the job
- various products that require foiling
- the effect of soft packing on the foil stamped product and methods for harder packing
- starting setup temperature and effects if it is too high
- temperature indicators and the process of adjusting temperature
- the effect of dwell time on the foil stamped product

- required pressure level and how it is determined
- causes of an uneven print
- quantity of the foil that should draw through the press on each pass
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- foil stamping machinery
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2820 Produce and manage basic digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to construct a range of electronic data files, perform basic colour management techniques and produce and manage a print run to achieve maximum productivity.

It applies to individuals working in the printing and graphic arts industry who perform a range of mainly routine tasks, work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Liaise with clients	1.1 Communicate print service and quality expectations to client according to enterprise procedures 1.2 Advise clients on how to set up electronic data files for digital printing according to manufacturer specifications and digital print equipment capabilities 1.3 Advise clients on appropriate substrates and document finishing methods for digital printing jobs, according to client budget and job specifications
2. Prepare for job	2.1 Complete electronic file imposition using industry software

ELEMENT	PERFORMANCE CRITERIA
	<p>according to job specifications</p> <p>2.2 Finalise document finishing requirements for an imposed digital print job with co-workers or external services, as required, according to equipment availability and enterprise procedures</p> <p>2.3 Output Red Green Blue (RGB), Cyan Magenta Yellow Black (CMYK) and PMS (Pantone Matching System) colour charts and adjust for differences between computer monitor colour and digitally printed colour</p> <p>2.4 Conduct preview or pre-flight check of electronic data files and verify job set-up according to job specifications</p> <p>2.5 Apply basic troubleshooting methods to identify unverified data files, file errors and job requirement inconsistencies according to manufacturer specifications</p>
3. Produce print job	<p>3.1 Determine job priority according to job specifications and production schedules</p> <p>3.2 Conduct print and image quality checks</p> <p>3.3 Conduct proof run to confirm proof conforms to job specifications and submit for client approval as required</p> <p>3.4 Conduct print run according to job specifications, monitor machine productivity and quality throughout the print job, and rectify issues as required</p>
4. Finalise job	<p>4.1 Determine steps required for document finishing and perform as required within scope of own role</p> <p>4.2 Package finished print work to conform to delivery requirements according to job specifications</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Communicates relationships between ideas and information according to audience and purpose</li> </ul>
Oral	<ul style="list-style-type: none"> <li>Determines client and stakeholder requirements to inform a design or</li> </ul>

Communication	technical brief
Numeracy	<ul style="list-style-type: none"> <li>• Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>• Complies with work health and safety (WHS) requirements and organisational procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for identifying ways of sequencing and combining elements for greater efficiency</li> <li>• Plans, identifies and assembles resources required to complete tasks</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Understands what to communicate, with whom and how in routine work situations, identifying relevant information and ideas</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Recognises and anticipates an increasing range of familiar problems, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN282 Produce and manage basic digital print.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN2820 Produce and manage basic digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce one flowchart that demonstrates four examples of digital print workflows for digital printing, including:
  - one basic document file
  - one variable data document file
  - one colour document file and
  - one electronically imposed document file.
- conduct and manage at least two digital print run according to client specifications and work health and safety (WHS) requirements.

In the course of the above candidates must:

- identify and rectify errors in operation of hardware and consumable components in the printing module of a digital printing system
- locate and rectify source of errors related to electronic data file, digital front-end, workstation and industry software and hardware printing systems and coordinate technical assistance as required according to manufacturer specifications
- perform preventive maintenance according to manufacturer specifications
- identify and rectify incompatibilities between versions of hardware and software used in digital printing.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace health and safety (WHS) risks, devices and requirements to follow
- problems with feeding and delivery and their causes
- problems with digital front-end systems and the processes required to resolve them
- processes for:

- responding to missing vital information in the job ticket (manual or electronic)
- approving the print and basic jobs
- proof checking and adjustment
- document finishing and client delivery
- various colour charts and their uses
- the precautions required to maintain key qualities of printed images, and machine calibration to manufacturer specifications
- substrate requirements, handling procedures and quality issues
- data compatibility issues at any point of digital print process
- required software applications and compatibility issues that may arise with hardware
- steps undertaken to update or replace incorrect software versions
- the checks undertaken prior to set-up (availability of material, maintenance) and solutions to common problems
- file transfer issues and their solutions
- the benefits of using electronic data over scanning hardcopy
- client communication protocols and common issues and procedures that require explanation
- available in-line options and on-line finishing options on the machine
- the different types of binding and their procedures
- packaging and its importance to finished print work
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRN2830 Use digital media consumables

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to select, use and load digital media consumables such as printing substrates, inks and toners.

It applies to individuals, who generally work under direct supervision and assist with digital production workflow, including monitoring stock levels.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and select consumables	1.1 Identify required consumables in consultation with required personnel and in accordance with job and manufacturer specifications 1.2 Select consumables for each job
2. Use consumables	2.1 Prepare and load consumables according to work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures 2.2 Identify and remove faulty products 2.3 Identify and rectify incorrect substrate usage
3. Monitor storage of	3.1 Monitor stock levels according to enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
consumables and stock levels	3.2 Store consumables according to manufacturer specifications 3.3 Inform appropriate personnel of low stock levels and new orders placed 3.4 Dispose of waste according to enterprise procedures and regulatory requirements

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes job documentation in a style appropriate to audience and purpose</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Receives and passes on straightforward messages</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols including WHS requirements associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for identifying and rectifying familiar problems under direct supervision</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN283 Use digital media.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2830 Use digital media consumables

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the use of digital media consumables for at least three different jobs.

In the course of the above the candidate must:

- load and unload consumables according to enterprise procedures and job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- the various consumables used in the digital sector and their relationship to printing and finishing devices
- required enterprise stock levels
- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for preparing and loading consumables
- printing faults and their causes, especially poor storage of consumables and substrate misuse
- manufacturer manuals, enterprise procedures, material safety data sheets (MSDS) and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- digital media consumables.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2850 Use digital workflow

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to apply digital workflow from concept stage to completion and delivery. It focuses on a basic knowledge and application of digital work processes, where another person is responsible for overall planning.

It applies to individuals working under supervision in any type of digital production area.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for digital workflow	1.1 Obtain, interpret and confirm job requirements with enterprise personnel 1.2 Identify and record digital work processes required for completing the job 1.3 Select equipment and materials to meet job requirements 1.4 Select software according to the work application 1.5 Follow work health and safety (WHS) requirements according to safety plans and policies
2. Follow digital workflow	2.1 Sequence and perform work according to job requirements 2.2 Identify problems and apply solutions within scope of role

ELEMENT	PERFORMANCE CRITERIA
	2.3 Complete tasks and check for compliance against work instructions
3. Conduct shutdown of production process	3.1 Clear work area and dispose of and recycle materials in accordance with environmental management plan 3.2 Clean, check and store equipment according to manufacturer recommendations and standard work practices

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes job documentation in a style appropriate to audience and purpose</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Receives and passes on straightforward messages</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for identifying and rectifying familiar problems</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN285 Use digital workflow.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRN2850 Use digital workflow

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce at least two different printed products in a digital workflow, including:
  - interpreting job requirements
  - selecting equipment and software
  - completing tasks according to job requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements associated with working on a computer
- aspects of a digital workflow, including:
  - content confirmation
  - scheduling
  - communication processes
  - file management – naming, storage, saving, archiving
  - editing processes
  - distribution
- order of procedures undertaken within a digital workflow
- problems that can occur in a digital workflow and methods to address them
- equipment used in a digital workflow
- types of software used in a digital workflow, their key features and purpose
- printing and other publication processes used within a digital workflow
- the environmental management plan and recycling standards
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- high-end graphics and layout software
- digital output devices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2860 Finish a digital product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes skills and knowledge required to finish a digital print product. This could include trimming, folding, padding, stapling, comb and wire binding.

It applies to individuals who generally work under direct supervision, converting and finishing off digitally printed products in a digital environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Read and interpret job specifications from job documentation and production control system 1.2 Identify and undertake machine requirements for set-up 1.3 Check and record availability of all job related materials
2. Produce test copy	2.1 Identify and organise materials to be used for the job 2.2 Set up and operate equipment to produce a specified sample according to work health and safety (WHS) requirements, enterprise procedures and manufacturer specifications 2.3 Inspect and test sample to confirm it meets job specifications and enterprise standards

ELEMENT	PERFORMANCE CRITERIA
	2.4 Interpret results to determine adjustment requirements 2.5 Carry out adjustments according to product and equipment specifications
3. Maintain production process	3.1 Monitor and verify performance using the process control system according to enterprise procedures 3.2 Identify and report faulty performance of equipment according to enterprise procedures 3.3 Carry out adjustments and corrections according to specified procedures and within scope of own role
4. Conduct shutdown of production process	4.1 Clean and disengage machinery and equipment ready for next run 4.2 Remove substrate waste from operating area and recycle and dispose of, where required, according to regulatory requirements and enterprise procedures 4.3 Complete production records and other documentation according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes workplace forms accurately</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions by using strategies to confirm and clarify understanding</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with WHS requirements and regulatory procedures and follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Seeks to cooperate with others to achieve results in immediate work context</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>With assistance, determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to own role in immediate work</li> </ul>

	environment
Technology	<ul style="list-style-type: none"><li>• Reads data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN286 Finish a digital product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2860 Finish a digital product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up equipment and produce two bound and/or finished, digitally printed products (for each type of binding and/or finishing), according to manufacturer and job specifications and enterprise procedures including:
  - setting up and using binding and finishing equipment to produce finished, digitally printed products according to job specifications and within production timeframe
  - finding and using information relevant to the task from a variety of information sources
  - demonstrating all safety devices on the machine
  - finishing a digital product using two different types of binding and/or finishing.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements.
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- manufacturer specifications, enterprise procedures, and work health and safety (WHS) requirements for:
  - setting up and operating machinery and equipment
  - conducting the finishing process
  - cleaning, waste disposal and sorting
- information on binding in the job documentation or production control system
- situations where a machine requires adjustment

- factors that determine the binding technique for a job
- the advantages and disadvantages of wire and comb binding
- the advantages and disadvantages of saddle and side stitching
- problems that may occur when folding a digitally printed job
- the effect heat may have on a digitally printed product
- the required cutting sequence and lay edges when trimming a job
- grain direction and its effects on finishing processes
- different types of finishing adhesives and their applications
- problems arising from improper cleaning and maintenance of equipment
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, and materials
- industry software packages
- trimmers
- small guillotines
- electronic staple machines
- wire binding units.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2870 Use digital processes

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to apply various digital printing processes and select an appropriate method for a particular job.

It applies to individuals who generally work under direct supervision and use various digital printing processes. They work in the digital, commercial print, pre-press, bureau, high-end print or a combination of these business environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify digital processes	1.1 Identify and document various digital processes used within the workplace 1.2 Estimate advantages or disadvantages of one process over another for a particular job and recommend a suitable option
2. Assess job requirements	2.1 Determine printing requirements of the job 2.2 Review layout design of the job to determine possible printing problems associated with the use of identified processes 2.3 Review end application of the digital product to confirm digital process will meet job specifications and enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
3. Apply digital process	3.1 Select digital process according to job specifications 3.2 Complete digital process in accordance job specifications and enterprise procedures 3.3 Review job to confirm appropriate digital process was selected

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with work, health and safety (WHS) requirements and organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Seeks to cooperate with others to achieve and analyse results in immediate work context</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to own role in immediate work environment</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN287 Use digital processes.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPPRN2870 Use digital processes

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least three digital printing processes used within the organisation
- select one digital printing process according to job specifications
- find and use information relevant to the printing tasks above from a variety of information sources.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for working on a computer
- digital printing processes used within the digital sector and their advantages and disadvantages
- types of substrates required for particular processes
- the cost differences between each process
- the advantages and disadvantages of digital processes compared to traditional printing methods
- digital products and their applications
- the effect heat and light can have on required processes
- the impact of folding on the appearance of a digitally printed job
- the layout design considerations when using a particular process
- colours and combinations and their effect on certain processes
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools and equipment
- materials used for colour management production.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN2880 Produce basic relief printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce basic relief printed product through operation of a platen, cylinder or rotary printing machine.

It applies to individuals who generally work under direct supervision and assist in the production process by maintaining equipment, materials and quality requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of reel system	1.1 Review and adjust reel stand and rewind sections and web control system 1.2 Add substrate to and remove substrate from process according to job specifications 1.3 Monitor and adjust sheeting section 1.4 Review and adjust set-off and marking prevention systems according to proof quality requirements
2. Maintain operation of sheet system	2.1 Check and adjust feeder and delivery sections 2.2 Check and adjust sheet pick-up and transport system and transfer system

ELEMENT	PERFORMANCE CRITERIA
	2.3 Add substrate to and remove substrate from the process
3. Maintain basic routine relief printing process	3.1 Monitor and adjust relief form and plate cylinder condition according to proof quality requirements 3.2 Review and adjust relief impression surface condition 3.3 Observe and adjust relief inking system
4. Maintain routine production process	4.1 Use machine controls according to manufacturer specifications and work health and safety (WHS) requirements 4.2 Monitor and verify performance using the process control system 4.3 Review and adjust ink performance, colour, register and position 4.4 Report process adjustments to eliminate problems according to enterprise procedures
5. Identify and rectify problems	5.1 Identify and report problems in machine operation according to enterprise procedures 5.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 5.3 Verify repairs and adjustments as required prior to resumption of operations
6. Conduct shutdown of production process	6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 6.2 Label and store unused ink and embellishment equipment 6.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 6.4 Clean and disengage all required parts of machinery used in printing process 6.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN288 Produce basic relief printed product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN2880 Produce basic relief printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two basic relief printing products.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements and manufacturer specifications and enterprise procedures
- use control, monitoring and data entry systems
- manipulate embellishment tools and operations
- provide an example of printed material below acceptable standard
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - loading and handling heavy reel sheets fanned before loading into the press
  - operating the in-line components of the press
  - washing and shutdown of the machinery and equipment
  - handling and storing cleaning materials
- the key features of and differences between reel and sheet transportation and delivery systems
- web tracking and its importance to position and register
- the consequences of not splicing web as required
- components that can be adjusted to ensure delivery

- the effect of excessive suction on the slow-down wheels
- the frequency required for product quality assessment
- the causes of a halo effect on the relief print
- signs of wear in the image area of the plate marking product deemed unacceptable by operator
- monitoring systems in the relief production process
- techniques for maintaining ink levels
- examination frequency of in-line components
- quality control, requirements and problem-solving techniques
- precautions necessary to ensure rewind product meets job quality requirements
- required actions in case of mild set-off on the back of the print
- personnel to consult in case of print problems that cannot be fixed by the operator
- the location of information concerning operation of the machine
- storage procedures for plates following printing
- parts of the machine requiring cleaning and inspection for wear following the print run
- records that should be kept for repeat prints
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, and materials
- platen, cylinder or rotary printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3130 Set up for basic flexographic printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up machines for routine flexographic printing.

It applies to individuals who work as print machinists. They prepare material, monitor and run equipment and machinery, and apply solutions to printing difficulties as they arise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Check proofed job for conformance with job specifications 1.5 Set up and adjust delivery 1.6 Add substrate to and remove substrate from process
2. Select and prepare inks and solvents	2.1 Select inks and solvents according to end-user requirements and confirm they meet quality requirements 2.2 Prepare inks and solvents according to work health and safety



ELEMENT	PERFORMANCE CRITERIA
	<p>(WHS) requirements and manufacturer specifications</p> <p>2.3 Mix and prepare colour and volume of ink to match requirements of the printing process</p> <p>2.4 Record ink formula and approved colour drawdowns</p> <p>2.5 Label, handle and store inks and solvents according to manufacturer specifications and hazardous liquids storage regulations</p>
3. Set up machine for basic flexographic printing	<p>3.1 Install and mount required flexographic plate cylinders, sleeves and mounting sheets and make register adjustments as required</p> <p>3.2 Prepare plate cylinders</p> <p>3.3 Set up inking system and set roller nips and blades</p> <p>3.4 Check ink circulation meets machine requirements</p> <p>3.5 Adjust viscosities according to job specifications</p> <p>3.6 Select and adjust air volume and drier temperatures and curing systems, as required</p>
4. Set up in-line units for basic process(es)	<p>4.1 Set up and adjust minor in-line units for basic process(es) according to machine requirements</p> <p>4.2 Provide assistance in set-up of major in-line units</p>
5. Conduct print run	<p>5.1 Set print impressions to minimum kiss impression</p> <p>5.2 Set web tensions for unwind, between stations and rewind</p> <p>5.3 Check print for register</p> <p>5.4 Check drying and confirm sufficient key ink to the substrate</p> <p>5.5 Adjust viscosities according to colour requirement at proof speed and check against colour matching system</p> <p>5.6 Inspect and test proof as required according to enterprise procedures</p> <p>5.7 Seek client approval and authority prior to the production run as required</p>
6. Readjust settings to production speed	<p>6.1 Interpret production speed print results and make adjustments to press, ink and substrate settings as required</p> <p>6.2 Splice web at production speed and obtain samples for quality inspections according to enterprise procedures</p> <p>6.3 Document press setting and store samples</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or <ul style="list-style-type: none"> <li>sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>checking reels for treatment levels, coatings, printing side and age of product</li> <li>securing reels on reel shaft</li> <li>correctly positioning reels on unwind stand</li> </ul>

	<ul style="list-style-type: none"><li>• positioning and mounting correctly cut cores on rewind shafts</li><li>• centring and setting edge guide</li><li>• setting unwind and rewind tension to suit substrate</li><li>• setting nip rollers</li></ul> or <ul style="list-style-type: none"><li>• feeder</li><li>• sheet pick-up and transportation system</li><li>• transfer system</li><li>• delivery</li><li>• sheet transfer and control system</li><li>• set off / marking prevention devices</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRN313 Set up for basic flexographic printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3130 Set up for basic flexographic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a press on two occasions for basic flexographic printing, according to manufacturer specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine
- demonstrate use of control, monitoring and data entry systems.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - operating the sheet and reel in-feed and delivery systems
  - handling inks and additives
  - handling blades
  - setting up and operating the machine
- actions required if vital information is missing from the job ticket
- precautions and checks required:
  - to avoid damaging plates and cylinders
  - for materials availability prior to set up
  - to protect in-line processing from damage
  - for quality control of proof and initial print
- common issues arising with reel systems and correction methods, including:
  - low or excessive web tension
  - selecting printing side of the material

- when UV drying is used to dry the ink film
- types of web splices available for the job
- common issues arising with sheet systems and correction methods, including:
  - sheet positioning in the in-feed
  - selection of front and side lays
  - machine indications of missing sheets
  - required applications of spray powder
  - excessive jogging on the stack
- procedures for:
  - a register check
  - matching inks to jobs and modifying ink colour
  - required for print approval
  - determining machine specifications for particular jobs
  - minimising and handling waste
  - recording final results for future reference
- reasons for a two-sheet cut in most sheet system feeders
- slowdown devices and their uses in delivery
- effects on the job of ink viscosity
- enterprise personnel who pass colour prior to the job
- steps taken to ensure inking system is adjusted as required and the reasons for maintaining ink levels within a required range
- optimum make-ready-speed for the job
- basic in-line processes and the steps taken to incorporate them into the make-ready
- quality control measurements to apply to proof and initial print
- machine setting adjustments, the criteria determining their use, and processes to plot their success
- tests for scuffing and coefficient of friction and the circumstances requiring them
- leaching
- major environmental concerns with regard to inks and additives
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- a range of standard inks and substrates
- a variety of stack, in-line and central impression flexographic printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3140 Produce complex flexographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up machines for non-routine flexographic printing.

It applies to individuals who work as print machinists. They prepare material, monitor and run equipment and machinery and apply solutions to printing difficulties as they arise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain non-routine operation of reel transportation and delivery systems	1.1 Identify job requirements 1.2 Monitor and adjust reel stand and web control system according to operating requirements 1.3 Add substrate to the printing process 1.4 Check and adjust reel rewind section according to tension requirements and confirm no marks, blemishes or damage to finished product has occurred 1.5 Remove substrate from the printing process 1.6 Monitor and adjust sheeting section and set off and marking prevention systems

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Maintain complex flexographic printing process	2.1 Monitor and adjust flexographic plate and plate cylinder or sleeve condition according to required proof standard 2.2 Check flexographic impression roller condition 2.3 Review and adjust flexographic inking system and doctor blade condition 2.4 Monitor and adjust drying systems 2.5 Monitor and adjust in-line processes
3. Maintain non-routine production process	3.1 Use automatic control as per specification 3.2 Use manual control as per specification 3.3 Monitor and adjust ink performance, colour, register and position of print throughout production run 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify faults	4.1 Identify and report problems in flexographic machine according to enterprise procedures 4.2 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role 4.3 Identify machine faults requiring repair and report to designated person
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Remove reels and cores from press 5.3 Drain unused ink back into containers and label and store 5.4 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.5 Clean all required parts of flexographic machinery used in printing process 5.6 Lubricate and protect press according to duration of shutdown 5.7 Complete required production records and enterprise documentation



## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN314 Produce complex flexographic printed product.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN3140 Produce complex flexographic printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- monitor production output and make necessary adjustments to obtain required print quality on a flexographic machine while producing a complex print on two occasions, using different substrates.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- demonstrate use of control, monitoring and data entry systems
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and manufacturer specifications, and WHS requirements associated with flexographic printing processes, including:
  - rewinding and resheeting
  - the handling of inks and materials
  - the cleaning of sections of the machine
  - safety features within the organisation
- tension and positioning requirements for web control systems
- reel transportation and web control processes and common faults that may arise
- in-line processes and common problem areas and faults that may arise
- different types of reel-stands and their uses
- reel delivery processes and common faults that may arise

- ink issues in printing and methods of management
- drying process and the effect of temperature on the finished product
- unique properties and issues of ultraviolet (UV) ink
- substrate handling and issues that may arise at any point in the job production process
- machine guards and micro switches, their function, and the legal responsibility for their maintenance
- checks and solutions for issues in the production process
- criteria for assessing print quality
- workplace and client communication protocols
- procedures for sorting, discarding and reusing waste
- organisation labelling standards
- machine shutdown procedures
- use and storage of production records and the printed job
- use and storage of plates
- parts of flexographic machinery that are required to be cleaned after each run and the process for cleaning, including:
  - cylinders, sleeves, plate and roller surfaces
  - inking rollers, doctor blades and chamber blade systems
  - ink pumps, tanks and hoses
  - impression rollers, central impression and press rollers
  - in-line printing, converting, binding and finishing units
  - reel feed, transportation and delivery systems
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- standard inks and substrates
- flexographic printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3210 Set up for basic gravure printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up routine gravure printing for routine print jobs.

It applies to individuals who prepare material, and monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. Individuals may also provide leadership and guidance to members of their team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Carry out set-up of required machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components
2. Set up reels	2.1 Set up and adjust unwind and rewind reels 2.2 Carry out webbing procedures 2.3 Establish and adjust web-control system 2.4 Splice and join reels as required

ELEMENT	PERFORMANCE CRITERIA
	2.5 Set up and adjust printed web viewing devices 2.6 Prepare and adjust folder and sheeter 2.7 Prepare and adjust set off and marking prevention devices
3. Select and prepare inks and additives (basic)	3.1 Select inks, dyes and additives required according to job specifications and end-user requirements and confirm they meet quality requirements 3.2 Prepare inks, dyes and additives according to manufacturer specifications 3.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 3.4 Approve and record formulation of ink, colour match and approved 3.5 Label, handle and store inks, dyes and additives according to manufacturer specifications
4. Set up machine for basic gravure printing	4.1 Select, install, set up and adjust gravure cylinders 4.2 Prepare and adjust impression roller 4.3 Set up and adjust inking system and doctor blade as required 4.4 Set up and adjust drying system
5. Conduct proof run	5.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 5.2 Inspect and test proof as required according to enterprise procedures 5.3 Seek client approval and authority prior to the production run as required 5.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>

Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with WHS and enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN321 Set up for basic gravure printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3210 Set up for basic gravure printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a press on two occasions for basic gravure printing according to manufacturer specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and work health and safety (WHS) requirements for:
  - setting up and operating reel in-feed and delivery
  - the rewind of the machine delivery system
  - handling blades
  - handling inks and additives
- the job documentation or production control system, and the information it contains
- steps to take and procedures to follow:
  - if vital information is missing from the job ticket
  - to select the material printing side
  - to modify a slightly light ink to meet the needs of the job
  - to determine machine specifications for each job
  - to ensure ink levels in the inking system are maintained at the required level
  - to determine if inking system has been adjusted as required
  - to protect equipment used in in-line processing from damage during set-up
  - to incorporate in-line processes into the make ready

- to have the print approved
- to determine settings adjustments
- the effects of:
  - low web tension on the print
  - excessive web tension at the rewind of the machine
  - the ink being too viscose
- the materials required prior to set up
- the required cylinders for each job
- the key considerations when handling gravure cylinders
- parts of the unit requiring checks to ensure cylinder is installed as required
- different types of web-splices that could be used for the job
- the process of matching ink suitability to a job
- the environmental risks related to inks and additives and required legislation regarding their handling
- the available methods to check for correct ink colour
- enterprise personnel who pass the colour prior to running the job
- quality control measurements to apply to the proof to test against known standards
- items to check on the initial print prior to running
- the process used to plot success of the machine adjustment
- the method for recording final results for future reference
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- gravure printing machine with in line units.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRN3220 Produce complex gravure printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce non-routine gravure printed product.

It applies to individuals who operate a gravure press and maintain product quality requirements. Individuals may also provide leadership and guidance to members of their team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain non-routine operation of reel transportation and delivery systems	1.1 Monitor and adjust reel stand and web control system according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from process according to job specifications 1.3 Monitor and adjust reel rewind and sheeting sections 1.4 Review and adjust set-off and marking prevention systems according to proof quality requirements
2. Maintain complex gravure printing process	2.1 Review and adjust gravure cylinder and impression roller condition

ELEMENT	PERFORMANCE CRITERIA
	2.2 Check and adjust gravure inking system and doctor blade 2.3 Monitor and adjust drying systems
3. Maintain non-routine production process	3.1 Monitor and adjust in-line processes 3.2 Use machine controls as required 3.3 Monitor and verify performance using the process control system 3.4 Monitor and adjust ink performance, colour, register and position 3.5 Check product quality and adjust performance according to job specifications 3.6 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify faults	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Label and store unused ink and embellishment equipment according to manufacturer specifications and enterprise procedures 5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.4 Clean and disengage all required parts of machinery used in printing process 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN322 Produce complex gravure printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3220 Produce complex gravure printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- monitor production output and make necessary adjustments to maintain print quality on a gravure machine while producing a complex print on two occasions for two different jobs.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures and WHS requirements for:
  - rewinding and sheeting
  - handling ink
  - handling and cleaning blades
  - cleaning feed, transportation, delivery and in-line sections of the machine and waste disposal
  - machine shutdown
- enterprise escalation procedures and required personnel
- required checks of in-line machine components and their function
- common issues arising with ink in the machine and correction methods
- causes and correction methods of faults and errors such as:
  - the reel wandering and the web breaking at the unwind unit

- sheet cut-off wander
- substrate distortion
- effects of:
  - poorly adjusted nip rollers when rewinding and sheeting
  - incorrect drying temperatures on the finished product or in chillers
  - excessive pressure applied on the slitters on the job
  - inadequate work team communication on a gravure printing machine
  - relative humidity increases in the press room on the substrate
- purpose and function of removing solvents from final ink film
- storage procedures for printed jobs and printing cylinders
- procedures for handling substrates and labelling printed product prior to press room removal
- difference between a "flying paster" and "zero speed" type reel-stand
- excess ink and additive labelling and storage procedures
- waste sorting and disposal procedures, and benefits of reusable waste
- link between driers and set-off and marking
- methods of controlling ratio of print to in-line speed
- outcome if machine guards are removed and micro switches are disconnected on a machine, and the personnel responsible for this action
- steps for addressing production problems and eliminating processing of unacceptable product
- industry standards of client communication and client approval procedure for printed product
- procedures for reporting gravure machine problems and calling service personnel
- further operations required for printed reels after removal from the printing machine
- use of completed records in the final analysis of the job and their benefits
- product quality requirements and machine adjustment procedures to achieve them
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- gravure printing machines and in-line units.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3310 Set up for basic lithographic printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up basic lithographic printing sheet-fed and web-fed machines, including small offset for routine print jobs.

It applies to individuals working under direct supervision, who prepare material, monitor and run equipment and machinery and maintain the production process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery systems 1.5 Add substrate to and remove substrate from process according to job specifications
2. Select and prepare inks and additives (basic)	2.1 Select inks, dyes and additives required according to job specifications and end-user requirements and confirm they meet quality requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2 Prepare inks, dyes and additives according to manufacturer specifications 2.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 2.4 Approve and record formulation of ink, colour match and approved 2.5 Label, handle and store inks, dyes and additives according to manufacturer specifications
3. Set up machine for basic offset lithographic printing	3.1 Set up and adjust plate cylinder and select and install lithographic plates 3.2 Prepare and adjust blanket and blanket cylinder 3.3 Prepare and adjust impression cylinder 3.4 Set up and adjust inking system 3.5 Set up and adjust dampening system
4. Conduct proof run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 4.2 Inspect and test proof as required according to enterprise procedures 4.3 Seek client approval and authority prior to the production run as required 4.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with WHS and enterprise procedures relevant to own role</li> </ul>



Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>• Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Organises own workload under supervision, identifying ways of sequencing and combining elements for greater efficiency</li> <li>• Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>• reel</li> </ul> or <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• webbing procedures and web control systems</li> <li>• splicing reels</li> <li>• folder and sheeter</li> </ul> or <ul style="list-style-type: none"> <li>• feeder and delivery</li> <li>• registration systems</li> <li>• sheet pick-up and transportation, control and transfer systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN331 Set up for basic lithographic printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3310 Set up for basic lithographic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up for two basic lithographic printing jobs according to manufacturer specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate use of control, monitoring and data entry systems
- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and work health and safety (WHS) requirements for:
  - setting up and operating the machine, in-feed and transfer systems
  - webbing up the machine in reel systems
  - the rewind of the reel delivery system
  - handling inks and additives
- enterprise escalation procedures and required personnel, including those who pass colour prior to running the job and have final say in job approval
- job documentation or production control system, and procedures if vital information is missing
- checks required prior to set-up, including availability of materials
- register checks, and machine adjustments that may cause mis-register
- procedures and steps for:
  - identifying grip edge of the plate and printing side of material
  - determining sheet position before transportation to printing unit

- modifying ink that is light and adjusting ink colour and consistency
- determining cylinder (plate, blanket and impression) specifications for the job
- proof testing the machine
- effect on the job of:
  - printing plate cylinder being overpacked or not cleaned prior to plate fitting
  - incorrect web tension on the print and the rewind of the machine
  - side lay selection on the job
  - excessive jogging on the stack
  - an incorrectly set dampening system
- the purpose or function of:
  - nip rollers
  - using a two-sheet cut or setting sheet up in middle of the machine
  - slowdown devices in delivery
  - consistently tensioning plates
- plate installation, features assisting installation and actions or tools likely to damage the plate
- types of web splices required for the job
- machine's method of detecting missing or late sheets
- reasons for applying spray powder and effect of excessive use
- criteria to check in ink for job suitability and initial print prior to running
- environmental concerns and regulations concerning inks and additives
- ink profiles and their variance across the machine
- optimum ink duct sweep
- precautions for UV drying on the ink film
- methods to minimise waste during make ready
- adjustments required to position the image laterally and circumferentially
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- lithographic machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3320 Produce complex lithographic printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce complex lithographic printed product, ensuring an efficient non-routine production flow that maintains product quality standards.

It applies to individuals who work under direct supervision and have some responsibility in ensuring production process is maintained by anticipating production problems and monitoring equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain non-routine operation of delivery system	1.1 Monitor and adjust delivery systems according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from the process according to job specifications
2. Maintain complex lithographic printing process	2.1 Review and adjust non-routine lithographic plate and plate cylinder condition 2.2 Review and adjust non-routine lithographic blanket and blanket cylinder condition 2.3 Review and adjust non-routine lithographic impression cylinder

ELEMENT	PERFORMANCE CRITERIA
	condition 2.4 Check and maintain non-routine lithographic inking system 2.5 Monitor and adjust non-routine lithographic dampening system 2.6 Monitor and adjust set off and marking prevention, and drying systems
3. Maintain production process	3.1 Use machine controls as required 3.2 Review and verify performance using the process control system 3.3 Check and adjust ink performance, colour, register and position 3.4 Report process adjustments to eliminate problems according to enterprise procedures
4. Identify and rectify lithographic machine operating problem	4.1 Identify and report problems in machine operation according to enterprise procedures 4.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 4.3 Verify repairs and adjustments as required prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Label and store unused ink and embellishment equipment according to manufacturer specifications and enterprise procedures 5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.4 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information that is used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Recognises and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or <ul style="list-style-type: none"> <li>sheet</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand and rewind sections</li> <li>web control system</li> <li>sheeting section</li> <li>set off / marking prevention systems</li> </ul> or <ul style="list-style-type: none"> <li>feeder and delivery systems</li> </ul>



	<ul style="list-style-type: none"><li>• sheet pick-up and transportation system</li><li>• transfer systems</li><li>• set/ off/markings prevention system</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRN332 Produce complex lithographic printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3320 Produce complex lithographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate use of control, monitoring and data entry systems
- monitor production output and make necessary adjustments to maintain print quality on a lithographic machine while producing a complex print on two occasions.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and WHS requirements for:
  - setting up and operating the sheet and reel delivery and transportation systems
  - rewinding in the reel delivery system
  - handling inks and materials
  - cleaning parts of the machine and waste disposal
  - enterprise escalation procedures and required personnel
- causes of:
  - the reel wandering and web breaking at the unwind unit
  - the sheet cut-off wandering
  - mis-register when the sheet is in the feeder
  - an uneven feeder stack

- the web jamming up in the folder
- blanket packing-creep during printing
- ink lying back in the duct and ink stripping on the inking rollers
- conductivity of the fountain solution changing over an eight hour shift
- UV ink drying and substrate blistering
- problems that arise from the following and their correction methods:
  - the reel being run out of centre
  - poorly adjusted nip rollers in rewinding and sheeting
  - worn suckers at the feeder suction head
  - gripper malfunction on sheet control and transfer
  - the feeder stack not being loaded levelly
  - excessive pressure on the slitters
  - dirty formers and adjusting rollers at their base
  - defective pins in the folder
  - grippers not being set as required in the machine transfer section
  - plates developing a crack at grip edge during a print run
  - blankets not being tensioned as required
  - excessive use of fountain solution on the plate
  - excessive conductivity
  - drying temperature being too low in the chillers or incorrect on finished product
  - inadequate communication within the work team
- features and functions, common issues and faults and methods to resolve them for the following machine sections in all systems:
  - transportation
  - delivery
  - in-line processing units
  - printing units
  - the rewind unit
- client communication standards and approval process for a finished product
- plate storage procedures
- machine problems where service personnel must be contacted and reporting procedures
- labelling procedures for printed reels and their purpose
- effect of machine speed on sheet delivery
- difference between a "flying paster" and "zero speed" type reel-stand
- visible signs of the sheet being registered in the feeder and by side lay
- link between driers, set-off and marking, and use of anti-set-off powder in delivery
- the enterprise personnel responsible for removing machine guards and disconnecting micro switches and its effects
- disadvantages of using a closed looped system for automatic control of the printed product
- available measurements besides optimum solid ink density used to assess print quality

- actions required when production problems are anticipated and further processing of unacceptable printed product must be eliminated
- use of completed records in final job analysis and their benefits in production of future jobs
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- lithographic printing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3410 Set up for basic pad printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up basic pad printing for routine print jobs, including adjusting manual pre- and post-treatment processes and conducting a proof.

It applies to individuals who work under direct supervision, and have responsibility to prepare materials and monitor and run equipment and machinery to ensure the production process is maintained.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components 1.4 Select and secure tampons into machine
2. Set up fixtures onto machine bed	2.1 Select and secure fixtures to xy table 2.2 Adjust height of machine bed according to object size 2.3 Adjust xy table of machine bed according to image position

ELEMENT	PERFORMANCE CRITERIA
3. Select and prepare inks and additives	3.1 Select inks and additives according to job specifications and end-user requirements and confirm they meet quality requirements 3.2 Prepare inks and additives according to manufacturer specifications 3.3 Mix and prepare colour and volume of ink to match requirements of the printing process 3.4 Record formulation of ink, colour match and approved colour 3.5 Label, handle and store inks and additives according to manufacturer specifications and hazardous liquids storage regulations
4. Set up machine for basic pad printing	4.1 Set up and adjust plate holder 4.2 Select plate and plate holder and secure into plate holder 4.3 Set up and adjust tampons 4.4 Prepare and adjust spatula, doctor blade and ink cup as required according to machine requirements
5. Set up manual pre- and post-treatment processes	5.1 Set up manual loading 5.2 Establish manual pre-treatment 5.3 Set up drying racks
6. Conduct proof run	6.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 6.2 Inspect and test sample as required according to enterprise procedures 6.3 Seek client approval and authority prior to the production run as required 6.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>

Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with WHS and enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Organises own workload under supervision, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN341 Set up for basic pad printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3410 Set up for basic pad printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a pad printing machine on two occasions for routine print jobs to meet enterprise procedures, manufacturer and job specifications; including setting up manual pre- and post-treatment processes and completing a proof run.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting presses and handling doctor blades
  - using pre- and post-treating substrates
- the class of substrate the (given) object came from
- steps taken to determine if an ink can be used with a particular substrate
- steps taken to determine if an ink is mixed to the required viscosity
- the pot life of a two-component ink
- steps taken to determine the required pad shape for applications
- the effect pad shape and hardness has on print quality
- the required storage conditions for pads
- the steps taken to determine the required plate type for given applications
- techniques for adjusting the machine so the doctor blade operates as required
- the effect of a damaged doctor blade
- the procedure for pre-treating an oily surface to ensure it is ready for printing
- the causes of and solutions for common print problems including:



- hairlines around image
- loss of density in the centre of a solid image
- fine lines of ink running through image
- distortion of image
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- pad printing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3420 Produce complex pad printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce complex pad printed product ensuring an efficient non-routine production flow that maintains product quality standards.

It applies to individuals who work under supervision and are responsibility for ensuring the production process is maintained in accordance with the requirements of the proof, and any equipment issues and production problems are identified and resolved with minimum downtime.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain non-routine pad printing process	1.1 Check and adjust location of objects into fixtures according to manufacturer specifications and work health and safety (WHS) requirements 1.2 Review and adjust printing plates and printing pad condition 1.3 Check and adjust spatulas, doctor blades and ink cups as required 1.4 Observe and adjust printing ink viscosity 1.5 Monitor and adjust in-line loading, pre-treatment, drying and ejection systems

ELEMENT	PERFORMANCE CRITERIA
2. Maintain non-routine production process	2.1 Use machine controls as required 2.2 Monitor and verify performance using the process control system 2.3 Monitor and adjust ink performance, colour, register and position 2.4 Report process adjustments to eliminate problems according to enterprise procedures and quality requirements
3. Identify and rectify faults	3.1 Identify and report problems in machine operation according to enterprise procedures 3.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 3.3 Verify repairs and adjustments as required prior to resumption of operations
4. Conduct shutdown of production process	4.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 4.2 Label and store unused ink according to manufacturer specifications and enterprise procedures 4.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 4.4 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 4.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>

	<ul style="list-style-type: none"> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to problems and applies formal problem solving processes when tackling unfamiliar problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN342 Produce complex pad printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3420 Produce complex pad printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate a pad printing machine and produce two different jobs.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.
- demonstrate use of control, monitoring and data entry systems.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating the pad printing machine
  - handling inks and other materials
  - machine shutdown
  - cleaning and waste disposal
- material safety data sheets (MSDS), their location and what information they contain
- selection criteria for machine cycle modes to improve colour density of a light image on a dark substrate
- product quality requirements and control and correction methods
- special cycle modes available on the machine and their application
- indicators that an ink has been mixed to the required viscosity and correction methods
- causes of unreleased ink remaining on the printing pad and identifying criteria

- effect of a catalyst on the pot life of ink, and other factors affecting pot life
- signs of a damaged pad
- required cleaning method for a pad during production
- effect of different pad shapes in multi-coloured printing for different colours
- steps taken to determine time the ink requires to cure before scratch and adhesion tests can be performed
- check for pre-treatment of polypropylene during production
- procedure for ensuring required drying conditions for the product
- visible effects of incorrect ink viscosity on the image
- steps taken to identify the cause of incorrect registration and avoid it
- regulatory requirements for recycling procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- pad printing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3820 Produce and manage complex digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce and manage digital print in a complex print production environment by constructing and accessing complex electronic data, performing colour digital management and adjusting machine settings to ensure production and print quality are maintained.

It applies to individuals who possess a sound theoretical knowledge base, who typically provide leadership and use a range of specialised and technical skills in the commercial print, pre-press, bureau, high-end digital print or a combination of these business environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Troubleshoot and correct production workflows for digital printing	1.1 Conduct productivity analysis on a digital production system and determine approach according to job specifications 1.2 Develop workflow procedures for digital printing according to equipment availability and production environment 1.3 Identify and rectify possible causes of problems in workflow procedures, and develop strategies to improve productivity 1.4 Undertake preventive maintenance on digital printing system according to manufacturer specifications

ELEMENT	PERFORMANCE CRITERIA
2. Liaise with clients	<p>2.1 Communicate print services, quality expectations and print costing for digital printing to client according to enterprise procedures</p> <p>2.2 Communicate productivity advantages and disadvantages of different digital print options according to enterprise procedures</p> <p>2.3 Calculate turnaround times and communicate to client</p>
3. Confirm job specifications	<p>3.1 Identify job specifications</p> <p>3.2 Confirm availability of all job components</p> <p>3.3 Check scanning, proofing and finishing requirements of job and coordinate internal workflow and outsource arrangements as required</p> <p>3.4 Determine run and completion time of job</p>
4. Access, verify and submit electronic data files to a digital printer	<p>4.1 Locate and retrieve electronic data files according to job specifications</p> <p>4.2 Perform required preview and pre-flight checks on electronic data files and verify job set up according to job specifications</p> <p>4.3 Determine job priority to job specifications and production schedules</p> <p>4.4 Submit data file to print and conduct image quality and machine productivity checks and make adjustments as required</p>
5. Perform complex digital colour management	<p>5.1 Use digital colour management solutions to minimise variation in various digital colour attributes</p> <p>5.2 Use red, green, blue (RGB), cyan, magenta, yellow and key black (CMYK) and pantone matching system (PMS) colour charts to perform colour matching with client proof</p> <p>5.3 Make recommendations on colours to use when producing electronic data files according to job specifications</p> <p>5.4 Perform colour matching of an electronic data file using RGB colour model and customise an output profile</p>
6. Perform document proofing	<p>6.1 Conduct digital proof</p> <p>6.2 Facilitate communication between client and proofing provider and confirm proof meets job specifications</p>
7. Perform and/or coordinate document finishing and client delivery	<p>7.1 Determine finishing method according to job specifications</p> <p>7.2 Identify steps required for document finishing and perform on in-line finishing units as required according to enterprise</p>



ELEMENT	PERFORMANCE CRITERIA
	procedures 7.3 Package and present finished print work according to delivery requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes</li> <li>May seek to make implicit protocols and expectations more explicit, and may challenge those who appear to work against effective outcomes, or do not reflect stated values, decisions and outcomes</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Takes responsibility for planning and organising own workload using analytical processes to decide on a course of action, and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of complex problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN382 Produce and manage complex digital print.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN3820 Produce and manage complex digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage a complex digital proof run and produce a digital print for at least two different jobs according to enterprise procedures.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- problem-solving strategies for when:
  - a required piece of equipment or substrate type in production workflow is unavailable
  - a power failure coincides indefinitely with a tight deadline production schedule
  - data file transfer and access errors occur
  - a scanned image is too dark
- factors influencing a decision on using a particular printing solution such as run length, substrate type and application
- digital colour attributes where variation must be minimised and solutions, including:
  - colour selection, lighting conditions and surrounding colour
  - machine calibration and resolution
  - screen angle
  - conversion algorithms from red, green, blue (RGB) to cyan, magenta, yellow and key black (CMYK)
  - substrate type and condition
- work health and safety (WHS) requirements for working on a computer
- enterprise communication protocols with the client and client approval procedures for proof and final print
- recommendations for clients who use incompatible electronic files and software versions

- cost, quality and turnaround time differences between a specified job printed on a digital system and a traditional system
- required print method for the specified print job
- key differences between digital printing and traditional printing methods
- RGB, CMYK and Pantone matching system (PMS) colour charts and their function in enterprise procedures
- recommendations for clients requiring high-volume print runs who need a print job portion immediately
- procedures for submitting a Portable Document Format (PDF) file to a digital printer
- effect of scan resolution on document size and quality
- actions required if vital information is missing from the job ticket (manual or electronic)
- checks required prior to set-up (including availability of material, maintenance etc)
- checks for data format compatibility with digital print and before submitting file to print
- optical character recognition (OCR) scanning
- type of scanner hardware and software configuration available to digitally scan a hardcopy multi-page document with text and images
- differences between colours displayed on different outputs and role of simulation profiles
- International Colour Consortium (ICC) and its purpose
- circumstances where a job can be modified before printing, including changing margins
- type of proofing system available in traditional pre-press and proof checking criteria
- recommendations available regarding the required proofing system for a specified print job
- various types of binding and procedures for when client's required binding is unavailable
- procedure for and purpose of packaging finished print work
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital printing machine
- digital production system.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3830 Prepare for personalised digital printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up a digital printing press for personalised data printing.

This unit applies to individuals who possess a sound theoretical knowledge base and who typically provide leadership in the production of personalised digital print runs that involve setting data files and ensuring correct sequence.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify job specifications	1.1 Check and confirm job details against job specifications 1.2 Check materials and availability for the job 1.3 Check printing equipment meets enterprise safety requirements 1.4 Identify post-printing requirements are accurately identified according to job specifications 1.5 Access data files and confirm data meets job specifications
2. Set data requirements	2.1 Set up data files and operate required dynamic links and settings 2.2 Confirm data is in required sequence for the run

ELEMENT	PERFORMANCE CRITERIA
	2.3 Confirm data is uncorrupted
3. Set machine quality	3.1 Confirm work area is safe and ready for production 3.2 Run digital printing machine 3.3 Confirm image is complete, sharp, of the required strength, free from contamination and in register 3.4 Produce sample from the machine, check for conformance to job specifications, and adjust as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Recognises and follows all procedures for set-up, cleaning and maintenance of equipment</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN383 Prepare for personalised digital printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3830 Prepare for personalised digital printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage and adjust digital data to conform to print requirements prior to digital printing and produce personalised digital print runs that involve setting data files and ensuring correct sequence on at least two occasions.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- procedures for establishing job requirements
- work health and safety (WHS) requirements for:
  - setting up and operating the printing machines
  - maintaining a safe work area
- set up required to run the printing machines efficiently
- types of data files required for the job
- checks to ensure data is uncorrupted
- result prediction
- data interpretation and retrieval procedures
- output quality standards and factors determining machine operating speed
- common machine adjustments required to meet job specifications
- common image faults and their causes
- required methods of image registering
- quality criteria to check in sample against job specifications
- communication protocols for supervisor or client personnel in case of production changes
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.



## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital printer.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3840 Set up and produce basic digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up for and produce basic digitally printed product incorporating the use of raster image processor (RIP) technology when outputting to digital devices including wide format.

It applies to individuals working as print machinists in the printing and graphic arts industry who may set up, operate and monitor equipment and machinery and who may have to prepare material and apply solutions to problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Check components and functions of digital print system	1.1 Check user-replaceable consumables and replacement as required 1.2 Check substrate feeding mechanisms and transport units and clear of misfeeds as required 1.3 Complete set up for data and electrical power 1.4 Perform shutdown and restart procedures according to manufacturer specifications 1.5 Install and set up required print driver and job download

ELEMENT	PERFORMANCE CRITERIA
	software
2. Perform digital printing system maintenance	2.1 Perform routine maintenance tasks according to manufacturer specifications and work health and safety (WHS) requirements 2.2 Clean substrate transport and inking systems 2.3 Check temperature and humidity conditions and substrate registration mechanisms 2.4 Perform ink density calibration 2.5 Implement basic maintenance solutions to minimise ink residue, substrate misfeed, paper particle dust, uncalibrated systems and ink coverage
3. Undertake substrate handling procedures	3.1 Develop and maintain paper handling and storage system for digital print environment according to requirements for substrate integrity and digital image quality 3.2 Check machine status, review print counters and consumable levels and estimate time requirements for reordering, servicing and reporting purpose
4. Confirm job specifications	4.1 Identify job specifications 4.2 Confirm availability of all job components 4.3 Check finishing requirements and coordinate internal workflow and outsource arrangements according to enterprise procedures 4.4 Calculate run time and completion time of job
5. Set up reel system	5.1 Adjust unwind reel 5.2 Set up and adjust rewind reel 5.3 Set up and adjust minor in-line processes
6. Set up sheet transportation system on sheet-fed machine	6.1 Load substrate into feeding mechanism and specify substrate properties in the user control interface 6.2 Identify and make adjustments to the delivery unit using the user control interface 6.3 Adjust on-line finishing unit using the user control interface
7. Use processor to set up job	7.1 Locate and retrieve electronic data files 7.2 Set processor parameters according to job specifications 7.3 Perform required preview and preflight checks of electronic data files 7.4 Apply basic troubleshooting methods to identify and rectify

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	unverified data files, file errors and job requirement inconsistencies according to manufacturer specifications
8. Submit data files to digital print machine	8.1 Determine job priority according to job specifications and production schedules 8.2 Submit data file to print and image quality, and perform machine productivity checks
9. Produce digital proof and run digital print job	9.1 Conduct proof run and confirm proof conforms to job specifications and client requirements according to enterprise procedures 9.2 Conduct print run is according to job specifications 9.3 Monitor quality throughout print job and make adjustments as required
10. Perform document finishing	10.1 Identify and perform required document finishing 10.2 Package finished print according to delivery requirements

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role, taking some responsibility for decisions regarding when and how to complete tasks, co-ordinate with, or delegate to others</li> <li>Complies with work health and safety and enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined,</li> </ul>

organising	familiar tasks
Problem solving	<ul style="list-style-type: none"><li>• Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li></ul>
Technology	<ul style="list-style-type: none"><li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN384 Set up and produce basic digital print.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN3840 Set up and produce basic digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and print four basic digital printing jobs according to manufacturer specifications, enterprise procedures and work health and safety (WHS) requirements.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - setting up and operating in-line processes
  - the rewind function
- workplace job ticket procedures and pre-printing set-up checks and procedures
- procedures for:
  - file transfer actions and problem solving
  - selecting inks/toners for varied printed products and ensuring ink/toner quality
  - setting up on-line processes
  - obtaining client approval of the print and final approval of a basic job
  - proof checking
  - circumstances where client's required binding method is unavailable
  - packaging finished print work
- common problems and faults arising from:
  - printing on lightweight paper
  - incorrect feeding and delivery
- the process if required substrate is unavailable
- the range of substrate weights that can be printed on a specific machine

- the availability of pre-prepared substrates for a specific machine
- the maximum delivery quantity for a specific machine
- the function of the raster image processor (RIP) in the job
- data formats used in digital print
- common troubleshooting methods required in the job
- required calculations for run and completion time of job
- the benefits of electronic data over scanning hardcopy, and ways to submit a PDF file to a digital printer
- in-line options and on-line finishing options available on a specific machine
- circumstances where a job would be modified before printing
- various types of binding
- alternative options if document size is too thick to staple
- quality criteria to check in proof
- the purpose of packing finished print work
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital print machinery
- RIP or front-end processor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3850 Apply software applications to digital production

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to correctly select and use a variety of software applications to efficiently produce a standard job.

It applies to skilled individuals working in digital production in the printing and graphic arts industry who are responsible for digital production workflow and who apply a broad range of competencies in a varied work context. They use some discretion and judgement, and relevant technical knowledge, and provide technical advice and support to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPSUP281 Use computer systems.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and assess software	1.1 Identify publication requirements of layout brief according to digital production processes 1.2 Select range of software applications according to job specifications 1.3 Use software applications to complete components of the job



ELEMENT	PERFORMANCE CRITERIA
	according to manufacturer specifications and enterprise standards
2. Arrange elements on page	2.1 Assemble client copy and images to conform to the design brief 2.2 Prepare text and apply required fonts and font size 2.3 Create and arrange basic elements and images on the page to conform to the design brief 2.4 Determine image resolution and colour mode according to job specifications, and access help function as required 2.5 Complete document set-up
3. Check quality	3.1 Review text for possible errors and omissions, and discussed with designated personnel 3.2 Arrange basic elements to adhere to design principles 3.3 Proof copy and recheck for errors, omissions and overall layout design 3.4 Make required changes and review and re-proof as required 3.5 Save job according to enterprise procedures
4. Use RIP to output job	4.1 Import layout into a raster image processor (RIP) or front-end processor according to enterprise procedures 4.2 Produce layout according to job specifications and enterprise standards

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload making design choices as appropriate</li> </ul>

Problem solving	<ul style="list-style-type: none"><li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li></ul>
Technology	<ul style="list-style-type: none"><li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN385 Apply software applications to digital production.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3850 Apply software applications to digital production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use two software applications to prepare and produce two different sets of layouts according to enterprise standards and job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- different processes used in digital production
- colour modes and the effect they have on output
- way image resolution is governed by output resolution and viewing distance
- various software applications and their usages in relation to digital production
- the relationship between job specifications and typeface selection and the effect typefaces have on readability
- design principles, such as hierarchy, emphasis, contrast, alignment, repetition and flow
- common text errors and omissions, and audiences to discuss these with
- steps taken to select and manipulate type within a layout application, and image manipulation techniques including basic colour correction
- procedure for creating basic vector shapes with an application
- different colour modes and their uses
- preflighting procedures and various ways to import a job into a RIP (raster image processor)
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- RIP or front-end processor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3860 Troubleshoot digital media

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to problem solve failed digital media processes and products, involving logical systematic analysis to determine the source of a problem.

It applies to skilled individuals who identify and apply solutions to problems. They may also provide leadership and guidance to others, with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify substandard process performance	1.1 Determine operating conditions of printing device according to manufacturer specifications 1.2 Evaluate outputs 1.3 Identify signs of equipment degradation and impending failure and take action according to enterprise procedures 1.4 Equipment outputs are inspected to determine nature of the problem 1.5 Define and report nature of substandard performance

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Identify causes of substandard performance	2.1 Investigate and identify causes of substandard performance 2.2 Evaluate maintenance records against to manufacturer specifications 2.3 Evaluate calibration records and confirm system meets calibration requirements 2.4 Select test procedures, materials and equipment 2.5 Conduct performance tests as required 2.6 Analyse results and develop list of possible causes of substandard performance 2.7 Investigate, isolate and confirm causes of substandard performance
3. Propose corrective action	3.1 Propose and trial corrective action based on investigation 3.2 Review trial results and confirm success of corrective action 3.3 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information that is used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role including knowledge of work health and safety (WHS) requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined,</li> </ul>

organising	familiar tasks
Problem solving	<ul style="list-style-type: none"><li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li></ul>
Technology	<ul style="list-style-type: none"><li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN386 Troubleshoot digital media.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3860 Troubleshoot digital media

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify substandard printing performance for two different jobs and apply solutions according to enterprise procedures and job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for working on a computer for extended periods of time
- output devices required for printing performance on a particular substrate and ways the same substrate can perform differently on various output devices
- common indications of printing equipment failure
- available performance test procedures for the job
- effect of moisture on print quality and the required storage procedures for substrates
- printing defects that can cause mis-calibration
- problem-solving methodologies
- research techniques, online forums and networks that may be required for the job
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials



- printing device.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3870 Use colour management for production

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to obtain an acceptable match across colour devices, including the correct use of colour profiles and calibration of monitors and output devices.

It applies to skilled individuals in the printing and graphic arts industry who set up, operate and monitor equipment and machinery, and who may have to prepare material and apply solutions to problems. They may also provide leadership and guidance to others, with limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPPRN284 Use colour management systems

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify colour requirements	1.1 Determine publication conditions and identify colour management requirements 1.2 Establish requirements to guide provision and use of colour profiles

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Calibrate digital devices	<p>2.1 Calibrate digital devices in the workflow according to colour reproduction requirements</p> <p>2.2 Create, use and store device profiles created during calibration according to work health and safety (WHS) requirements</p> <p>2.3 Check digital devices and confirm they meet calibration requirements</p> <p>2.4 Adjust profiles and equipment parameters to bring devices back into calibration, as required</p>
3. Use colour profiles	<p>3.1 Identify source and destination profiles within the workflow</p> <p>3.2 Use profiles to confirm colour match on monitors, proofs and final product requirements</p> <p>3.3 Convert images to correct profile if incorrect profile is embedded</p> <p>3.4 Use rendering intent and confirm accurate colour conversion</p>
4. Configure software within workflow	<p>4.1 Determine software applications, within workflow, with colour management features</p> <p>4.2 Configure software applications with colour management features to meet output conditions</p> <p>4.3 Configure, save and use range of colour management presets according to output requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with work health and safety (WHS) requirements and follows enterprise procedures relevant to own role</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, and</li> </ul>

organising	assembles required resources
Problem Solving	<ul style="list-style-type: none"><li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li></ul>
Technology	<ul style="list-style-type: none"><li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN387 Use colour management for production.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3870 Use colour management for production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce three jobs with final product on varied media, including both print and digital platforms.

In the course of the above the candidate must:

- apply colour management system maintenance procedures according to enterprise procedures and job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for managing colour for digital production
- densitometric and spectrophotometric measurement
- International Colour Consortium (ICC) profiles, their use and the effects they can have on output
- device independent colour and profile connection spaces
- use of colour space conversions and rendering intents
- factors that influence selection of highlight and shadow aim points
- grey balance requirements in relation to colour correction and the process of determining them
- ink/toner light errors and the distinctions between ‘ideal’ and ‘actual’ inks/toners
- viewing light conditions and metamerism
- factors determining requirements for colour correction and the effect different stocks have on colour
- the effects different inks have on colour reproduction for proofing and final production, and the effect of dot gain on colour

- the type of press and printing process used for final output
- solutions to common problems of colour management
- the effects of using the wrong profile on output
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- colour management systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3880 Preflight and import complex images for digital devices

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to confirm that digital files required for the printing process are all present, valid, correctly formatted and of the desired format to be imported into a digital device. It includes the application of preflight procedures and importation of files into image processors.

It applies to individuals who use specialised knowledge and follow organisational procedures to ensure product quality meets requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Access and preflight electronic files	1.1 Locate and retrieve electronic data files using a workstation computer and industry software according to job specifications 1.2 Apply troubleshooting methods to identify file errors and job requirement inconsistencies and apply solutions as required 1.3 Configure preflight presets according to job specifications
2. Import file to RIP or job queue	2.1 Select output profile 2.2 Select and document submission according to data file format,

ELEMENT	PERFORMANCE CRITERIA
	quantity and file size, and document finishing 2.3 Determine job priority according to production schedules 2.4 Install and set up print driver and job download software, as required 2.5 Install software according to manufacturer installation instructions and enterprise procedures 2.6 Submit data file to output device, and check image quality and machine productivity, and make adjustments as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes</li> </ul>



## Unit Mapping Information

Supersedes and is equivalent to ICPPRN388 Preflight and import complex images for digital devices.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3880 Preflight and import complex images for digital devices

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- preflight and import two complex jobs according to manufacturer specifications and enterprise procedures.

In the course of the above, the candidate must:

- import electronic files that are error-free and meet job specifications into rips or output queues.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements and procedures for using a computer
- key digital printing processes
- required resolutions for various output conditions
- different colour modes and their impact on output
- trapping and overprint requirements
- screen types and angles
- bleed amounts required for various jobs
- the impact font types and licensing can have on output
- preflighting tools available in various applications
- different file types and their impact on output
- file compatibility issues and processes to resolve them
- factors that influence processing speed of a job during ripping
- methods for increasing ripping speed in a job
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- computer
- image processor
- output devices
- layout software.
- Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3890 Manage digital files

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to store and retrieve electronic files for efficient access.

It applies to individuals who work under limited supervision in the application of digital file management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Save digital files	1.1 Identify enterprise file management requirements 1.2 Create digital file folder storage system and name files according to enterprise format 1.3 Save required files using enterprise format 1.4 Select and use version control system
2. Retrieve and manage digital files	2.1 Retrieve and open required files from digital file system 2.2 Use computer search functions to find incorrectly stored files 2.3 Send files to required location and amend any naming errors
3. Archive digital files	3.1 Create archive system according to enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	3.2 Select and undertake backup strategies to allow for retrieval of files if there is a data loss event 3.3 Retrieve files from archive system

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Uses a number of reading strategies to identify and interpret relevant information within familiar text types</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role evaluating effectiveness of decisions on how well they met stated goals</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Initiative and Enterprise	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes</li> <li>Manages and maintains files securely in a variety of storage media and formats</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN389 Manage digital files.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN3890 Manage digital files

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- store, retrieve and archive at least 25 files with at least three different file types.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for using a computer
- elementary computer operating system functions
- file hierarchy
- advantages and disadvantages of different file systems
- file type and size and their impact on hard drive space
- version control procedures
- operating systems' search functions
- backup processes and archive systems
- different file formats and the procedures to manage them
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- computer
- hard drives.

- Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3900 Generate proofs for digital production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to generate proofs on the printing device to be used for final production.

It applies to individuals generate and approve proofs in the digital sector, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Produce proofs on printing device	1.1 Calibrate printing device according to manufacturer specifications 1.2 Select colour profiles according to colour output requirements 1.3 Identify substrate or product required for final production run 1.4 Produce proof on identified substrate according to job specifications and enterprise procedures 1.5 Mock-up finishing of final product using proof according to job specifications
2. Assess proof against	2.1 Check proof against job specifications to confirm validity and



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
specifications	identify and rectify any defects 2.2 Repeat proofing process as required
3. Seek client feedback	3.1 Label proof according to enterprise standards 3.2 Seek feedback from client for sign off 3.3 Make amendments and resubmit to client for sign off as required 3.4 Store proof according to workplace procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for regulatory requirements including work health and safety (WHS) and enterprise requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN390 Generate a proof for digital production.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3900 Generate proofs for digital production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce proof and gain client approval on at least two occasions for two different jobs.

In the course of the above the candidate must:

- calibrate digital device according to colour output requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements related to digital proofing for digital production
- colour theory, including additive and subtractive colours, red, green, blue (RGB) and cyan, magenta, yellow, black (CMYK)
- varying colour gamuts between colour modes
- colour management workflow set-up procedures
- use of output profiles in relation to simulation
- effect regular calibration has on ensuring consistent colour output
- quality control systems used in proofing
- techniques used to control quality
- procedures for using standard viewing conditions to assess colour output
- colour evaluation charts and their uses
- criteria for evaluating a colour proof
- differences between preliminary proofs and a contract proof
- types of substrates used in proofing
- inks, toners and coatings used in digital printing
- materials handling and storage procedures that ensure quality
- types of finishing techniques used in digital production

- enterprise labelling standards, and the information that should be included
- communication protocols used with clients to obtain feedback
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- colour output devices
- image processors with colour management features.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3920 Set up and produce specialised digital print

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up for and produce specialised, digitally printed products. It includes the use of non-standard substrates and raster image processor (RIP) settings.

It applies to individuals who evaluate job specifications, set up raster image processor (RIP) settings and produce specialised print jobs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify and analyse job requirements, including specialised specifications 1.2 Confirm availability of all job components 1.3 Determine specialised set-up requirements 1.4 Conduct specialised set up of required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.5 Analyse RIP functions and determine required settings according to specialised job requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Test and select substrate	2.1 Select substrate 2.2 Conduct test print run and confirm substrate meets requirements
3. Conduct specialised proof run	3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 3.2 Inspect and test proof as required according to enterprise procedures 3.3 Seek client approval and authority prior to the production run as required 3.4 Interpret results and make adjustments according to product and machine specifications as required
4. Refine and document specialised print process	4.1 Recommend and implement corrective and preventive action as required 4.2 Communicate changes to designated personnel 4.3 Monitor changes and confirm improvement to production efficiency 4.4 Report ongoing problems and document process according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work</li> </ul>

	situations
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN392 Set up and produce specialised digital print.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN3920 Set up and produce specialised digital print

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and use a raster image processor (RIP) and digital printing machine for a specialised job on two occasions according to manufacturer and job specifications and enterprise procedures.

In the course of the above the candidate must:

- analyse job specifications and develop practical solutions to printing a non-standard product.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for digital production on a computer
- job documentation or production control system, and the job information it contains
- enterprise personnel to refer production problems
- checks required at each point in the production process to meet job requirements
- functions and settings available on a particular RIP or front-end processor
- advanced RIP (raster image processor) settings, including dynamic variables to select stock
- information sources on complex raster image processor RIP usage
- types of substrates suitable for various digital processes
- theory behind several digital processes and their impact on substrate usage
- problem-solving methodologies, including empirical, ishikawa and brainstorming
- quality criteria in proofs that can be visually inspected
- enterprise procedures for inspecting proofs
- online communities, forums and networks which might be useful points of reference for this role



- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital printing machine
- raster image processor (RIP).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN3930 Set up for basic relief printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to safely set up reel-fed or sheet-fed platen, cylinder or rotary printing machines, and conduct a proof run for basic relief printing.

It applies to individuals who prepare material, monitor and run equipment and machinery, and apply solutions to a defined range of unpredictable problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Set up required printing machinery according to manufacturer specifications
2. Set up reel system	2.1 Set up and adjust unwind and rewind reels 2.2 Carry out webbing procedures and set up and adjust web-control system 2.3 Prepare reels according to job specifications 2.4 Check and adjust printed web viewing devices 2.5 Set up and adjust folder and sheets

ELEMENT	PERFORMANCE CRITERIA
	2.6 Prepare and adjust set off and marking prevention devices as required
3. Set up sheet transportation system on sheet-fed machine	3.1 Set up and adjust feeder and delivery sections 3.2 Set up and adjust sheet pick-up and transportation systems 3.3 Set up and adjust transfer and control systems 3.4 Add substrate to and remove substrate from process according to job specifications
4. Select and prepare inks and additives	4.1 Select inks and additives required according to job specifications and end-user requirements and confirm they meet quality requirements 4.2 Prepare inks and additives according to work health and safety (WHS) requirements, and manufacturer specifications 4.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 4.4 Approve and record formulation of ink, colour match and approved 4.5 Label, handle and store inks and additives according to manufacturer specifications
5. Select and prepare embellishment dyes	5.1 Select dye according to quality requirements, job specifications and end-user requirements 5.2 Prepare dyes according to WHS requirements and manufacturer specifications 5.3 Label, handle and store embellishment dyes according to manufacturer specifications
6. Set up machine for basic relief printing	6.1 Select relief plates and secure to the machine 6.2 Position, set up and adjust relief plates, formes and cylinders as required 6.3 Set up and adjust impression 6.4 Check and adjust inking system according to relief process requirements 6.5 Set up and adjust drying system 6.6 Position, set up and adjust dyes
7. Conduct proof run	7.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 7.2 Inspect and test proof as required according to enterprise

ELEMENT	PERFORMANCE CRITERIA
	procedures 7.3 Seek client approval and authority prior to the production run as required 7.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, problems in familiar work contexts, adjusting resources and equipment as required</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN393 Set up for basic relief printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3930 Set up for basic relief printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up for two basic relief printing jobs, according to manufacturer specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine
- manipulate embellishment tools and operations
- use computerised control, monitoring and data entry systems.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and manufacturer specifications, and work health and safety (WHS) requirements associated with relief printing processes, including:
  - reel and sheet in-feed setup
  - the handling and storage of inks and other materials
  - machine setup
- the job ticket, the information it contains and the procedures to undertake if information is missing
- reel preparation, including splicing and joining requirements
- the checks required prior to set-up
- relief plates, their positioning and effect on the job
- functions and processes of the following machine sections and issues that may arise:
  - reel and sheet in-feed units
  - in-line units
- selection criteria for front and side lays, and their effects

- risks and issues associated with the rewind of reel-only delivery system machines
- the sheet-only delivery system, its applications and common issues
- the methods to check ink colour and quality
- ink matching to job requirements
- machine set-up procedures, including ink profile and rollers
- optimum ink duct sweep
- unique properties and issues associated with of ultraviolet (UV) ink
- quality control procedures and checks applied to the print
- adjustable areas of the machine and criteria for determining success
- waste management principles
- maintenance of results records
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- printing machinery
- machine manuals and safety documentation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN3940 Produce complex relief printed product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to safely operate, monitor and clean a platen, cylinder or rotary printing machine using an efficient non-routine production flow.

It applies to skilled individuals working as print machinists in the printing and graphic arts industry who set up, operate and monitor equipment and machinery, and who may have to prepare material and apply solutions to problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain non-routine operation of reel system	1.1 Monitor and adjust reel stand, rewind section and web control system according to work health and safety (WHS) requirements 1.2 Add substrate to and remove substrate from process according to job specifications 1.3 Review and adjust sheeting section and set-off and marking prevention system
2. Maintain operation of sheet system	2.1 Monitor and adjust feeder and delivery 2.2 Monitor and adjust sheet pick-up and transport system



ELEMENT	PERFORMANCE CRITERIA
	2.3 Monitor and adjust transfer systems
3. Maintain complex relief printing process	3.1 Review and adjust relief polymer forme or plate cylinder condition 3.2 Review and adjust relief polymer impression surface condition 3.3 Monitor and adjust relief polymer inking system and drying systems
4. Maintain production process	4.1 Monitor and adjust in-line processes 4.2 Use machine controls as required 4.3 Review and verify performance using the process control system according to product quality requirements 4.4 Monitor and adjust ink performance, colour, register and position 4.5 Report process adjustments to eliminate problems according to enterprise procedures
5. Identify and rectify problems	5.1 Identify and report problems in machine operation according to enterprise procedures 5.2 Carry out adjustments or corrections according to specified procedures, and within scope of own role 5.3 Verify repairs and adjustments as required prior to resumption of operations
6. Conduct shutdown of production process	6.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 6.2 Label and store unused ink according to manufacturer specifications and enterprise procedures 6.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 6.4 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 6.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and follows all procedures for cleaning and maintenance of equipment, incorporating regulatory requirements and enterprise procedures</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN394 Produce complex relief printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN3940 Produce complex relief printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex relief printing products.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and WHS risks and requirements for:
  - setting up and operating the sheet and reel delivery and transportation systems
  - operating cutting devices
  - the rewind function in the reel system
  - handling inks and materials
  - cleaning printing cylinders and feed, transportation, delivery, and in-line sections of the machine
  - machine shutdown
- enterprise escalation procedures and required personnel
- features and functions, common issues and faults and methods to resolve them for the following machine sections in all systems:
  - transportation
  - delivery

- in-line processing units
- printing units
- the rewind unit
- drying and curing
- causes of faults and errors, including:
  - the reel wandering and web breaking at the unwind unit
  - mis-register of the sheet feeder and visible signs of sheet registering in the feeder
  - an uneven feeder stack
  - sheet cut-off wander
  - ink leaking back into the duct
  - diminished impression during the print run
  - premature wear of plate surface during production
  - substrate blistering
- faults and issues that arise from:
  - the reel being run out of centre
  - worn suckers at the feeder suction head
  - poorly adjusted nip rollers during rewinding and sheeting
  - the feeder stack not being loaded level
  - incorrectly set grippers in the machine transfer section
  - the plate lifting at the grip edge during a print run
  - ink-build up on the impression cylinder
  - eating or drinking near the machine when using UV inks
  - incorrect drying temperature on the finished product
  - inadequate communicate in the work team on a relief printing machine
  - excessive pressure on the slitters
  - increases in relative humidity in the press room on a stack of paper
  - not following shutdown procedures with fellow workers
  - removing machine guards and disconnecting micro switches on a machine
- adjustments required for:
  - sheet transfer mechanisms to address gripper malfunctions in sheet control and transfer
  - devices to maintain sheet control in the delivery section
- advantages and benefits of:
  - die cutting using a rotary die
  - spraying moving sheets with anti-set-off powder in delivery
  - using a perforation wheel to perforate
  - labelling and storage procedures
  - maintaining completed records for future jobs
  - sorting waste and keeping reusable waste
- purpose and function of:
  - checking consistency of the cutting and creasing unit

- safety features within the organisation in maintaining production
- clearly labelling printed product prior to removal from the press room
- maintaining a clean substrate handling machine section
- completing records used in final analysis of the job
- two-sheet detection on the machine, and the amount of movement the sheet should have when being registered by the side lay
- safety features in the delivery system if the web jams up
- effect of machine speed on sheet delivery
- items in the delivery that can cause marking on the printed image, and remedial steps required to eliminate marking
- problem of paper surface picking being rectified
- link between driers, set-off and marking, and factors causing UV ink to dry
- enterprise personnel with responsibility for removing machine guards and disconnecting micro switches
- available measurements other than optimum solid ink density used to assess print quality
- different methods of checking register during a production run and their advantages
- steps to take when production problems are anticipated to eliminate further processing of unacceptable printed product
- procedure to care for a newly delivered skid of paper to the press room
- industry standards to enhance effective communication with clients and required procedures for client approval of printed product
- circumstances requiring a call to service personnel to correct a machine problem
- labelling and storage procedures for excess inks and materials
- cleaning and washing techniques for the printing unit prior to the next print run and plate storing procedures to minimise damage
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- relief printing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4110 Mount and demount flexographic plates for complex printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to mount and demount flexographic plates for non-routine printing.

It applies to individuals, working in the graphic pre-press sector of the printing and graphic arts industry. They design layouts and assemble text and graphics into page formats and set up, monitor and operate equipment and machinery as well as apply solutions to a defined range of problems associated with the print medium, and analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm non-routine job specifications	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Complete prior inspections and obtain sign off
2. Prepare flexographic plates	2.1 Measure plate height according to non-routine job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.2 Trim and prepare plates according to mounting system and work health and safety (WHS) requirements 2.3 Select mounting adhesive according to plate cylinder and gear requirements
3. Prepare plate cylinder	3.1 Select, clean, prepare and mount required plate cylinders, seamless sleeves and gears to meet non-routine job specifications 3.2 Check total indicated runout (TIR) to be within specified tolerances on plate cylinders 3.4 Apply selected mounting adhesive to plate cylinders
4. Mount and demount flexographic plates on mounting/proofing machine	4.1 Mount plates to position on plate mounting sheet or camera targets 4.2 Install plate mounting sheet and tension onto plate cylinder to specified chart number or print direction 4.3 Clean plate using cleaning solution and brush 4.4 Demount plate using required tools 4.7 Check plate for damage 4.8 Prepare plate for storage and store according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential numerical information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with and follows enterprise procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN411 Mount and demount flexographic plates for complex printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRN4110 Mount and demount flexographic plates for complex printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- mount and demount plates and install in a flexographic printing machine for different complex print jobs on two occasions according to job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - mounting and demounting plates, gears and cylinders
  - cleaning and waste disposal
- enterprise personnel to discuss production problems with
- common causes of photopolymer plates crazing on the image side
- printing plate resiliency and its purpose
- the advantages of thin photopolymer plates in process printing
- faults that may be detected on new plates
- types of solvents used on photopolymer plates
- benefits of optical mounting
- the purpose of binding plates after mounting
- print faults that can be eliminated by using a cushion mount
- the result of air being trapped under plates
- cushion mount selection for a particular job
- methods of eliminating low spots
- steps taken to minimise press bounce in jobs mounted more than one across
- causes of print slur
- checks and tolerances required for total indicated runout (TIR)
- methods of preventing or minimising plate lifting

- plate cleaning and demounting procedures that minimise damage, and visual signs of damage
- the method used to make registering the job easier on the press
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- flexographic plates .

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4130 Set up for complex flexographic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up machines for non-routine flexographic printing. It includes the ability to conduct a proof run and adjust settings to ensure production speeds are attained.

It applies to individuals working as print machinists in the printing and graphic arts industry. They prepare material, set up, monitor and operate equipment and machinery, apply solutions to a defined range of problems associated with the print medium, and analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components
2. Set up reel transportation and delivery system on	2.1 Reels are checked for treatment levels, coatings and printing side, and age of product

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
web-fed machine	2.2 Secure unwind reels on reel shaft 2.3 Position reels on unwind stand 2.4 Web press according to non-routine job specifications 2.5 Centre and set edge guide 2.6 Set tension according to substrate requirements
3. Select and prepare inks and solvents	3.1 Select inks and solvents according to end-user requirements and confirm they meet quality requirements 3.2 Prepare inks and solvents according to manufacturer specifications 3.3 Mix and prepare colour and volume of ink to match requirements of the printing process 3.4 Record ink formula and approved colour drawdowns 3.5 Label, handle and store inks and solvents according to manufacturer specifications and hazardous liquids storage regulations
4. Set up machine for complex flexographic printing	4.1 Install and mount required flexographic plate cylinders, sleeves and mounting sheets and make register adjustments as required 4.2 Gauge and pre-set plate cylinders to impression as required 4.2 Select rollers according to individual colour and plate reproduction requirements 4.4 Select ink metering system for each unit 4.5 Set up inking system and set roller nips and blades 4.6 Adjust viscosities according to job specifications 4.7 Select air volume and drier temperature curing units according to requirements for inks, substrate and solvents 4.8 Air volume is adjusted between colours to maximise drying and minimise air overspill
5. Set up in-line units for basic process(es)	5.1 Set up minor in-line units are set up for basic process(es) 5.2 Provide assistance in set-up of major in-line units
6. Conduct proof run	6.1 Set print impressions to minimum kiss impression 6.2 Set web tensions for unwind, between stations and rewind 6.3 Confirm drying meets substrate requirements 6.4 Adjust viscosities according to colour requirement at proof speed and check against colour matching system

ELEMENT	PERFORMANCE CRITERIA
	<p>6.5 Inspect and test proof as required according to enterprise procedures</p> <p>6.6 Seek client approval and authority prior to the production run as required</p>
7. Readjust settings to production speed	<p>7.1 Interpret production speed print results and make adjustments to press, ink and substrate settings as required</p> <p>7.2 Splice web at production speed and obtain samples for quality inspections according to enterprise procedures</p> <p>7.3 Document press setting and store samples</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes records according to workplace requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> <li>Implements actions according to instructions, making adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Collaborates with others to complete tasks according to requirements</li> <li>Follows accepted communication practices and protocols when seeking approval</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload using analytical processes to decide on a course of action, and assembles resources required</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN413 Set up for complex flexographic printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4130 Set up for complex flexographic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a flexographic printing machine for a complex job on two occasions according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) risks and requirements for:
  - mounting and proofing flexographic plates
  - installing printing cylinders or sleeves
  - webbing up the machine and setting up the machine and delivery system
  - slitting on the machine
  - preparing and handling inks and additives
- production problems arising from not reading or understanding job specifications
- features, functions, and common faults for photopolymer plates, including:
  - advantages of thinness in processing printing
  - faults on new plates
  - types of solvents required
  - plate mounting procedures
- key features, functions, procedures, and common faults of web-fed machines and their transportation and delivery systems
- flexographic printing procedures, key features and adjustment parameters for common issues
- inks used in the printing process, their key qualities, functions, and common issues
- labelling and storage procedures of inks and additives, and ink shelf lives

- the PIV unit, its function and adjustment procedures
- the purpose or function of:
  - plasticisers and additives in flexographic inks
  - air blast in sheet delivery
  - using water treatment additives in a central impression drum and chill roller coolant system
- the procedure for:
  - determining reel position
  - graduating drying speeds of each progressive colour
- the issues arising from the following errors, and their causes:
  - incorrect unwind and rewind tension
  - excessive lay-on roller or slitter pressure
  - using an over-reduced ink
  - excessive final drying temperatures when printing polypropylene film
  - excessive print area tension and print pressure
  - excessive use of slow solvents
  - telescopic roll
  - picking when printing multi-coloured work
  - lateral streaks in uneven printing
- checks and precautions required:
  - for minimising waste when preparing ink
  - on plates, cylinders and gears, including before and after installation
  - for ink viscosity while using ink pumps
- the advantages of:
  - centring all machine controls
  - gauging up and dry register prior to printing a job
- benefits of optical mounting and cushion mounts
- cold seals, procedures for forming them and common issues
- method through which substrate is pulled into the machine
- special end-use requirements
- zahn cups, their function and measurements, and issues that may arise in their use
- the angle chamber blades should be set at
- anilox rollers, their function, features, setup procedures and common issues that may arise
- jobs printed using a hexagonal cell configuration
- factors affecting drying rate of liquid and aqueous inks
- UV lamps, their operating range and precautions required
- hole punching procedures, their functions and key precautions
- instruments for identifying retained solvent trapped in print
- manufacturer manuals, enterprise procedure and work health and safety documentation, including their location and purpose.



## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- flexographic press.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4140 Produce specialised flexographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce specialised flexographic printing that needs a certain amount of problem-solving and experimentation with the substrate and press settings.

It applies to skilled individuals working as print machinists in the printing and graphic arts industry who prepare material, set up, monitor, operate and clean equipment and machinery, problem-solve, analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain specialised flexographic printing process	1.1 Evaluate and adjust flexographic plate and plate cylinder or sleeve condition 1.2 Evaluate and adjust flexographic impression roller condition 1.3 Monitor, evaluate and adjust flexographic inking system, doctor blade and drying systems
2. Maintain specialised production process	2.1 Use machine controls according to job specifications 2.2 Monitor, adjust and verify performance is using the process

ELEMENT	PERFORMANCE CRITERIA
	<p>control system according to enterprise procedures</p> <p>2.3 Observe, evaluate and adjust ink performance, colour, register and position of print throughout production run</p>
<p>3. Tune and adjust machinery</p>	<p>3.1 Review idiosyncrasies of machines make adjustments or undertake tuning to compensate, or exploit the idiosyncrasy, within manufacturer specifications</p> <p>3.2 Evaluate options to determine method of production</p> <p>3.3 Conduct test run and confirm options and settings meet quality requirements</p> <p>3.4 Document options and recommendations according to enterprise procedures</p> <p>3.5 Provide instruction on new practices to machine operator or finisher, as required</p>
<p>4. Troubleshoot machinery and material problems</p>	<p>4.1 Recommend and implement corrective and preventive action as required</p> <p>4.2 Communicate changes to designated personnel</p> <p>4.3 Monitor changes and confirm improvement to production efficiency</p> <p>4.4 Report ongoing problems according to enterprise procedures</p>
<p>5. Conduct shutdown of production process</p>	<p>5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures</p> <p>5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.3 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures</p> <p>5.4 Complete required production records and enterprise documentation</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
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Writing	<ul style="list-style-type: none"> <li>• Completes records, forms and other documents and according to workplace requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Collaborates and cooperates with others to achieve joint outcomes</li> <li>• Contributes to workgroup discussions using accepted conventions</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> <li>• Makes rapid decisions when required, drawing on in-depth understanding of a situation and experience of decision-making</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions related to role in the immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN414 Produce specialised flexographic printed product.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4140 Produce specialised flexographic printed product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce specialised flexographic printed products for two jobs.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise and manufacturer procedures, and WHS requirements for:
  - operating the delivery system, rewinding and sheeting
  - machine shutdown
- causes and correction methods of various machine issues such as:
  - reel wander and an out of centre reel
  - web breaks at the unwind unit
  - sheet cut-off wander
  - substrate distortion
- difference between a 'flying paster' and 'zero speed' type reel-stand
- safety feature in the delivery system for web jams
- effect of:
  - poorly adjusted nip rollers in rewinding and sheeting
  - plate lifts on the leading edge during a print run

- too much reducer in the ink
- an incorrect drying temperature in the chillers or on finished product
- eating or drinking near the machine while using UV inks
- excessive pressure on the slitters
- inadequate work communication on the flexographic machine
- increases in relative humidity in the press room on the substrate
- procedures for:
  - handling newly delivered substrates to the press room
  - reporting machine operating problems and calling service personnel to resolve them
  - sorting waste
  - labelling and storage of inks, materials, and printed jobs
  - labelling of printed product prior to removal from the press room
- cause of ink foaming in the ink tray and UV ink drying
- actions reducing doctor blade wear
- purpose of removing solvents from the final ink film
- relationship between driers and set off and marking
- purpose of frequently examining job in-line components
- consistency checks for the punching unit
- safety features in the organisation that maintain effective production
- enterprise personnel responsible and ramifications for removal of machine guards and disconnection of micro switches
- measurements besides optimum solid ink density for assessing print quality
- required method of checking register during a production run
- immediate action required when production problems are anticipated, and to eliminate further processing of unacceptable printed product
- advantages of keeping reusable waste and labelling and storing excess materials
- industry communication standards for clients, and procedures clients should follow to approve a printed product
- labelling and storage procedures of excess inks and materials
- operations required for printed reels after removal from the printing machine
- use of completed records in the final job analysis, and their benefits in considering production of future jobs
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- flexographic press.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN4210 Set up for complex gravure printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up non-routine gravure printing machines for complex print jobs. It includes the ability to conduct a proof run and adjust settings to ensure production speeds are attained.

It applies to individuals working as print machinists in the printing and graphic arts industry. They prepare material, set up, monitor and operate equipment and machinery, apply solutions to a defined range of problems associated with the print medium and analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components
2. Set up reels	2.1 Set up and adjust unwind and rewind reels 2.2 Carry out webbing procedures



ELEMENT	PERFORMANCE CRITERIA
	2.3 Set up and adjust web-control system 2.4 Splice and join reels as required 2.5 Prepare and adjust printed web viewing devices 2.6 Set up and adjust folder and sheeter 2.7 Prepare and adjust set off and marking prevention devices as required
3. Select and prepare inks and additives	3.1 Select inks, dyes and additives required according to job specifications and end-user requirements and confirm they meet quality requirements 3.2 Prepare inks, dyes and additives according to work health and safety (WHS) requirements, and manufacturer specifications 3.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 3.4 Approve and record formulation of ink, colour match and approved colour 3.5 Label, handle and store inks, dyes and additives according to manufacturer specifications
4. Set up machine for complex gravure printing	4.1 Select, install, set up and adjust gravure cylinders 4.2 Prepare and adjust impression roller 4.3 Set up and adjust inking system and doctor blade as required 4.4 Set up and adjust drying system
5. Conduct proof run	5.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 5.2 Inspect and test proof as required according to enterprise procedures 5.3 Seek client approval and authority prior to the production run as required 5.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>• Completes records and documents according to workplace requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role</li> <li>• Implements actions according to instructions, making adjustments if necessary</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Follows accepted communication practices and protocols when seeking approval to commence production</li> </ul>
planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload using analytical processes to decide on a course of action, and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN421 Set up for complex gravure printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4210 Set up for complex gravure printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a gravure printing machine for a complex job on two occasions according to manufacturer specifications and enterprise procedures.

In the course of the above the candidate must:

- demonstrate use of control, monitoring and data entry systems.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) risks and requirements for:
  - installing printing cylinders on the machine
  - setting up and operating the machine and delivery section
  - webbing up the machine
  - slitting on the machine
  - preparing inks and additives
- enterprise escalation procedures and required personnel
- required print sequence
- the visual aid on the cylinder that identifies ink colour to be used
- precautions required to ensure cylinders are not damaged during installation
- inks required in the printing process, their attributes, functions, tests and common issues
- ink and additive labelling and storage procedures, and ink shelf life
- doctor blades, their application, and correction methods for any issues that may arise
- components of the web-fed system, their function, common issues and adjustment parameters

- techniques and procedures for:
  - controlling the ratio of print to in-line speed
  - determining make ready speed for job and communicating steps to team members
  - metallising substrates and testing metallised surface for coating thickness and printing side
- problems arising from:
  - incorrect brake or rewind tension
  - excess printing and slitter pressure
  - using an over-reduced ink
  - excessive use of slow solvents
  - cold seals in printing
- purpose and functions of:
  - air blast in sheet delivery
  - additives in gravure inks
  - punching a printed product
  - dwell when cutting or creasing in-line
  - grading drying speeds of each progressive colour
  - using thermal imaging face stocks
- the causes of various errors and faults, and correction methods, such as:
  - deviations in required web or print area tension
  - a telescopic roll
  - picking in printing multi-coloured work
- special end-use requirements
- viscosity checks, automatic controllers and correction procedures
- precautions required to minimise waste when preparing ink
- drying procedures required for a job and key precautions
- pre-heat web temperature required for lamination
- effect of annealing on aluminium foil
- client requirements for bar codes
- instrument used to identify retained solvent trapped in the print
- enterprise personnel with responsibility for final say regarding job approval
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- gravure printing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN4310 Set up for complex lithographic printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up options, and then set up either wide or narrow reel or sheet-fed lithographic printing machines for non-routine print jobs. It includes the ability to conduct a proof run and adjust settings to ensure production speeds are attained in minimum time with minimum wastage.

It applies to individuals working as print machinists in the printing and graphic arts industry. They prepare material, set up, monitor and operate equipment and machinery, apply solutions to a defined range of problems associated with the print medium, and analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery systems 1.5 Add substrate to and remove substrate from process according

ELEMENT	PERFORMANCE CRITERIA
	to job specifications
2. Select and prepare inks and additives	2.1 Select inks, dyes and additives required according to job specifications and end-user requirements and confirm they meet quality requirements 2.2 Prepare inks, dyes and additives according to work health and safety (WHS) requirements, and manufacturer specifications 2.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 2.4 Approve and record formulation of ink, colour match and approved colour 2.5 Label, handle and store inks, dyes and additives
3. Set up machine for complex lithographic printing	3.1 Prepare and adjust plate cylinder 3.2 Mount plates according to machine specifications 3.3 Prepare and adjust blanket and blanket cylinder 3.4 Prepare and adjust impression cylinder 3.5 Set up and adjust inking system 3.6 Set up and adjust dampening system 3.7 Set up and adjust drying system
4. Conduct proof run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 4.2 Inspect and test proof as required according to enterprise procedures 4.3 Seek client approval and authority prior to the production run as required 4.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes forms and labels according to workplace requirements</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when seeking approval</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>With assistance, determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reads data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> or <ul style="list-style-type: none"> <li>sheet</li> </ul>
Setting and adjusting must include either:	<ul style="list-style-type: none"> <li>set up options for unwind and rewind reels</li> <li>webbing procedures and web control system</li> <li>splicing/joining reels</li> <li>printed web viewing devices</li> <li>folder and sheeter</li> <li>set off / marking prevention devices</li> </ul> or <ul style="list-style-type: none"> <li>feeder and delivery sections</li> <li>sheet pick-up, transportation and control and transfer systems</li> <li>set off / marking prevention devices</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN431 Set up for complex lithographic printing.



## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4310 Set up for complex lithographic printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a lithographic printing machine for a complex job on two occasions according to job and manufacturer specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and work health and safety (WHS) requirements for:
  - setting up and operating reel and sheet transportation and delivery systems
  - setting up, operating and slitting on the machine
  - webbing up the machine
  - preparation and handling of inks and additives
- enterprise escalation procedures and required personnel, including those with responsibility for final job approval
- safety features on the machine and their purposes
- components of a web-fed system, their functions, issues and adjustment procedures, including:
  - plates, blankets and cylinders
  - rollers
  - the folder
  - the rewind unit
  - silicone applicators
- inks and additives required for the job, their applications, key features, storage and labelling procedures, and common issues
- ink suitability and quality requirements, and adjustment procedures

- common issues and adjustment procedures for:
  - incorrect brake tension
  - using a blunt knife when sheeting
  - excess vacuum on the slow-down wheels
  - excessive use of anti-set off spray powder
  - excessive pressure on machine components
- the purpose or function of:
  - the web viewing device
  - spectrophotometers in assessing ink colour
  - punching a printed product
  - densitometers and polarisation filters
- procedures for:
  - determining reel and bustle wheel position
  - adjusting print length on the required type of press
  - determining ink duct and ink duct sweep settings
- causes of incorrect sheet delivery and set off in printed sheets, and correction methods
- key considerations in deciding colour sequence and effects of changes in sequence
- heat-set machines, their processes, and issues that may arise
- front lays, their function and selection for jobs
- required adjustments for changes in stock weights
- special end-use requirements
- waste management procedures
- fountain solutions, their required conductivity, and check and adjustment procedures
- in-line units, their set-up procedures and operations
- factors to consider when setting hole punching in relation to repeat length
- problems that may cause the machine to keep stopping
- checks performed when running the machine and engaging the impression
- communication protocols for machine operation to other team members
- proof testing, inspection procedures, and available aids and required conditions
- adjustments that may cause mis-register
- adjustments required to position the image laterally, circumferentially and diagonally
- mechanical and optical dot gain and correction methods
- cleaning procedures for machine components and materials used
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials

- lithographic printing machine with in-line units.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN4410 Set up for complex pad printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up complex pad printing machines for multi-coloured or non-routine print jobs. It includes the ability to set up manual pre- and post-treatment processes, conduct a proof run and adjust settings to ensure production speeds are attained.

It applies to individuals working as print machinists in the printing and graphic arts industry. They prepare material, set up, monitor and operate equipment and machinery, apply solutions to a defined range of problems associated with the print medium, and analyse and evaluate information from a variety of sources. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components 1.4 Select and secure tampons into machine

ELEMENT	PERFORMANCE CRITERIA
2. Set up fixtures onto machine bed or conveyor	2.1 Select and secure fixtures to xy table 2.2 Adjust height of machine bed according to object size 2.3 Adjust xy table of machine bed according to image position
3. Select and prepare inks and additives	3.1 Select inks and additives according to non-routine specifications and end-user requirements and confirm they meet quality requirements 3.2 Prepare inks and additives according to work health and safety (WHS) requirements and manufacturer specifications 3.3 Mix and prepare colour and volume of ink to match requirements of the printing process 3.4 Record formulation of ink, colour match and approved colour 3.5 Label, handle and store inks and additives according to manufacturer specifications and hazardous liquids storage regulations
4. Set up machine for complex pad printing	4.1 Set up and adjust plate holders for register 4.2 Select plates and plate holders and secure into plate holders 4.3 Set up and adjust tampons 4.4 Set up and adjust spatula, doctor blade and ink cup as required according to machine requirements 4.5 Set up in-line loading, pre-treatment, drying and ejection to suit non-routine object requirements
5. Conduct proof run	5.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 5.2 Inspect and test sample as required according to enterprise procedures 5.3 Seek client approval and authority prior to the production run as required 5.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>• Completes records according to workplace requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Uses basic mathematical calculations to calculate weight, volume and formula ratios</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Follows accepted communication practices and protocols when seeking approval</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload using analytical processes to decide on a course of action, and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and addresses some unfamiliar problems of increasing complexity within own scope</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN441 Set up for complex pad printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4410 Set up for complex pad printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a machine for complex pad printing on two occasions according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - setting up and operating machinery
  - handling setting presses and doctor blades
  - pre- and post-treating substrates
  - handling inks and additives
- different substrate groups and the ink type for each group
- quality requirements for inks and additives
- plastic subgroups and their required ink selection
- adjustments required to process colour inks for required colour balance
- methods to improve opacity of a light coloured ink on a dark substrate
- the required pad shape and plate type for different applications
- the effect pad shape and hardness have on print quality
- the effect commonly seen at the contact point of the nipple of a pad in a large solid print, and methods for avoiding it
- the procedure for preparing a new pad for its first printing
- the difference between steel and photopolymer plates for process printing
- reasons for mis-registered images and correction methods
- machine adjustment procedures ensuring the doctor blade operates
- different types of doctor blades, their applications and consequences of a damaged blade



- common pre- and post-treatment methods for different substrates and their importance
- causes of and solutions for common print problems, including:
  - hairlines around image
  - loss of density in the centre of a solid image
  - fine lines of ink running through image and loss of fine lines
  - distortion of image
  - picking up ink from substrate by subsequent pads
  - washed out images and inconsistent colour
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- pad printing machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN4510 Set up for complex relief printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to set up reel, sheet-fed platen, cylinder or rotary printing machines for non-routine relief printing jobs.

It applies to skilled individuals working as a print machinist in the printing and graphic arts industry. They may prepare material, setup, monitor and operate equipment and machinery, analyse and evaluate information, applying solutions to a defined range of problems. They may also provide leadership and guidance to others, with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications 1.3 Confirm availability of all job components 1.4 Set up and adjust delivery system 1.5 Add substrate to and remove substrate from process according to job specifications

ELEMENT	PERFORMANCE CRITERIA
2. Select and prepare inks and additives	2.1 Select inks, dyes and additives required according to job specifications and end-user requirements and confirm they meet quality requirements 2.2 Prepare inks, dyes and additives according to work health and safety (WHS) requirements, and manufacturer specifications 2.3 Mix and prepare colour and volume of ink to match requirements of the printing process and job specifications 2.4 Approve and record formulation of ink, colour match and approved 2.5 Label, handle and store inks, dyes and additives according to manufacturer specifications
3. Set up machine for complex relief printing	3.1 Select relief plates and secured the machine 3.2 Set up and adjust relief polymer plates, polymer cylinders, impression and inking system, as required 3.3 Set up and adjust drying system
4. Conduct proof run	4.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 4.2 Inspect and test proof as required according to enterprise procedures 4.3 Seek client approval and authority prior to the production run as required 4.4 Interpret results and make adjustments according to product and machine specifications as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes records and labels according to workplace requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to select weight and volume of ink and ensure optimum output</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> </ul>

Teamwork	<ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when seeking approval</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences the steps involved in clearly defined, familiar tasks and identifies and assembles the resources required</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to the role in the immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reads data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>Reel</li> </ul> or <ul style="list-style-type: none"> <li>Sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>Unwind and rewind reels</li> <li>Webbing procedures and web control system</li> <li>Splicing/joining reels</li> <li>Printed web viewing devices</li> <li>Folder and sheeter</li> <li>Set off/marketing prevention devices</li> </ul> or <ul style="list-style-type: none"> <li>Feeder and delivery systems</li> <li>Sheet pick-up and transportation systems</li> <li>Transfer and control systems</li> <li>Set off/marketing prevention devices</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN451 Set up for complex relief printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4510 Set up for complex relief printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up a relief printing machine for complex printing on two occasions according to manufacturer and job specifications, enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) risks and requirements for:
  - setting up and operating the reel and sheet delivery and transportation systems
  - installing printing cylinders in the machine
  - webbing up and setting up the machine
  - slitting on a machine and operating in-line units
  - preparing and handling inks and additives
- enterprise personnel and escalation procedures
- solvents to use on photopolymer plates
- purpose of binding plates after mounting and types of mounting
- checks required for installing machine components, setup and operation
- the purpose of machine frames, and keeping unit slides clean
- the required print sequence
- features and functions of sections of the machine in all systems, issues that can arise and methods to resolve them, including:
  - transportation and delivery
  - in-line processing and printing units
  - the rewind unit

- drying and curing
- plates, cylinders, rollers and blankets
- inks and additives required for job, their applications, key features, common issues and adjustment procedures
- quality and suitability requirements for inks and additives
- ink and additive labelling and storage procedures, and factors affecting shelf life
- cleaning and waste management procedures for machine components
- circumstances requiring mixing additives into ink and any special end-use requirements
- precautions to ensure plate and cylinders are not damaged during installation
- web splices required, common issues and adjustment procedures
- problems arising from deviations in tension on machine components
- reason for blistering on a heat set machine
- embossing and top cutting procedures, and their benefits
- front lays, their purpose, substrate they are applied to, and selection criteria
- required adjustments when changing stock weight or print length
- problems from excessive use of anti-set off spray powder
- causes of print sheets set off in delivery and adjustment methods
- packing required in the tympan, and its ideal condition
- process for determining printing pressure
- the procedure of achieving required top sheet tension when fitting a new tympan
- process for determining required ink duct setting
- the effect of differing tooth counts on perforated products
- proofing tests and adjustment procedures, problems that may occur and visual aids
- problems that may cause the machine to keep stopping
- the effect of certain guards on machine operation
- machine operating steps requiring communication to other team members
- the function of a polarisation filter in a densitometer
- adjustments that may cause mis-register
- adjustments to position the image laterally and circumferentially
- the effects of changes in colour sequence on the final colour cast
- mechanical and optical dot gain and correction methods
- the final approval process before a print run
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- reel or sheet-fed platen, cylinder or rotary printing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRN4840 Prepare for variable data printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to confirm data requirements and prepare and link data to a template ready for printing.

It applies to individuals in the printing and graphic arts industry who use analytical and technical skills to access complex information from databases to produce customised print runs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm data requirements	1.1 Identify job specifications 1.2 Identify materials required for page design, layout and content 1.3 Determine and confirm source and format of data 1.4 Evaluate page design template for printing purposes, and label static and variable fields 1.5 Agree responsibility for data accuracy and other tests with client and in accordance with privacy legislation
2. Prepare data	2.1 Establish data required to populate copy holes in the variable-data template

ELEMENT	PERFORMANCE CRITERIA
	2.2 Confirm fields to be populated and link to data required 2.3 Use composition engine to achieve required data format and page layout requirements for merging variable data and static elements 2.4 Develop business rules to reduce data errors and discrepancies 2.5 Perform soft proof and confirm quality of all static and variable elements 2.6 Produce sample from the machine and check for conformance to job specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Teamwork	<ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when liaising with clients to seek agreement</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Uses digital equipment and reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN484 Prepare for variable data printing.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4840 Prepare for variable data printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- confirm data requirements and prepare data and link to a template ready for printing on two different jobs.

In the course of the above the candidate must:

- use a database requiring variable data fields and a complex page layout with multiple static and variable elements, both text and graphics, with flexible placement.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for working on a computer
- different types of data and their function
- the functions, differences and requirements of different printer languages
- quality criteria for page design templates
- labelling procedures for static and dynamic fields
- required tests for data accuracy and data sampling procedures
- required composition engine to meet job requirements
- key aspects of privacy legislation affecting printing data and enterprise communication protocols for clients
- key processes involved in database operation
- key concepts and printing processes relating to data mining
- soft proofing procedures and key quality criteria to check
- key quality criteria to check in machine-produced sample
- manufacturer manuals, enterprise requirements and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- computer hardware and software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4930 Set up and monitor in-line printing operations

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up and monitor either a reel- or sheet-fed machine.

It applies to individuals who possess a sound theoretical knowledge of in-line printing operations and who are responsible for digital production workflow.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job requirements 1.2 Set up required printing machinery according to manufacturer specifications and work health and safety (WHS) requirements 1.3 Confirm availability of all job components
2. Set up machine for in-line operation	2.1 Set up substrate transportation system 2.2 Set up and adjust set off and marking prevention devices 2.3 Select image carrier and cutting device and secure to the unit 2.4 Adjust and set impression 2.5 Adjust and set image transfer and inking devices as required

ELEMENT	PERFORMANCE CRITERIA
3. Conduct proof run	3.1 Operate machine according to manufacturer specifications and enterprise procedures to produce specified proof 3.2 Inspect and test sample as required according to enterprise procedures 3.3 Seek client approval and authority prior to the production run as required 3.4 Interpret results and make adjustments according to product and machine specifications as required
4. Maintain and monitor production process	4.1 Operate production process according to enterprise procedures 4.2 Report process adjustments to eliminate problems according to enterprise procedures 4.3 Identify machine faults requiring repair and report to designated person according to enterprise procedures 4.4 Verify repairs and adjustments prior to resumption of operations
5. Conduct shutdown of production process	5.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 5.2 Label and store unused ink and coating, according to manufacturer specifications and enterprise procedures 5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.4 Clean all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures 5.5 Complete required production records and enterprise documentation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>• Completes records, labels and other required documents according to workplace requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures relevant to own role</li> </ul>

Teamwork	<ul style="list-style-type: none"> <li>• Collaborates and cooperates with others to achieve joint outcomes</li> <li>• Contributes to workgroup discussions using accepted conventions</li> <li>• Selects and uses communication practices when reporting issues</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>• Assembles and organises required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN493 Set up and monitor in-line printing operations.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN4930 Set up and monitor in-line printing operations

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and monitor in-line processes on two occasions according to job specifications and enterprise procedures.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - setting up and operating in-line units
  - setting up and operating transportation systems
  - machine shutdown
  - handling and storing cutting devices
  - handling and storing inks and liquid materials
  - cleaning and liquid waste disposal
- the information available on the job ticket and steps taken if vital information is missing
- common machine faults and correction methods
- features, functions and common faults of the in-line units, including:
  - devices to control the substrate
  - components responsible for positioning
  - components requiring cleaning
  - areas requiring repair
- problems caused by an incorrectly set transportation section
- machine parts requiring set up before the in-line unit
- precautions required when setting the impression



- checks to perform after a proof run on any in-line operation or process
- enterprise escalation procedures and required personnel for:
  - problems with the job during make ready
  - machine adjustments during production
  - machine repairs
- methods used to minimise waste during make ready
- signs of wear of the image carrier
- operator procedures for marking printed material if it is unacceptable
- print faults the operator identifies during the print run
- the frequency of product quality assessment
- techniques for determining product workflow
- image carrier and cutting device storage procedures
- ink labelling procedures
- the effect on machine production if components are not cleaned following print run
- the outcome if production information is not completed on the job ticket
- records to be completed for a reprint or repeat print run
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- printing machinery with in-line operations.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4940 Apply advanced software applications to digital production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to correctly select and use a variety of high-end software applications to efficiently produce a standard job.

It applies to individuals who create standard jobs that require the use of multiple applications in the digital production sector.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRN3850 Apply software applications to digital production

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm client brief and job specifications	1.1 Review details of client design brief and job specifications and clarify with designated person 1.2 Determine type of documents and assess production requirements 1.3 Assemble client copy and images according to design brief requirements

ELEMENT	PERFORMANCE CRITERIA
	1.4 Assess and select software applications according to job specifications
2. Arrange elements on page	2.1 Set guides and display grid according to job specifications 2.2 Create elements and arrange on page 2.3 Arrange elements in layers according to selection and re-arrangement requirements 2.4 Format imported text and data from other applications and resolve any cross-application formatting issues 2.5 Format document text 2.6 Import graphics and other required elements from other applications and arrange according to design brief
3. Produce objects	3.1 Produce objects, enter required attributes and manipulate shapes according to requirements for graphic framework finalisation 3.2 Adjust lines and curves and edit to fit design specifications 3.3 Paint and transpose objects and scale effects according to design brief 3.4 Create, edit and save colours to colour palette and adjust saturation of colour 3.5 Select colour and appearance attributes and copy as required 3.6 Paint and blend using gradients, fills and patterns as required by layout and design brief
4. Edit images	4.1 Retouch images to conform with job specifications 4.2 Undertake colour and tone corrections 4.3 Apply contouring technique to produce required image result 4.4 Save edited image in required format according to import requirements 4.5 Identify and employ image storage requirements
5. Produce publication-ready file	5.1 Check file for errors in accordance with client brief and job specifications 5.2 Use colour modes and libraries according to job specifications 5.3 Apply image resolution according to output specifications 5.4 Apply bleeds and printer marks as required 5.5 Save completed file according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish job requirements</li> <li>Checks for errors by comparing text in prepared files against requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses mathematical skills to determine image resolution</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Selects and uses appropriate communication practices when liaising with others to gain approvals</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reads data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN494 Apply advanced software applications to digital production.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4940 Apply advanced software applications to digital production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use at least two software applications to prepare two different sets of layouts according to enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for working on a computer for extended periods of time
- the different qualities between file formats and selection criteria for each format
- types of file formats unsuitable for print-based jobs and other methods of publication
- different colour modes, and their advantages and disadvantages
- various colour libraries and the steps taken to select them within a software application
- printing and other publication processes used in digital production
- purpose of considering printing and other publication processes during the design phase and problems that can arise if there is no consideration
- different techniques to style text to job specifications and ways text can be flowed through a document
- available tools to produce objects and circumstances requiring them
- available contouring techniques to meet job specifications
- procedures for adjusting guides and rulers
- circumstances requiring images to be edited or manipulated
- the reasons colour profiles are required when preparing an image for publication
- image storage capabilities
- factors that influence grey balance of an image
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- computer
- output devices
- layout software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4950 Set up and use complex colour management for production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to create profiles and finger-print presses to obtain the best match across colour devices.

It applies to individuals who undertake complex colour management techniques to customise a workflow in their particular workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRN3870 Use colour management for production

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Finger-print press	1.1 Select and produce test charts as required 1.2 Prepare press according to enterprise procedures and work health and safety (WHS) requirements 1.3 Print test chart
2. Measure press test	2.1 Calibrate colour measurement devices and measure printed test

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
charts	charts 2.2 Measure multiple charts and record results 2.3 Use software to average multiple measurements
3. Create and use custom press profiles	3.1 Select reference file to match printed chart 3.2 Use profiling software to create an output press profile from the averaged measurement file and test profile and edit as required 3.3 Insert profile into colour workflow
4. Maintain custom colour management workflow	4.1 Monitor and record printing conditions according to enterprise requirements 4.2 Calibrate digital devices as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Completes records according to enterprise requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses colour measurement devices to perform calculations in relation to colour profiles</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of digital features optimising software functions for specific purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN495 Set up and use complex colour management for production.



## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4950 Set up and use complex colour management for production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create three custom device profiles to be used within a colour workflow
- produce at least two final products from the colour workflow.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for managing colour for digital production
- the process of optimising press to workplace standard
- the purpose of bringing a device into a known state
- the required frequency of device calibration and condition changes requiring re-calibration
- colour measurement devices and proprietary software and their usage
- comparison of test charts, their advantages and disadvantages
- the process of determining grey balance and white points
- colour profiles, their use and the effect they have on output
- the difference between input, output and display profiles
- various colour management systems and their components
- components of a colour-managed workflow
- the differences between red, green blue (RGB) and cyan, magenta, yellow, black (CMYK), as well as spot colour and mixed colour workflows
- the steps taken to implement colour management on a system
- workplace and international publications and printing standards
- the effects different substrates have on colour reproduction for proofing and final production
- the effects dot gain has on colour

- under colour removal (UCR) and grey component replacement (GCR)
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- printing presses
- raster image processors (RIPs) with colour management features
- profiling software
- colour output devices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4960 Set up and produce complex digital print

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to set up and produce complex digitally printed product. This unit incorporates the use of raster image processor (RIP) technology when outputting to digital devices including wide format.

It applies to individuals who produce complex digitally printed products in the commercial print, pre-press, bureau, high-end digital print or a combination of these business environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRN3840 Set up and produce basic digital print

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Liaise with clients	1.1 Perform productivity analysis on a digital print system 1.2 Communicate print services, quality expectations and print costings to clients according to enterprise procedures 1.3 Present productivity advantages and disadvantages of different digital print options to clients according to enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	1.4 Provide advice to clients substrates and document finishing methods for digital print jobs according to client budget and job specifications
2. Confirm job specifications	2.1 Identify job specifications 2.2 Confirm availability of all job components 2.3 Confirm finishing requirements of job and coordinate with designated personnel 2.4 Determine run and completion time of job according to production demands
3. Set up and maintain digital print system	3.1 Load substrate and specify substrate properties in the user control interface 3.2 Set up delivery unit and adjust minor in-line and on-line processes 3.3 Identify and report problems in digital print system according to enterprise procedures 3.4 Carry out adjustments and corrections as required according to manufacturer specifications and within scope of own role
4. Use complex features of processor	4.1 Adjust colour according to image quality requirements 4.2 Select output profiles 4.3 Select imposition method according to use of stock 4.4 Adjust screen ruling, overprints and trapping 4.5 Set up finishing options
5. Conduct proof run	5.1 Operate digital print system according to manufacturer specifications and enterprise procedures to produce specified proof 5.2 Inspect and test sample as required according to enterprise procedures 5.3 Seek client approval and authority prior to the production run as required 5.4 Interpret results and make adjustments according to product and machine specifications as required
6. Run digital print job press print run	6.1 Determine start and duration time for print run according to production schedules, job specifications and enterprise procedures 6.2 Estimate completion time for the print run and communicate to the client and colleagues according to enterprise procedures 6.3 Conduct digital print run according to job specifications and

ELEMENT	PERFORMANCE CRITERIA
	<p>manufacturer specifications</p> <p>6.4 Monitor quality throughout the duration of the print job and make adjustments as required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Comprehends and analyses information from a range of sources including instructions, procedures, specifications and reference material</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes required workplace documents considering context, purpose and audience when preparing texts</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Interprets and analyses mathematical information to estimate timeframes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> <li>Collaborates and cooperates with others to achieve joint outcomes</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and assembles required resources</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds intuitively to problems in familiar contexts, quickly drawing on past experience to devise solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Fully utilises features of digital tools to complete complex tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN496 Set up and produce complex digital print.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRN4960 Set up and produce complex digital print

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and print four complex colour digital printing jobs according to manufacturer specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications, and work health and safety (WHS) requirements for:
  - setting up and operating delivery and in-line units in a reel system
  - handling substrate materials
- factors affecting decision-making about a particular printing solution (run length, substrate type and application)
- cost, quality and turnaround time differences between a specified job printed on a digital system and traditional systems
- required print methods for the specified job
- the maintenance required on a digital printing system prior to production
- measures to ensure clients have the required procedures for providing electronic files
- the main differences between digital printing and traditional printing methods
- recommendations for clients who have created an electronic file in an incompatible software application
- suggestions available for clients who require a high-volume print run but need a portion of the print job immediately
- methods of calculating run and completion times
- steps for client approval of a proof
- circumstances in which a job would be modified before printing



- processes involved for client approval of the print and final approval of a basic job
- proof checking procedures
- adjustments required to solve colour, toner/ink coverage or density problems
- the need for using required output profiles
- screen ruling shapes and sizes
- imposition method selection criteria
- various types of binding
- advantages and disadvantages of various binding methods
- procedures to follow if the binding method required by the client is not available at the workplace
- alternative options if document size is too thick to staple
- the purpose of packing finished print work
- enterprise escalation procedures and required personnel
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- digital print systems
- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN4970 Work with digital information

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to determine the scope and level of engagement with digital information needed in the job role, work with digital information effectively, solve problems with digital information, and maintain currency of own digital knowledge.

It applies to any individual working with digital information in the printing and graphic arts industry. They may provide leadership or guidance to others and take limited responsibility for the work of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine requirement to work with digital information	1.1 Identify scope and level of engagement required to work with digital information within own role 1.2 Identify specific aspects of work tasks that require digital literacy

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Engage with digital information	<p>2.1 Use and share digital information according to established standards and protocols</p> <p>2.2 Select work processes based on knowledge of digital work processes and features of digital devices</p> <p>2.3 Identify and act on different digital formats and their associated requirements</p>
3. Solve problems with digital information	<p>3.1 Identify and explore reasons for problems with digital information</p> <p>3.2 Identify nature of problem based on knowledge of digital formats</p> <p>3.3 Identify questions that need to be asked, and steps needed to solve the problem</p> <p>3.4 Identify sources of information and assistance that could assist in resolving the problem</p> <p>3.5 Access, interpret and use information to resolve the problem</p>
4. Maintain currency of digital knowledge	<p>4.1 Identify opportunities to update knowledge about working digital information</p> <p>4.2 Access opportunities to improve quality of own work</p> <p>4.3 Share updated information with others</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for identifying own work requirements</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and</li> </ul>

	some less predictable, problems in familiar work contexts
Technology	<ul style="list-style-type: none"><li>• Utilises information technology and software to work with digital information</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRN497 Work with digital information.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN4970 Work with digital information

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete at least three different work projects involving the use and manipulation of digital information as required by the job role
- follow a structured process to solve at least three different types of problems with digital information.

In the course of the above the candidate must:

- identify scope and level of engagement with digital information required by the job role.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- fundamentals of digital information:
  - its definition and methods of creating it
  - language of digital information
  - sharing procedures (including basic networking principles and the cloud)
  - security considerations
  - archiving and storage requirements
- various levels of engaging with digital information, their scope and the requirements of different job roles involving access and use, understanding and creating
- purpose and use of different types of digital devices
- nature and key features of different types of digital media, their components, and opportunities and constraints of each:
  - text
  - images
  - video

- sound
- databases
- multimedia
- interactive media
- social media
- different types of digital file formats, their uses, and steps required to adapt them for different purposes
- national and international standards and protocols governing creation and use of digital information
- key features to consider in digital information tasks within the workplace:
  - rights and responsibilities in access and use
  - ethical considerations regarding use
  - copyright affecting information sharing
  - privacy
  - safety and risk management
- trends in creation and use of digital information and processes in context of work role and industry sector
- steps in a logical problem-solving process that can be used when working with digital information
- sources of information and assistance when working with digital information
- ways and channels to maintain currency of knowledge around use and management of digital information.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRN4980 Adapt digital content for publication on different devices

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to confirm digital publication end-user needs, determine technical requirements for publication on different devices and manipulate digital content to suit the selected device.

It applies to skilled individuals working in any type of digital publishing role.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm end requirements	1.1 Clarify and confirm objectives, context and key purpose of the communication 1.2 Confirm target audience and special user requirements 1.3 Confirm output format and delivery platform requirements
2. Determine requirements for publication on different devices	2.1 Review existing format and content for compatibility with intended delivery platform 2.2 Evaluate user interaction with the content and establish technical publication requirements 2.3 Identify technical requirements and constraints of output

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	device 2.4 Identify and review information navigation and user accessibility issues 2.5 Evaluate functionality and aesthetics, and interrelationships according to objectives 2.6 Confirm feasibility of publication on intended output
3. Manipulate content to suit device	3.1 Select software applications according to identified requirements and job specifications 3.2 Adapt content, formats and structures using software tools to achieve required result
4. Finalise content	4.1 Review work and check for accuracy, functionality and quality requirements 4.2 Present drafts to designated people and integrate feedback into finalisation processes 4.3 Finalise content and seek approval according to enterprise requirements

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets text to establish project parameters and technical requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Enters data associated with technical procedures</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies what to communicate, with whom and how, in routine work situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload making choices as appropriate</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific</li> </ul>



	purposes
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRN498 Adapt digital content for publication on different devices.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRN4980 Adapt digital content for publication on different devices

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- adapt digital content for publication for at least one job, on at least two different device types.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- potential different purposes of digital communication:
  - business
  - community
  - education
  - entertainment
  - social
- relationship between context of people's interaction with digital communication and its technical construction
- key user accessibility issues to be considered in any type of digital publication
- features of different output formats, their purpose and usage
- general features and functions of different output devices and delivery platforms, including portable devices
- current technical requirements of different output devices, including portable devices, including limitations and opportunities
- issues to be reviewed in determining content suitability for publication on a particular device
- types of software applications and their key purpose and suitability for different types of digital publication purposes

- processes and technical procedures to adapt content for publication on different types of devices
- types of technical problems that arise when adapting content for different devices, and problem-solving steps and processes that can be taken to overcome them
- national and international standards that impact publication of digital information.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- computer hardware
- software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2110 Develop basic design concepts

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce a basic graphic design concept for a client, from assessment of the brief, to production of roughs and finished art.

It applies to individuals who work under direct supervision and in consultation with others to design and prepare layouts, artwork and manipulate images and texts to meet work and production requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for production	1.1 Identify printing and medium requirements of layout brief and prepare pre-press processes 1.2 Design production plan according to job brief 1.3 Design a plan of action to meet time requirements of each stage of production
2. Assemble layout	2.1 Assemble client copy and images 2.2 Access library files for data according to job brief 2.3 Assemble required equipment and materials to complete the layout according to manufacturer specifications and work health and safety (WHS) requirements 2.4 Clean and prepare design area according to enterprise procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Produce graphic design render	3.1 Prepare design concept according to job brief 3.2 Construct preliminary graphic design ideas 3.3 Render simple graphic design concept electronically 3.4 Confirm rendered graphic design meets job brief requirements
4. Produce and check finished artwork	4.1 Create layout grid according to job brief 4.2 Select type according to readability and style, and fit into grid space allocated 4.3 Select, scale and crop photographs and illustrations to fit allocated grid space 4.4 Create overlays and colour roughs as required by job brief 4.5 Position components of layout using margins and guides to conform to grid framework 4.6 Check layout and layout design against brief and medium requirements and correct errors 4.7 Render layout and confirm file is ready to present to client
5. Tidy materials and store data	5.1 Return equipment and materials to storage according to enterprise procedures 5.2 Save and file design data and materials ready for future retrieval according to enterprise procedures 5.3 Clean design area according to enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Produces documents using headings, instructions and layout that meet needs of audience and purpose of text</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Uses enterprise communication protocols and conventions to confirm and clarify client requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows enterprise requirements associated with own role</li> <li>Takes responsibility for routine decisions related directly to own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Organises and prioritises work and personal commitments, with some sense of what is achievable in a timeframe</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>

Technology	<ul style="list-style-type: none"><li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to design and save files in required format</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRP211 Develop a basic design concept.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2110 Develop basic design concepts

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare two sets of artwork containing line and tone work.

In the course of the above, the candidate must:

- communicate with clients to determine job brief requirements
- operate graphic design software.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of artwork being prepared
- number and specific colours of the job
- scale of artwork to finished job
- features of reflective and transparent originals
- procedures for preparing art for printing and publication
- requirements of printing and electronic output processes
- halftone dot structures and maximum and minimum tonal ranges for artwork reproduction
- work health and safety (WHS) requirements for the use of cameras and computers
- principles of typeface selection
- procedures for registration and trim marks
- definition and resolution of artwork, and correction methods
- characteristics of prepared line artwork
- manufacturer manuals, enterprise procedures and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- printing equipment
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRP2210 Select and apply type

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to undertake basic typesetting tasks, including selecting required fonts, fitting, and proofing final type.

It applies to individuals who design and prepare layouts and artwork and manipulate images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify fonts	1.1 Identify client requirements and final media output 1.2 Identify and select a range of fonts to meet client requirements and final output media 1.3 Select point sizes and leading of type to meet client requirements
2. Select, fit and produce type for a basic brief	2.1 Identify brief specifications and required design layout 2.2 Select type to meet brief specifications 2.3 Fit type into copy space allocated according to design layout 2.4 Set and produce type using rules and boxes according to design layout and work health and safety (WHS) requirements
3. Proofread and correct type	3.1 Check type for accuracy, omissions and errors 3.2 Mark-up proofs with proofreading marks according to brief

ELEMENT	PERFORMANCE CRITERIA
	specifications 3.3 Correct type to complete job in accordance with enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> <li>Proofreads documents and confirms vocabulary, grammar and consistency of information and clarity of meaning</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses a variety of strategies for planning, drafting, reviewing and proofreading</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Selects and uses familiar mathematical problem-solving strategies to solve problems in familiar contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Works under supervised job priorities, resources and equipment, logically and systematically to undertake clearly defined and familiar tasks</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Implements automatically standard procedures for routine decisions in response to familiar problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Uses digital systems and tools and operates them to design and apply type</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP221 Select and apply type.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP2210 Select and apply type

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare two different typesetting jobs using software to select, set, arrange and modify type.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of printing processes, printing equipment and electronic media and their effects on type selection and design
- the range of fonts available for client requirements
- aspects of typography that influence brief design
- limitations of type reproduction in printing processes
- characteristics of and differences between serif and sans serif categories
- elements of a dynamic arrangement
- text and margin proof-reader marks
- basic grammar and punctuation
- required manuals and work health and safety and enterprise documentation, including their location and purpose.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a computer

- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP2250 Produce graphics using graphics applications

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to develop computer-generated graphics based on a client brief, using a high-end application; and focuses on techniques required to create and manipulate visual objects on a page.

It applies to individuals who assist in the production of professionally designed and presented print and electronic media using desktop publishing software. They generally work under direct supervision with some responsibility for the production process and ensuring output meets the requirements of the design brief.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify design brief and manufacturer specifications, and work health and safety (WHS) and preference setting requirements 1.2 Identify and select required publishing software 1.3 Calibrate monitor using an International Colour Consortium (ICC) profile and confirm closest possible colour match 1.4 Arrange palettes to suit brief specifications and personal preferences 1.5 Set view magnification according to requirements for job graphics

ELEMENT	PERFORMANCE CRITERIA
2. Produce objects	2.1 Set ruler units and display grid and confirm artwork meets design brief specifications 2.2 Use tools to create objects, edit lines, enter required attributes and manipulate shapes, to finalise graphic framework to design brief specifications 2.3 Paint and transpose objects, and scale strokes and effects according to design brief 2.4 Create, edit and save colours to colour palette and adjust saturation of colour 2.5 Select and copy colour and appearance attributes, as required 2.6 Use required tools and features to paint and blend according to layout and design brief
3. Alter objects	3.1 Move, scale and rotate selected objects using a variety of required methods 3.2 Reflect, shear and distort objects according to design brief 3.3 Form and edit three dimensional objects and add gradient colour to create depth 3.4 Adjust perspective of objects, as required 3.5 Repeat transformations according to design brief 3.6 Create smooth colour blends between objects, and modify blends as required to meet design brief
4. Set up graphic elements and appearance	4.1 Add required type and set attributes and formatting to reflect design brief 4.2 Place type to complement graphics 4.3 Convert type to type outlines, and modify shapes 4.4 Set graphic properties and add effects to meet the design brief 4.5 Edit and save appearances required for further use as styles 4.6 Organise objects in layer and set up stacking order, grouping and locking layers according to design brief 4.7 Add and remove styles from layers to obtain final appearance according to design brief
5. Finalise document	5.1 Identify required format for saving graphic given elements in the graphic 5.2 Set resolution for effects and any filters based on image quality 5.3 Check document and confirm required layout file is selected and all elements are printable 5.4 Fix the required export option to best settings for final medium and export and save file

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Gathers information from a range of sources to record using headings, instructions and layout that meet audience needs and text purpose</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Selects and uses familiar mathematical problem-solving strategies to solve problems in familiar contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines job priorities, resources and equipment, and works logically and systematically to undertake clearly defined and familiar tasks</li> <li>Identifies connections to future tasks and organises resources required accordingly</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> <li>Incorporates personal judgment to complete some less routine tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to complete routine tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP225 Produce graphics using a graphics application.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP2250 Produce graphics using graphics applications

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- develop two graphics based on two different client briefs using a high-end application.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- graphics formats
- required applications for graphics production
- methods for manipulating graphics
- different colour models
- different effects that may be applied to an object
- object selection and editing, individually and in groups
- use of filters or effects
- styles and when they may be required
- text and formatting features used in graphics
- key requirements when interpreting a brief
- work health and safety (WHS) requirements that apply to working on a computer
- manufacturer manuals, work health and safety and enterprise documentation, including their location and purpose.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry standard computer
- software applications for graphics production.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2320 Electronically combine and assemble data for page layouts

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to electronically combine and assemble data to produce a page layout.

It applies to individuals who design and prepare layouts and artwork and manipulate images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare the work	1.1 Identify job specifications, and data and equipment required 1.2 Execute computer functions to access required data from electronic files in compliance with work health and safety (WHS) requirements 1.3 Check required data and confirm it meets format requirements and manufacturer specifications for software application and output 1.4 Check system for required fonts and confirm storage capacity is available to fulfil job specifications
2. Combine data	2.1 Compose pages

ELEMENT	PERFORMANCE CRITERIA
	2.2 Place elements on page 2.3 Apply trapping 2.4 Prepare image output and apply required colour profiles
3. Create multiple images	3.1 Prepare basic step and repeat layout 3.2 Step images 3.3 Confirm output meets job specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Applies analytical processes to resolve problems</li> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP232 Electronically combine and assemble data.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2320 Electronically combine and assemble data for page layouts

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use high-end electronic system with required layout application, design and drafting software, to combine and assemble two jobs.

In the course of the above, the candidate must:

- identify substrates and the associated printing process being simulated
- assess and select visual elements, including fonts, for accessibility.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- page layout applications and process for creation according to job specifications
- elements and their placement on a page
- features of a range of fonts
- function of electronic trapping of image elements in image assembly
- trapping's connection to job specifications
- step and repeat layouts and process for preparation
- criteria for evaluating final output
- requirements of a contract proof as compared to an in-house check proof
- manufacturer manuals, enterprise procedures and work health and safety and software documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry standard layout, design and drafting software.

In a pre-press environment many individuals are required to be competent in the use of more than one page layout application.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP2520 Output images

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to prepare an output device for outputting images. Devices may include, plate setters, image setters and commercial digital printers.

It applies to individuals who have some responsibility for designing and preparing layouts and artwork, and manipulating images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare output device	1.1 Prepare and calibrate output device according to manufacturer and job specifications and work health and safety (WHS) requirements 1.2 Complete all required proofs and checks according to enterprise procedure
2. Output image	2.1 Use system to initiate output according to job specifications 2.2 Manage print queues to meet enterprise requirements 2.3 Evaluate image output to confirm it conforms to job specifications 2.4 Prepare image for next stage of production process according to

ELEMENT	PERFORMANCE CRITERIA
	enterprise requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles resources required</li> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Applies analytical processes to resolve technical problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Understands purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP252 Output images.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2520 Output images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- calibrate and use at least two devices to output electronic images to film, paper or plate.

In the course of the above, the candidate must:

- provide proofed final file to digital output device that conforms to the job specifications
- identify substrate required for reproduction according to job specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for preparing and operating output devices
- types and features of output devices used in pre-press environments
- functions of calibration software
- enterprise procedures for downloading a file to output device
- enterprise procedures for the transfer of files
- procedures for material loading of output devices
- criteria for identifying correctly processed images
- factors that control image quality through a processor
- enterprise procedures for checking files and images against job specifications
- manufacturer manuals, enterprise procedures and safety documentation, including their location and purpose.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- output device
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP2600 Proof images

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to proof images and prepare the proof for the next stage of production.

It applies to individuals who design and prepare layouts and artwork, and manipulate images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare proofing equipment	1.1 Set up and perform maintenance on proofing equipment according to manufacturer specifications and enterprise standards 1.2 Clean the working environment according to work health and safety (WHS) requirements 1.3 Prepare materials for proofing
2. Prepare and expose proof	2.1 Identify job specifications and required quality level of proof 2.2 Identify and select method of proofing to meet job specifications 2.3 Identify lighting requirements for proof exposure and prepare required equipment to manufacturer specifications 2.4 Check and calibrate equipment to meet exposure requirements 2.5 Position images on proof according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.6 Execute proof according to job specifications and work health and safety requirements
3. Process proof	3.1 Identify required output device 3.2 Process and display proof on output device 3.3 Identify and correct any deviations in proof layout and colour according to job specifications 3.4 Prepare proof for presentation

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Identifies and operates within time and cost constraints when performing tasks</li> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in defined, familiar tasks and identifies and assembles required resources</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Applies analytical processes to resolve technical problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to design and save files in required format</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP260 Proof images.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPPRP2600 Proof images

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce proofs of at least two different four-colour separated images.

In the course of the above, the candidate must:

- operate equipment in accordance with work health and safety (WHS) requirements and enterprise standards of cleanliness.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for proofing area
- enterprise procedures for setting up and performing maintenance on the proofing environment
- procedure for identifying exposure levels requirements for the proofing system
- actinic light requirements
- aids used to control and confirm repeatability in proofing
- process for matching a proof to output requirements
- process for identifying stock for output device
- process for identifying incorrect processing of chemical proof and correction procedures
- main criteria and required workplace conditions for proof evaluation
- requirements for Pantone Matching System (PMS) proofs
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- lighting equipment
- industry software packages
- photographic materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP2660 Produce relief plates

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to make and proof relief plates from film input for letterpress or label printing.

It applies to individuals who design and prepare layouts, artwork, manipulate images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to produce plates	1.1 Identify job specifications and regulatory requirements 1.2 Identify printing processes, and evaluate film 1.3 Select equipment and materials according to job requirements
2. Develop plate	2.1 Prepare plate processor according to manufacturer specifications and enterprise procedures 2.2 Establish and monitor exposure using vacuum frames and plate processors 2.3 Produce plates according to work health and safety (WHS) requirements
3. Finalise plate	3.1 Evaluate and confirm plate meets job requirements 3.2 Store plate according to enterprise procedures and manufacturer

ELEMENT	PERFORMANCE CRITERIA
	specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with regulatory requirements and follows enterprise procedures and procedures within scope of own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles resources required</li> <li>Organises own workload under supervision, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Applies analytical processes to resolve technical problems and initiates standard procedures when responding to familiar problems within immediate context</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of flexographic photopolymer plate equipment and tools and operates them to produce plates to requirements</li> </ul>

## Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to ICPPRP266 Produce relief plates.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPPRP2660 Produce relief plates

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce two printing plates using plate-making facilities and according to job specifications.

In the course of the above, the candidate must:

- confirm plate meets job specifications
- identify the substrate for reproduction
- confirm plate quality is fit for the identified printing processes.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- factors to be considered when preparing to lay a plate
- aids that can be used to ensure accuracy and repeatability
- enterprise quality control procedures
- essential criteria for evaluating a film to be used in plate production
- process for testing exposure for plate making
- features of a plate exposure system
- processes to maintain continuity and control with plate exposure
- procedures for plate processing and operation
- criteria for evaluating prepared plates
- Environmental Protection Authority (EPA) regulatory standards
- work health and safety (WHS) requirements for processing and proofing printing plates
- advantages of plate proofing
- criteria for plate proof evaluation
- requirements for plates for lithographic printing and relief printing

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- printing plates.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2670 Produce offset lithographic plates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to make lithographic plates from digital input.

It applies to individuals who prepare, expose and process a lithographic plate, and post-treat the plate to satisfy job specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and prepare plate	1.1 Evaluate job specifications to determine required type and size of plate for the job and required software 1.2 Identify manufacturer specifications for required plate 1.3 Select plate according to quality requirements of output 1.4 Prepare plate to accommodate printing machine plate positioning requirements 1.5 Assemble required data and equipment for processing

ELEMENT	PERFORMANCE CRITERIA
2. Expose plate	2.1 Clean work area 2.2 Select exposure unit according to output requirements 2.3 Establish exposure control as required 2.4 Monitor and adjust exposure and vacuum frame according to manufacturer specifications
3. Process plate	3.1 Monitor and adjust plate processing unit according to enterprise requirements and work health and safety (WHS) procedures 3.2 Select and review program options for processing according to quality requirements 3.3 Process plate
4. Post-treat plate	4.1 Check plate for quality of outcome and analyse for conformance to job specifications 4.2 Implement changes to plate image and confirm standard of output required 4.3 Chemically treat and bake plate as required 4.4 Prepare plate for storage prior to printing according to manufacturer specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows enterprise procedures associated with own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common lithographic print equipment and tools and operates them to produce plates to requirements</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Applies analytical processes to resolve technical problems</li> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP267 Produce offset lithographic plates.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2670 Produce offset lithographic plates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare, set up and use lithographic plate exposure and plate processing equipment and software to produce one lithographic plate manually and one with machinery.

In the course of the above, the candidate must:

- modify the plate image to deliver the required standard of output
- identify the substrate for reproduction
- ensure plate quality meet requirements for the identified printing processes.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of lithographic plates and the criteria for their selection
- advantages and disadvantages of negative and positive plates
- computer-to-plate (CTP) printing and its industry-standard equipment software
- plate exposure techniques and control, including:
  - the squared and centred position of images
  - importance of colour bars and control strips
  - light sources used in plate exposing frames
- plate processing
- work health and safety (WHS) requirements when processing printing plates
- baths and solutions used in a plate processing machine
- impacts of changes in processor time on the final plate
- plate finishing and correction procedures
- purpose of gumming a plate

- post-exposure techniques
- criteria used to evaluate plate accuracy
- procedures to address dot gain issues
- difference between physical and optical dot gain
- plate punching and registration and procedures required to maintain accuracy
- manufacturer manuals, enterprise procedures and work health and safety and enterprise documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- lithographic print tools and equipment
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2680 Produce flexographic photopolymer plates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to make flexographic plates from digital inputs.

It applies to individuals who select, prepare, process and finish photopolymer plates to meet the job specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to produce plate	1.1 Identify job specifications and enterprise procedures 1.2 Identify and select plate and software options according to printing requirements 1.3 Confirm layer negatives 1.4 Plan extra exposure masking by examining layer and cut exposure masks according to printing requirements 1.5 Calculate amount of plate material required for economical use according to job specifications
2. Expose plate	2.1 Identify manufacturer specifications for required equipment 2.2 Use digital equipment to establish required front and back exposure time



ELEMENT	PERFORMANCE CRITERIA
	2.3 Expose plate 2.4 Monitor and adjust exposure unit and vacuum frame according to manufacturer specifications
3. Develop plate	3.1 Monitor and adjust chemistry balance according to manufacturer specifications 3.2 Monitor and adjust washout unit according to manufacturer specifications 3.3 Wash plate out to pre-determined depth pre-set by front and back exposures
4. Finish plate	4.1 Dry plate in a drying oven according to manufacturer specifications for temperature and timing 4.2 Clean back of the plate 4.3 Post-expose plate 4.4 Light finish plate
5. Establish and maintain a chemical register	5.1 Establish chemical register to identify and describe purpose of each chemical and confirm finished plate meet job specifications 5.2 Identify and register all chemicals used in the workplace according to enterprise and workplace health and safety (WHS) requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies a range of everyday mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with and follows organisational procedures within scope of own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles resources required</li> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>

Problem Solving	<ul style="list-style-type: none"><li>• Applies analytical processes to resolve technical problems and initiates standard procedures when responding to familiar problems within immediate context</li></ul>
Technology	<ul style="list-style-type: none"><li>• Identifies purposes, specific functions and key features of flexographic photopolymer plate equipment and tools and operates them to produce plates to requirements</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP268 Make photopolymer plates (flexographic).

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2680 Produce flexographic photopolymer plates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce two flexographic plates with different characteristics.

In the course of the above, the candidate must:

- identify the substrate for reproduction and ensure plate quality is fit for the identified printing processes.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- the effect flexographic ink has on selection of plate material
- quality control devices used in the exposure and development process
- computer-to-plate (CTP) processes and their differences with traditional film-to-plate
- industry-standard software and hardware for producing plates from digital inputs
- the effect of ‘shoulder’ on the printing process
- methods of overcoming ‘orange peel effect’
- effects of chemicals used in detaching
- methods to counteract image elongation
- properties of poor plate processing and how to avoid it
- the criteria for plate proof evaluation
- the work health and safety (WHS) requirements for working with photopolymer plates and chemicals
- manuals, and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- flexographic printing plates
- photopolymer plate printers
- industry-standard software
- a drying oven.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2840 Produce PDF files for online and screen display

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce both passive and interactive Portable Document Format (PDF) files for online and screen display.

It applies to individuals who prepare, create and edit PDF files and navigation features, and manage and finalise the documents. Individuals generally work within defined procedures, respond to clearly defined briefs, and work under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare file	1.1 Identify document requirements according to job specifications and work health and safety (WHS) requirements for work on computers 1.2 Identify purpose and audience, and determine accessibility requirements from job specifications 1.3 Select fonts, format and chunk text, and add article threads as required 1.4 Develop navigation plan and display timing and allocate required elements and areas on document 1.5 Check document meets job design specifications and enterprise requirements for printability

ELEMENT	PERFORMANCE CRITERIA
2. Create and edit PDF	2.1 Select final file media, and choose required pre-set job options and colour management settings 2.2 Open and export document for conversion in required enterprise software 2.3 Export PDF file, open and check against job requirements 2.4 Make text corrections and edit images using text and object touch-up tools as required by brief 2.5 Change page orientation, insert and delete pages as required by job specifications 2.6 Add, name and edit bookmarks with magnification added as required by job specifications
3. Create navigation and file management	3.1 Create menus for major themes with required buttons and graphics 3.2 Add internal and external links with actions according to job brief 3.3 Create multiple navigational options that meet user navigation requirements 3.4 Embed fonts and graphics as required for greater portability 3.5 Save all additional files in required folder and format 3.6 Remove all unused elements and pages to meet file size requirements
4. Edit document preferences and settings	4.1 Set screen display preferences as required by job specifications 4.2 Set magnification 4.3 Apply actions and preferences for multimedia elements according to specifications for final media
5. Finalise PDF document	5.1 Save final file to folder required by enterprise and open to check for identified screen display and magnification requirements 5.2 Test all links, bookmarks, navigation and actions for functionality to job specifications 5.3 Test document in a range of environments and platforms for consistency and predictable display 5.4 Use logical and cross-platform compatible file naming conventions

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace records and forms legibly using technical and enterprise-specific vocabulary</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates in spoken interactions, using strategies to confirm and clarify understanding</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Confirms effectiveness of decisions in terms of how they conform to stated design brief specifications</li> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Uses enterprise communication protocols and conventions to confirm and clarify client requirements</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> <li>Utilises a broad range of features within applications to improve personal productivity, optimising software functions for defined purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP284 Produce PDF files for online or screen display.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP2840 Produce PDF files for online and screen display

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce one passive and one interactive Portable Document Format (PDF) file that are suitable for both online and screen display.

In the course of the above, the candidate must:

- confirm user accessibility and readability in files according to audience requirements
- devise files for the intended audience of the documents.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- interpretation of a design brief
- different file types and their use
- page sizes and formats for online display
- use of different fonts in online documents
- text reformatting for online document
- navigational principles in document design
- software options for managing colour, positioning, and bleed allowance
- software options for manipulating grammar and text in a PDF document
- software for managing document layout and elements
- principles for user accessibility, document readability and audience suitability in digital files
- work health and safety (WHS) requirements that relate to working on computers.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry standard software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP2860 Scan images for reproduction

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to scan line images.

It applies to individuals who prepare a line copy or original for scanning, set up the scanner and ensure the quality of the scanned image meets the technical specifications of the job and final media requirements. These individuals generally work under limited supervision and with defined enterprise procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare line image for scanning	1.1 Identify job specifications for image scanning 1.2 Scale line image for scanning 1.3 Assess quality of line image for scanning to determine scanner settings
2. Prepare scanner	2.1 Select scanner according to job specifications and availability 2.2 Set and program scanner according to manufacturer specifications 2.3 Identify and select software for scanning and processing line images 2.4 Clean, mount and position line image ready for scanning

ELEMENT	PERFORMANCE CRITERIA
3. Scan and check image	3.1 Apply identified software to scan and process line images 3.2 Make adjustments to scanner and software as required and confirm scanned image meets job specifications 3.3 Scan original line image for reproduction in compliance with work health and safety (WHS) requirements 3.4 Check quality of scanned image against job specifications and reproduction requirements 3.5 Store images on output device

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, and initiates standard enterprise procedures when responding to familiar problems within immediate context</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them as required</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP286 Scan images for reproduction.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP2860 Scan images for reproduction

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use desktop flat-bed scanner to reproduce three line originals.

In the course of the above, the candidate must:

- comply with work health and safety (WHS) requirements for scanner operation
- identify substrate required for reproduction according to job brief.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- characteristics of a line original
- factors that influence line scanning resolution
- procedures for scaling line images
- types of scanners, including features and functions
- controls that exist within the software for line scanning hardware specifications and software requirements for line scanning
- software requirements for image processing and output
- procedures for cleaning, mounting and positioning line images
- enterprise procedures for storing and filing images
- work health and safety (WHS) requirements for operating a scanner and working on computers
- manufacturer manuals, enterprise procedures and WHS documentation, including location and purpose of documentation.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a scanner
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP2970 Transfer digital files

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge needed to manipulate, delete and transfer digital files.

It applies to individuals who handle and document digital files. Individuals generally work under limited supervision and with defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Save digital files	1.1 Identify enterprise procedures and requirements for files and work health and safety (WHS) procedures for working on computers 1.2 Name files using required enterprise format 1.3 Check file for use of formats required for enterprise processing 1.4 Use version control and confirm most recent file can be accessed
2. Transfer digital files	2.1 Select files to be transferred and select method of transfer 2.2 Locate and navigate locations where files are to be saved and downloaded 2.3 Transfer files to required location for processing 2.4 Check transferred files to confirm transfer has occurred as

ELEMENT	PERFORMANCE CRITERIA
	planned 2.5 Document, move, rename, copy, archive and delete files as required according to enterprise standards
3. Archive digital files	3.1 Create archive system 3.2 Implement consistent, regular backup strategies to allow for retrieval of files in case of data loss 3.3 Retrieve files from archive system

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Evaluates and follows organisational procedures within scope of own role</li> <li>Follows standardised routine without supervision to prevent potential hazards</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard and logical solutions</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP397 Transfer digital files.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP2970 Transfer digital files

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- save, transfer and archive files in the course of completing two different work tasks.

In the course of the above, the candidate must produce a record of digital file updates.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures for file formats
- types and features of storage media
- file transfer protocols for storage media
- file compression methods and the effect on file type
- file formats and sizes, and their effect on Random Access Memory (RAM) requirements, storage, processing and transfer protocols
- enterprise naming and archiving protocols
- work health and safety (WHS) requirements that relate to working for periods of time on computers.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- external storage media



- industry standard software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP3110 Develop detailed design concepts

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce a complex graphic design from a design brief.

It applies to individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems. They may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPPRP211 Develop a basic design concept.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Confirm brief requirements and end use with client according to enterprise procedures 1.2 Document job details according to enterprise procedures
2. Render graphic design	2.1 Convert client requirements into a design concept 2.2 Detail different graphic design ideas and concepts, and assess potential of each against brief requirements 2.3 Render unique graphic design concept according to the brief and

ELEMENT	PERFORMANCE CRITERIA
	<p>work health and safety (WHS) requirements</p> <p>2.4 Determine printing feasibility of rendered graphic design according to the brief requirements</p> <p>2.5 Produce visual showing position and fit of design elements to document design layout</p>
3. Prepare dummy	<p>3.1 Create range of visual interpretations of the brief to present options to client</p> <p>3.2 Present text and images graphically to conform to grid layout</p> <p>3.3 Calculate basic imposition according to printing and binding process requirements</p> <p>3.4 Produce dummy for copy mark-up and to obtain client feedback on design suitability</p>
4. Produce complex finished artwork	<p>4.1 Structure design concept step-by-step according to client brief and fit grid format</p> <p>4.2 Select type styles according to client brief and printing substrate</p> <p>4.3 Determine line reproduction quality required to achieve print reproduction standards</p> <p>4.4 Select images to conform to client brief and end use</p> <p>4.5 Select and combine colours to conform to client brief and end use</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Writes a design brief and complex work instruction based on client and stakeholder requirements</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates in spoken interactions to confirm and clarify understanding</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational policies and procedures within scope of own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater</li> </ul>

	<p>efficiency</p> <ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Identifies importance of ongoing generation of new ideas for viability of a work project</li> <li>Responds to predictable problems and implements standard and logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP311 Develop a detailed design concept.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3110 Develop detailed design concepts

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare two sets of finished artwork which incorporate line and tone work.

In the course of the above, the candidate must:

- communicate with the client to assess job requirements
- generate three design interpretations and select final according to client requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- brief parameters for preparing artwork and the instruments required for production
- use of colour for effect and harmony
- colour wheel elements and use of the Pantone Matching System
- print and electronic output system's effect on artwork preparation
- basic design principles in preparation of layouts and revision process
- processes for formatting, size, style and preparation of artwork with computer equipment for layouts and colour roughs
- industry-standard software and their uses for a designer
- work health and safety (WHS) requirements for using cameras or computers
- principles of, and procedures for, manual and electronic rendering
- effect of colour breakdown and sequence on printing operations, output considerations and jobs
- process for matching artwork to customer specifications as outlined on job sheet
- quality assessment and correction methods for externally produced artwork
- problems arising from using sub-standard and unsuitable artwork.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a printer and output devices
- industry-standard.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP3210 Produce typographic images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to typeset text in various sizes and shapes and images, position typographic images, and proof them for errors.

It applies to individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems. They may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPRP2210 Select and apply type.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify brief and design setting requirements 1.2 Select typeface, type-size, letter and word, and line spacing 1.3 Assess typeface and type-size according to ability to retain required characteristics through the reproduction stages 1.4 Position images according to design specifications
2. Produce and proof type	2.1 Produce type from copy using required layout and design and typesetting technology, according to work health and safety

ELEMENT	PERFORMANCE CRITERIA
	(WHS) requirements 2.2 Check and adjust typographic quality to meet brief requirements 2.3 Carry out proofreading and confirm typesetting meets brief requirements 2.4 Mark-up proofs with required proofreading marks
3. Assess text for punctuation and grammar	3.1 Read text and identify errors in grammar, punctuation and word-breaks 3.2 Correct errors and omissions in consultation with client

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace records and forms using technical and enterprise-specific vocabulary</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses technical language required for role and context</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>Determines effectiveness of decisions in terms of how well they meet stated design specifications</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create and save files in required format</li> </ul>



## **Unit Mapping Information**

Supersedes and is equivalent to ICPPRP321 Produce a typographic image.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3210 Produce typographic images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use software to select, set, arrange, evaluate and modify type for two different design briefs.

In the course of the above, the candidate must set and modify type in response to a range of audience and client requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- influence of printing process and electronic medium on typeface selection
- different methods used to produce type, including keyboard and electronic typesetting programs
- role of overall balance and emphasis of composition
- number of characters generally accepted in a line of text type
- relationship between point size and column width
- impact of viewing distance of the final product on point size selection
- kerning use and the reasons it is applied
- proofreading marks and their meanings
- uses of an apostrophe and common errors
- manufacturer manuals, and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a computer and keyboard
- industry standard software and typesetting programs.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP3220 Digitise images for reproduction

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to scan images, including line-art, greyscale and colour originals.

It applies to individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Scale original image 1.3 Clean and prepare work surfaces and confirm images are dust free 1.4 Mount original image according to enterprise procedures
2. Prepare scanner	2.1 Set up scanner and calibrate according to manufacturer specifications 2.2 Enter data from copy evaluation onto scanner 2.3 Select scanner software
3. Produce images	3.1 Identify medium being scanned 3.2 Confirm disk capacity is sufficient for the job

ELEMENT	PERFORMANCE CRITERIA
	3.3 Set and check processor according to job specifications 3.4 Scan images according to work health and safety (WHS) requirements 3.5 Check scanned images against technical specifications of job and make required adjustments

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise requirements and follows organisational procedures within scope of own role</li> <li>Takes responsibility for planning and organising own workload, and initiates standard procedures when responding to familiar problems</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks, and assembles required resources</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them as required</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP322 Digitise images for reproduction.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3220 Digitise images for reproduction

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use a full colour digital device to reproduce:
  - one line-art
  - one greyscale
  - one colour transparency (positive)
  - one colour reflective
  - one negative
  - one re-screen.

In the course of the above, the candidate must:

- comply with work health and safety (WHS) requirements for digital devices
- identify and select the settings on the digital device to meet job requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- scanner settings for printing processes and electronic media
- procedures for calibration of scanner
- colour mixing principles and separation requirements for:
  - primary colours
  - tone gradation and grey balance
- procedures for colour correction
- factors that contribute to, and methods for minimising, colour separation
- requirements for screen ruling and dot percentage
- impact of output resolution on final screen ruling

- WHS requirements for operating a scanner and handling solvents in the workplace
- manufacturer manuals, enterprise procedures and WHS and other documentation relevant to the task, including location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- scanner
- industry standard computer hardware and software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP3240 Create pages using page layout applications

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to compose pages according to a client design brief, using a high-end application.

It applies to individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems. They may also provide leadership and guidance to others, with limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRP224 Produce pages using a page layout application.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm client design brief	1.1 Identify, review and clarify details of client design brief with required personnel 1.2 Determine document type and work health and safety (WHS) requirements and assess production requirements 1.3 Assemble client copy and images 1.4 Access library files for required data



ELEMENT	PERFORMANCE CRITERIA
2. Set up document	2.1 Set up master pages with multiple columns 2.2 Prepare and format required text and select required fonts and size 2.3 Use master pages, templates and style sheets as required and confirm data is the same after transfer 2.4 Link text boxes and columns as required for text flow, and select chapter heading hierarchies 2.5 Set up colour palettes 2.6 Complete document set-up to conform to production requirements
3. Format elements	3.1 Format and arrange imported text, graphics and elements from other applications to design brief requirements and resolve any cross-application formatting issues 3.2 Create and arrange elements on page
4. Finalise artwork	4.1 Compose pages and combined elements to suit sheet size 4.2 Identify required numerical sequence and perform laydown of product and mock-up as required to meet binding and finishing requirements 4.3 Incorporate bleed allowance in margins and borders
5. Check quality	5.1 Check text for possible errors and discuss omissions and errors with required personnel 5.2 Check overall balance of layout and colour blends and gradients in arrangement of elements 5.3 Create and check proof for errors, omissions and overall layout balance 5.4 Make necessary changes, review on screen, and reproof as required 5.5 Save job according to enterprise procedures and manufacturer specifications 5.6 Create digital proof in required file format to present to client

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>• Identifies and evaluates text to establish job requirements</li> <li>• Uses explicit strategies to make connections between information and</li> </ul>

	ideas
Writing	<ul style="list-style-type: none"> <li>• Uses a variety of strategies for planning, drafting, reviewing and proofreading own writing</li> <li>• Selects text type to communicate information and ideas</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>• Participates in spoken interactions by using vocabulary, including technical language, relevant to role and context</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Selects and uses mathematical strategies to solve problems in familiar contexts</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies and follows explicit and implicit protocols and meets expectations associated with own role</li> <li>• Takes responsibility for decisions about when and how to complete tasks and coordinates with others</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Collaborates with others to achieve joint outcomes, playing an active role in facilitating interaction</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>• Operates from a broad conceptual plan, developing operational detail in stages, regularly reviewing priorities and performance during implementation, identifying and addressing issues</li> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies purposes, specific functions and key features of common digital systems and tools and operates them to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP324 Create pages using a page layout application.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3240 Create pages using page layout applications

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare three sets of page layouts according to client requirements.

In the course of the above, the candidate must:

- identify the substrate for reproduction and confirm the layout meets brief requirements
- communicate with others to create a product that meets brief requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- colour quality selection
- different qualities of various file types and their uses, including:
  - Tagged Image File Format (TIFF)
  - Encapsulated PostScript (EPS)
- colour relationships and types
- considerations in the printing process during the design phase, and problems that can occur if the printing process is overlooked
- the considerations regarding media size during imposition
- the difference between computer type and print type
- factors that affect overall design and layout, such as typography, readability and artwork arrangement
- market segmentation and the importance of the target audience
- the process for creating and saving templates and creating style guides and sheets
- manufacturer manuals, enterprise procedures and work health and safety (WHS) documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- page layout applications and software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP3250 Create graphics using graphics applications

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to develop graphics incorporating a range of features for cross-media publishing based on a client brief, using a high-end application.

It applies to individuals who select, adapt and transfer skills and knowledge to new environments, and provide technical advice and some leadership in resolution of specific problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Balance image quality and file size	1.1 Identify design brief and work health and safety (WHS) requirements and open graphics files 1.2 Repeat graphics using a symbol to reduce file size 1.3 Create slices from objects, layers and groups and update as required 1.4 Apply type anti-aliasing as required to keep small text readable 1.5 Automate tasks and use scripts for automation where required
2. Manipulate and import objects	2.1 Manipulate and edit objects and text as required 2.2 Define elements for repetition, use repetition tools to create duplicates and manipulate as a group

ELEMENT	PERFORMANCE CRITERIA
	2.3 Create complex shapes and edit as required 2.4 Embed and link images in required file format 2.5 Modify and duplicate images according to design brief requirements 2.6 Add an opacity mask to images 2.7 Export layered file to image editing program
3. Develop variable templates	3.1. Define objects within the template as variables, based on design brief requirements 3.2 Confirm variations, using data stored in any Open Database Connectivity (ODBC) compliant source 3.3 Test template variables to confirm required operation
4. Colour separate artwork	4.1 Determine colour separation format according to requirements of the enterprise workflow system 4.2 Set command preferences as required for print quality and process 4.3 Set colour separation options based on printer feedback and print requirements of the design brief 4.4 Combine process and spot colours as required 4.5 Select screen frequency value according to print quality requirements and save colour separation preferences 4.6 Create spreads and choke traps 4.7 Define overlapping and overprint of objects 4.8 Create proof and check separations 4.9 Complete any required editing and save file
5. Prepare for final media	5.1 Embed metadata tags to catalogue, organise and retrieve artwork 5.2 Select web-safe colours for cross-media publishing purposes 5.3 Choose file formats to represent artwork styles according to design brief requirements and manufacturer specifications 5.4 Link objects to create an image map meeting design brief requirements 5.5 Layer objects to create animation frames and export for animation set-up 5.6 Select compression options to keep image quality high and file size low 5.7 Set export options for the final media and save and export the file

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles resources required</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> <li>Utilises a broad range of features within digital applications optimising software functions to achieve requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Responds to some complex problems and implements logical solutions related to role in immediate work environment</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP325 Create graphics using a graphics application.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3250 Create graphics using graphics applications

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- develop at least two graphics for cross-media publishing using a high-end application, incorporating the following features:
  - complex shapes
  - modified embedded images
  - variable templates.

In the course of the above, the candidate must follow work health and safety (WHS) requirements for working on a computer.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- image formats
- enterprise workflow systems
- use of scripting languages
- text formatting and manipulation
- anti-aliasing
- shape drawing in graphics production software
- image manipulation
- factors that affect image quality
- design principles applied in graphics creation
- file formats required for export and transfer
- profiles
- considerations of colour management



- requirements of cross-media publishing
- work health and safety (WHS) requirements for working on a computer
- manufacturer manuals, work health and safety and enterprise documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- computer
- current software applications used for graphics production.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP3340 Prepare imposition format for printing processes

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to create layouts and impositions for printing.

It applies to individuals who develop lay-down sheets and imposition schemes, combine components and meet production and finishing requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare lay-down sheet and imposition scheme	1.1 Identify job specifications, work health and safety (WHS) requirements and special printing requirements 1.2 Apply printing processes, sheet sizes and binding and finishing instructions to finished artwork to generate an imposition scheme 1.3 Generate a lay-down sheet according to folding and binding machine requirements and special printing requirements
2. Finalise lay-down sheet and imposition scheme	2.1 Impose pages and combined components according to required sheet size and manufacturer specifications 2.2 Identify numerical sequence and perform lay-down of product and mock-up as required to meet binding and finishing requirements 2.3 Check and correct any errors in numerical sequence and

ELEMENT	PERFORMANCE CRITERIA
	lay-down of product

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Sequences steps involved in clearly defined, familiar tasks, and assembles required resources</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard and logical solutions related to role in immediate work environment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Understands purposes, specific functions and key features of common digital systems and tools and operates them to complete tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP334 Prepare an imposition format for printing processes.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3340 Prepare imposition format for printing processes

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare, set up and produce two layouts.

In the course of the above, the candidate must:

- identify the substrate for reproduction
- confirm imposition scheme meets required output quality.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- procedures in preparing a layout for a printing press
- different working methods for sheet-fed presses
- digital methods of preparing imposition
- factors that impact binding and issues that may arise
- image control marks important for press operation, and at binding finishing stage
- calculations used to determine layout size
- impact of paper considerations on type of imposition used
- factors that influence imposition choices
- manufacturer manuals and work health and safety (WHS) documentation, their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a computer
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP3820 Produce computer images for screen printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce a computer image for screen printing. It requires the individual to generate electronic art to a supplied layout film positive or computer cut stencil.

It applies to individuals who work under some supervision using practical skills and equipment to produce computer images for screen printing.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for scanning	1.1 Identify job requirements and determine production specifications 1.2 Scale original to conform to production specifications 1.3 Determine scanner setting 1.4 Clean and mount original according to production specifications 1.5 Select settings for original to be scanned
2. Scan and check image	2.1 Scan original according to enterprise quality requirements and work health and safety (WHS) requirements 2.2 Assess quality of scanned image for conformance to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and apply software for processing of text where required
3. Combine data	3.1 Identify and access required data from electronic files 3.2 Combine data sets with required applications according to job specifications 3.3 Access required fonts according to job specifications 3.4 Create page layout size and place elements in page according to job specifications 3.5 Apply trapping according to job specifications 3.6 Access step and repeat function and step elements 3.7 Configure output menu
4. Output image	4.1 Setup and perform maintenance on output devices according to manufacturer specifications and enterprise procedures 4.2 Identify and load required material into the output device 4.3 Activate system to initiate output 4.4 Monitor quality according to enterprise procedures 4.5 Prepare equipment and output devices for next activity according to enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational procedures within scope of own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles resources required</li> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features of digital tools optimising software functions for specific purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP382 Produce computer image for screen printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPPRP3820 Produce computer images for screen printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- scan, electronically combine and output to designated devices, two separate images using at least one of the following mediums:
  - film
  - stencil.

In the course of the above, the candidate must:

- demonstrate awareness of both digital and manual processes of image production
- follow work health and safety (WHS) requirements in the process of carrying out tasks.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for working with output devices
- digital and manual process of image production, their key features, advantages and disadvantages
- film and stencil mediums and their key features
- tolerance requirements for scaling original
- common scanner dots per inch (DPI) for graphic line images
- original angling
- optical character recognition (OCR) scanning, its state resolution and uses in formatting
- enterprise procedures for saving scans
- locating and accessing external files
- available software for combining images and processing text
- page layout size responsibilities

- types of elements used
- trapping and its application
- requirements for step and repeats in a job
- enterprise procedures for the output menu
- types of output devices used in screen printing and their maintenance
- range of substrates used in output devices
- locating files prior to output
- enterprise procedures for maintaining quality standards.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a scanner
- output devices
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP3850 Operate databases for digital printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to enter, retrieve and prepare data for personalised printing by integrating a database with a layout.

It applies to individuals who design and prepare layouts and artwork, manipulate images and text, and apply solutions to a defined range of problems. They may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Enter and retrieve data	1.1 Identify job specifications and organisational requirements and confirm data required for the job 1.2 Enter and complete data to meet job specifications 1.3 Create and modify fields as required 1.4 Use automated facilities for data checking 1.5 Locate and retrieve data 1.6 Use Help function to find solutions to queries 1.7 Save files to preserve data integrity and comply with organisational requirements
2. Set extraction	2.1 Confirm database fields meet job placement requirements for the

ELEMENT	PERFORMANCE CRITERIA
requirements	document format 2.2 Use database interrogation to prepare client data requirements 2.3 Process and save information extracted to the template according to job specifications 2.4 Use composition engine to achieve required data format and page layout requirements for merging variable data and static elements
3. Test data	3.1 Check data and confirm it is uncorrupted 3.2 Confirm data is in required sequence for the run 3.3 Confirm required dynamic links operate and settings conform to job specifications 3.4 Make and retest any adjustments required
4. Output data	4.1 Configure database to the printing device and set printing output parameters to meet output requirements 4.2 Identify and confirm quality standards for data output according to job specifications 4.3 Monitor run to identify improvement opportunities and maintain quality

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace records and forms using technical and enterprise specific vocabulary</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows organisational procedures associated with own role</li> <li>Identifies and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles resources required</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within digital applications to complete tasks and improve personal productivity, optimising</li> </ul>

	software functions for specific purposes
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRP385 Operate a database for digital printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3850 Operate databases for digital printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- complete two different jobs requiring entering, retrieving and preparing data for personalised printing using both text and graphics with fixed placement.

In the course of the above, the candidate must identify and correct errors in the data entry process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- required computer applications, including processes for use
- information found on job sheets and the processes followed to meet job requirements
- different fonts used and their effect on database composition
- different file formats and their relationship with the data entry process
- the process of maintaining data structure and integrity
- features and procedures for using Help functions on software
- issues involved in deciding on image parameters
- processes for storing and retrieving digital information
- expected production standards and common issues that may arise.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a composition engine
- printing and output devices
- industry standard software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP3960 Generate high-end PDF files

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to generate a high-end Portable Document Format (PDF) file.

It applies to individuals who check, set and create high-end PDF files ready to be sent to an imaging centre. Individuals respond to clearly defined briefs and work under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPPRP2840 Produce PDF files for online and screen display.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Check and prepare file	1.1 Confirm document meets layout requirements of job brief and that all elements meet print requirements 1.2 Check images meet resolution requirements 1.3 Edit images requiring cropping and compression in an image editing environment 1.4 Check images against recipient requirements and delete unnecessary elements and blank pages



ELEMENT	PERFORMANCE CRITERIA
2. Set up PDF assembly software	2.1 Set paper size and select fonts to meet print quality requirements 2.2 Identify PDF standard required for task 2.3 Select and check all software options according to requirements of the data recipient and resolve any problems identified 2.4 Set up job ticket according to enterprise procedures 2.5 Select advanced job options according to compatibility and system requirements 2.6 Name and save job options to required folder
3. Create PDF	3.1 Set PDF export options according to file preferences and export 3.2 Print file to device in compliance with work health and safety (WHS) requirements and confirm quality of all elements meets data recipient requirements 3.3 Alter file in the layout program and insert pages into multiple page documents as required 3.4 Convert and export additional files using the saved job option set

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> <li>Proofreads documents and confirms vocabulary, grammar and consistency of information and clarity of meaning</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace forms using technical and enterprise specific vocabulary</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Performs calculations to determine bleed allowances in pages and borders</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows enterprise procedures within scope of own role</li> <li>Takes responsibility for planning and organising own workload</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Uses required communication protocols and conventions to confirm and clarify recipient requirements</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Responds to predictable problems and implements standard and logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purposes, specific functions and key features of common digital systems and tools and operates them to create, edit and save</li> </ul>

	<p>files in required format</p> <ul style="list-style-type: none"><li>• Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPPRP396 Generate high-end PDF files.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP3960 Generate high-end PDF files

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare at least three different high-end Portable Document Format (PDF) files for pre-press.

In the course of the above, the candidate must evaluate at least two job and processing options to produce the required file.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for working on computers
- issues relating to electronic font modification
- image resolution requirements and the factors that affect them
- software options for confirming image quality, including tint areas and bleed allowance
- copyright regulations and their impact on quality print requirements
- the job options, compression, colour management, colour separation and font options available to meet brief requirements
- the enterprise procedure for checking process colour separations and spot colour jobs
- suitability of a PDF writer for high-end printing
- PDF export options.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a scanner
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP4210 Compose and evaluate typography

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to undertake advanced typesetting and typography involving contingencies and problem-solving beyond routine requirements.

It applies to individuals who compose type and manage storage and retrieval in the graphic pre-press sector of the printing and graphic arts industry. The individual works independently and is able to cope with the unexpected challenges related to the job.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRP2210 Select and apply type.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare type	1.1 Identify job specifications and enterprise procedures 1.2 Compose type according to work health and safety (WHS) requirements 1.3 Make allowance for type run-arounds, stipples, spot colour and complex shapes 1.4 Apply kerning to type
2. Solve typographic	2.1 Check equipment is capable of producing type to manufacturer

ELEMENT	PERFORMANCE CRITERIA
technical problems	specifications and enterprise procedures 2.2 Re-assess typographic elements and resolve technical problems as required for colour and reproduction of type 2.3 Consult with the client to determine if brief requires amendment 2.4 Check finished typography for conformance to client specifications and printing requirements
3. Manage type system	3.1 Use electronic type system to facilitate storage, retrieval and outputting of data 3.2 Confirm type software and fonts have current user licences that allow type to be used for the job 3.3 Store type software and files in required locations for future access

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>• Identifies and evaluates text to establish job requirements</li> <li>• Checks texts for compliance with punctuation and grammatical conventions</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>• Participates in spoken interactions with clients to confirm and clarify understanding</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies and complies with enterprise procedures</li> <li>• Assesses and identifies errors in own work to maintain required quality standards</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Identifies and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Uses a range of digitally based technology and applications to access and filter data, extract, organise, integrate and share information</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP421 Compose and evaluate typography.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP4210 Compose and evaluate typography

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- evaluate and produce two complex typographic jobs, incorporating the following features:
- complex shapes
- type run-arounds
- stipples
- spot colours.

In the course of the above, the candidate must identify substrate for reproduction and the printing process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- considerations for typeface selection for different printing processes and electronic media
- the effects of type alignment and justification on a job
- the effect of dynamic design layouts on type selection
- the difference between text point size and display point size
- basic classifications of text typefaces
- problems of using fine type in reverse print
- typographic principles to consider when stippling type
- the allowance that should be given to type run-arounds, complex shapes and spot colour
- technical problems related to colour and reproduction of type
- the importance of current user licences for fonts
- colour considerations when using text type
- references for evaluating the required grammar and punctuation in a job



- manufacturer manuals and work health and safety (WHS) and enterprise documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a computer
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP422 Digitise complex images for reproduction

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to undertake advanced, complex colour scanning or digital capture.

It applies to individuals who work in the graphic pre-press sector of the printing and graphic arts industry. They are responsible for image production that meets the technical specifications of the job.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Mount and prepare original copy	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
2 Set up and adjust scanner	2.1 Scanner is calibrated and program set according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.2 Colourcast and catch lights are assessed to ensure 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 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 a monitor or output device according to job specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Get the work done	1.1-1.3, 2.1-2.5, 3.1-3.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload using analytical processes to decide a course of action, and assembles required resources</li> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> <li>Utilises a broad range of digital software features for specific purposes</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPPRP422 Digitise complex images for reproduction	ICPPP422C Digitise complex images for reproduction	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP422 Digitise complex images for reproduction

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- safely 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
- provide high-quality colour, grey balance, tone reproduction and cast removal in scanned images
- match technical aspects of scanned image to selected printing process and substrate
- safely operate and monitor production on a flat-bed or drum scanner with full colour capabilities
- find and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain why scanner settings need to be varied to suit subsequent printing processes or electronic output
- list factors that influence selection of highlight and shadow aim points
- describe critical qualities of a copy that need evaluation prior to reproduction
- explain main points to be considered when preparing a copy for scanning
- describe how grey balance requirements are determined prior to applying colour correction
- describe factors that determine requirement for colour correction
- describe purpose of catchlight controls and how they are applied
- describe considerations necessary to ensure predictability and repeatability at the output stage

- list methods of storage and filing of images for retrieval
- explain criteria used for evaluating scanned images
- explain how common file formats relate to the scan saving process
- identify other file formats available for saving scans and when they are used
- identify manuals, safety and other documentation relevant to this task and where are they kept, and information included in them
- identify other sources of available information.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to:

- a flat-bed or drum scanner with full colour capabilities
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP4230 Apply colour to design briefs

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to apply colour to enhance artwork and meet the requirements of a design brief.

It applies to individuals who hold some responsibility for preparing design briefs to meet client requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare colour options	1.1 Identify brief requirements and target audience 1.2 Identify and clarify colour requirements of the brief as required 1.3 Compare different colour schemes used previously by self and others and select for current artwork according to brief requirements 1.4 Use colour tools to select overall colour composition according to target audience, balance and relationships
2. Apply colour to artwork	2.1 Apply colours to artwork according to brief specifications 2.2 Check and adjust colour and objects according to balance and emphasis requirements 2.3 Match halftones with similar colours as required

ELEMENT	PERFORMANCE CRITERIA
3. Check and prepare artwork	3.1 Assess overall artwork and confirm best possible colour options are used, given brief requirements and other artwork, making changes if necessary 3.2 Produce artwork samples that meet brief requirements 3.3 Save and prepare artwork for presentation to client

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates information contained in a range of texts to establish job requirements</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates in spoken interactions with others to confirm and clarify understanding</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses percentages and proportions to adjust colour balance</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> <li>Evaluates outcomes of design decisions to identify improvement opportunities</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications optimising software functions for specific purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP423 Apply colour to design brief.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRP4230 Apply colour to design briefs

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- apply colour to prepare and produce at least two artworks.

In the course of the above, the candidate must apply colour theory in colour scheme selections for brief.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- colour theory in printing processes
- reducing colour for compression processes
- target audience responses to colour
- functions of colour tools
- balance and emphasis requirements
- colour attributes and their application to design briefs
- halftones and their applications in colouring artworks
- browser safe colours
- colour models applied to design briefs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry-standard software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP4300 Manage colour

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to manage colour in pre-press operations to ensure proofs, monitors and final products match requirements.

It applies to individuals who work in the graphic pre-press sector of the printing and graphic arts industry. Individuals may also take responsibility for production flow and provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify colour requirements	1.1 Determine printing conditions to identify colour management requirements 1.2 Establish printer's requirements to guide provision and use of International Colour Consortium (ICC) colour profiles
2. Prepare test charts for press	2.1 Identify and select required test charts 2.2 Print test chart with enterprise standard ink densities on a range of standard and non-standard stock 2.3 Use colour measuring technology to examine printed test charts and generate colour profile for that press and stock

ELEMENT	PERFORMANCE CRITERIA
3. Calibrate digital proofing device	3.1 Linearize proofer for required stock 3.2 Produce digital test file 3.3 Print test file on a proofing device and on the type of press that will be used to obtain a proof for both film and direct-to-plate technologies 3.4 Measure results with a spectrophotometer 3.5 Use results to generate output profile that allows for dot gain, Grey Component Replacement (GCR), Under Colour Removal (UCR), total gradients and black values
4. Create different monitor profiles using colour tuning package	4.1 Set contrast and brightness 4.2 Apply Red, Green, Blue (RGB) and Cyan, Magenta, Yellow, Key/black (CMYK) and ICC profiles 4.3 View jobs on screen through required profiles
5. Calibrate scanner and digital camera	5.1 Load test chart 5.2 Calibrate scanner 5.3 Scan test chart and output digital proof 5.4 Use spectrophotometer to measure proof and generate and load ICC profile into scanning software 5.5 Set up standard lighting conditions according to colour management requirements 5.6 Photograph ICC target and output digital proof 5.7 Use spectrophotometer to measure proof and ICC profile as generated 5.8 Load ICC profile into digital camera software
6. Carry out maintenance	6.1 Check system according to enterprise requirements 6.2 Update system and fix an errors identified during checks according to enterprise requirements
7. Use colour profiles	7.1 Use selected profiles and confirm colour on monitors, proofs and final product match requirements 7.2 Use press fingerprint for final output in a controlled environment 7.3 Include colour wedges in all files and outputs

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses technological devices to measure and record data and act on results</li> <li>Determines numerical measurements of specialised equipment</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> <li>Identifies and addresses tasks that require proactive monitoring on a regular basis</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Analyses results from technical instruments and test samples to diagnose problems</li> <li>Identifies purposes, specific functions and key features of complex digital systems and tools and analyses multiple sources of information</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP430 Manage colour.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPPRP4300 Manage colour

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce a portfolio of three jobs that demonstrates that:
  - the final product printed was printed on various stocks and matches digital proofs on simulated stock
  - monitors were checked to confirm they have different loaded profiles that match the requirements of the portfolio jobs
  - enterprise colour management system maintenance procedures have been followed.

In the course of the above, the candidate must:

- demonstrate awareness of colour theory and proofing in pre-press process
- confirm colour in proofs, monitors and final products match.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- HS issues encountered during colour management for pre-press
- light, including:
  - measurements of light intensity and colour temperature
  - standard lighting conditions for matching colour
  - effects different lighting conditions have on using monitors, proofing and printing
- colour theory, including:
  - the difference between Red, Green, Blue (RGB) and Cyan, Magenta, Yellow, Key/black (CMYK) colour
  - Under Colour Removal (UCR) and Grey Component Replacement (GCR) theory and their respective effects on images
  - colour communication standards

- common colour management problems and solutions
- colour measuring technology, including densitometers and spectrophotometers
- use of International Colour Consortium (ICC) profiles, including effect on output
- when an ICC profile is included in a Portable Document Format (PDF) file
- scanning theory, including:
  - factors that influence selection of highlight and shadow aim points
  - determination of grey balance requirements and why it is prior to the application of colour correction
  - factors that determine colour correction requirements
- printing processes, including:
  - ink densities and their application to stocks and different types of jobs
  - the effects different stocks and inks have on colour reproduction throughout the printing process
  - the effects of age and configuration of the press (eg. 2-colour vs. 4-colour) on colour reproduction
  - dot gain and its effect on colour
  - the impact of type of press and printing process on final output
  - strengths and limitations of different printing processes in colour reproduction
- sources of information about colour management.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- densitometers and spectrophotometers
- scanner
- a digital camera
- digital proofing devices
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP4350 Generate complex imposition

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to undertake complex electronic imposition.

It applies to individuals who work in the graphic pre-press sector of the printing and graphic arts industry. The individual takes responsibility for meeting job specifications with a minimum delay in workflow.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Impose images electronically	1.1 Identify job and manufacturer specifications and industry designated software for job 1.2 Apply industry designated software to imposition of images 1.3 Assess imposition options and confirm best fit for final substrate size 1.4 Review press particularities and trapping variables in industry designated software
2. Finalise imposition	2.1 Check and correct technical problems with imposition in imposition scheme according to enterprise and work health and safety (WHS) requirements and manufacturer specifications 2.2 Identify the cutting, creasing and folding requirements for the



ELEMENT	PERFORMANCE CRITERIA
	job 2.3 Prepare a lay-down sheet according to cutting and creasing and folding requirements 2.4 Calculate binding and finishing requirements according to job specifications

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Ensures technical and production issues are taken into account in decision-making</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications, optimising software functions for specific purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP435 Generate complex imposition.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP4350 Generate complex imposition

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce two complex impositions that meet agreed job specifications.

In the course of the above, the candidate must:

- identify the substrate and printing process required for reproduction
- evaluate and select from a range of imposition options to generate the required specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- effect of subsequent printing processes and electronic output on imposition
- the purpose of imposition marks
- principles of imposition, including:
  - the difference between saddle stitch and perfect binding
  - the purpose of head margins
  - the difference between sheetwise and work and turn methods
- preparation of data, including:
  - trapping requirements
  - considerations when saving a PostScript file
  - requirements of an imposition set up document
- use of imposition programs, including:
  - installation of fold and cut marks
  - nomination of creep settings
  - creep and bottling

- output techniques, including:
  - the need for an available server signature for the output station
  - techniques used to verify pictures and fonts are available
  - the purpose of a mock-up
- manufacturer manuals, enterprise procedures and work health and safety (WHS) documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- output devices
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP4840 Set up and operate automated workflow

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to operate a digital workflow to check files, manage job tickets, manage colour and prepare files for output.

It applies to individuals who set up and operate an automated workflow to produce a print-ready file.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Check job files and perform pre-flight	1.1 Identify job specifications, work health and safety (WHS) requirements and enterprise procedures and check and confirm all details required for the job 1.2 Load files and check all file resources to determine if file is ready for production 1.3 Identify file format and select method of submission according to job specifications 1.4 Embed missing fonts where available and optimise, crop and compress image data as required 1.5 Thicken hairlines to a minimum width according to job specifications 1.6 Assign and down sample layout images as high resolution data

ELEMENT	PERFORMANCE CRITERIA
	1.7 Generate thumbnails for viewing pages
2. Create portable job ticket format processors	2.1 Define parameters for individual elements and steps for all phases of the job 2.2 Sequence all job phases according to workflow and enterprise processes 2.3 Set access levels for operators according to job and manufacturer specifications 2.4 Review and save workflow definition
3. Transform colours	3.1 Check assigned colour libraries for consistency and convert colour names if inconsistency is present 3.2 Convert spot colours to process colours as required 3.3 Identify and select International Colour Consortium (ICC) profile according to job specifications 3.4 Match output colours to colours input using selected International Colour Consortium (ICC) profile 3.5 Set colours for final proof output
4. Set trapping parameters and proof pages	4.1 Use portable job ticket format trapping settings and add additional trapping requirements as required 4.2 View and check traps in file, and modify and remove as required 4.3 View a separation-capable proof to confirm separations will output as required 4.4 Assign imposition plan to the job 4.5 Print form proof from plotter containing all printer marks, and view signature marks for final checking 4.6 Output and check pages on a proofer, making any required changes before client approval
5. Prepare for output	5.1 Output jobs to be imaged to required output media 5.2 Capture and manage data according to enterprise procedures 5.3 Generate information for presetting of cutting and folding machines as required and confirm plug-ins are available 5.4 Export and save Job Definition Format files as required for the print console and output for required output media 5.5 Save and archive job data 5.6 Sign-off documentation according to enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> <li>Proofreads documents and confirms vocabulary, grammar and consistency of information and clarity of meaning</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace documents using technical and enterprise-specific vocabulary</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Participates in spoken interactions with clients to confirm and clarify understanding</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational procedures relevant to own role</li> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Uses required communication protocols and conventions to gain client approval</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles required resources</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications, optimising software functions for specific purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP484 Set up and operate automated workflow.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP4840 Set up and operate automated workflow

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- set up and operate an automated workflow to produce two different print-ready files.

In the course of the above, the candidate must:

- identify and operate a range of software applications according to brief requirements
- communicate with the client and adapt to new information and requirements as required.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- file resource checks during pre-flight
- required file formats
- different submission methods and the selection criteria for different file formats
- the purpose of changing hairline effects
- enterprise workflow process
- enterprise process for sequencing a job
- the importance of the colour space
- International Colour Consortium (ICC) profiles and their use in printing
- trapping
- criteria for checking that separations will output
- enterprise procedures for dealing with CIP3 and CIP4 data
- work health and safety (WHS) requirements for completing changeovers
- manufacturer manuals, work health and safety and enterprise documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry software packages for automation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRP4940 Develop document content and structure

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to develop the content meaning and document structure for web page and electronic publishing purposes.

It applies to individuals who are responsible for creating and delivering documents to readers in electronic output and for-print format, and who work under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPPRP3960 Generate high-end PDF files.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify document requirements	1.1 Identify job specifications 1.2 Develop document content and structure according to document intent and final media requirements 1.3 Identify and group information according to the job brief 1.4 Determine target audience requirements and expectations according to the brief
2. Input content	2.1 Arrange information according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Simulate generation of new documents based on the original content to test content meaning</p> <p>2.3 Prepare an information hierarchy, catering for physical file storage</p>
3. Develop information architecture and navigation system	<p>3.1 Design information hierarchy, accounting for navigation and access between files and groups of content</p> <p>3.2 Develop information hierarchy, checking data to confirm hierarchy sequence</p> <p>3.3 Prepare search and retrieval mechanisms for content discovery</p> <p>3.4 Create high level, local and document navigation systems based on information architecture</p>
4. Design information layout	<p>4.1 Develop templates for textual and graphic elements to facilitate consistent and uniform layout and visual design</p> <p>4.2 Link an extensible template to the document</p>
5. Test document	<p>5.1 Develop suite of prototypes for all document levels</p> <p>5.2 Test rigour of information architecture at all levels</p> <p>5.3 Test functioning and intuitive use of navigational features for all levels according to intended audience</p> <p>5.4 Test visual design and layout at all levels against required onscreen design principles</p> <p>5.5 Test for levels of accessibility for people with disabilities</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates text to establish job requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and meets organisational and industry requirements associated with own role</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload using analytical processes to decide on a course of action</li> <li>Selects and assembles resources required</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Utilises a broad range of features within applications, optimising software and computer functions for required purposes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPPRP494 Develop document content and structure.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP4940 Develop document content and structure

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- create two different documents, both of which have:
  - evidence of information structures for document assembly
  - intuitive design for the intended audience’s navigation
  - been tested successfully.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- the difference between a data store document and document layout application
- meta languages used for multiple audiences
- metadata, and the Publishing Requirements for Industry Standard Metadata (PRISM)
- personalised Print Markup Language (PPML)
- principles of document navigation and accessibility
- enterprise procedures for intuitive labelling and indexing
- content conversion, management and models
- information hierarchy for documents
- final media requirements
- physical file storage
- search and retrieval mechanisms
- process for linking extensible templates
- process for testing rigour of information architecture
- process for testing navigation features
- onscreen design principles
- data mapping.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP2150 Prepare screen

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to safely select and prepare screens for printing using appropriate equipment and procedures.

It applies to individuals working under direct supervision and performing mainly routine tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare frame	1.1 Select frame according to job specifications 1.2 Select tools and equipment for frame preparation according to standard indicated in job specifications 1.3 Prepare frame surface and confirm meets requirements to receive mesh
2. Select mesh	2.1 Select mesh type according to job specifications 2.2 Identify imperfections and flaws and take action to resolve 2.3 Measure mesh and cut from supply to meet screen specifications
3. Stretch and fix mesh	3.1 Position mesh in tensioning equipment at required angle

ELEMENT	PERFORMANCE CRITERIA
	3.2 Set and apply tension 3.3 Check tension according to manufacturer or supplier specifications 3.4 Pre-stretch mesh prior to fixing and fix mesh to frame according to frame construction requirements 3.5 Mix chemicals for application according to manufacturer specifications 3.6 Remove screen from apparatus after required curing
4. Convert mesh	4.1 Select chemicals for conversion of mesh according to manufacturer specifications 4.2 Apply chemicals for conversion according to manufacturer specifications and to work health and safety (WHS) requirements
5. Label and store screen	5.1 Identify and label screens 5.2 Store screens according to enterprise procedures and storage requirements

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets textual information to determine and adhere to requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to legibly and correctly complete workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses mathematical formulae to calculate measurements, ratios, scale and angles</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety</li> <li>Complies with all organisational procedures relevant to own role</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Follows clearly defined instructions and sequencing and monitors own progress for the task</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or</li> </ul>

	logical solutions
Technology	<ul style="list-style-type: none"><li>Identifies the purpose and some specific functions of common digital tools used in work contexts</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP215 Prepare screen.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPSCP2150 Prepare screen

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select two different screen frame types, stretch and fix mesh and prepare screen for stencil application, according to manufacturer and job specifications, enterprise procedures and work health and safety (WHS) requirements.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - handling blades
  - handling chemical materials
- reasons why a frame is needed and the selection criteria for a particular frame
- tools required to prepare the frame surface
- key features that indicate a good surface for mesh adhesion has been achieved
- the different mesh types and the type of job each mesh type would be suited to
- common flaws or issues in screen mesh, their identifying criteria and correction methods
- techniques used to minimise wastage when cutting mesh
- position the mesh is placed in before tensioning
- methods of pre-stretching the mesh prior to securing it
- steps taken to measure tension
- various methods of fixing mesh to frame
- different pre-tensioning techniques available
- methods for converting screen mesh chemically and mechanically
- method for identifying the mesh on a screen
- ideal and required conditions for storing screens
- manufacturer specifications for the storage and use of chemicals in mesh conversion

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- special purpose tools, equipment and materials
- chemicals
- mesh
- frames.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP2210 Prepare substrate

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to select and safely prepare and store a wide range of substrates for screen printing.

It applies to individuals working under direct supervision and performing mainly routine tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare substrate	1.1 Select substrates according to job specifications and end use requirements 1.2 Carry out processing of substrate 1.3 Identify and implement user maintenance requirements according to manufacturer specifications 1.4 Inspect substrate and assess print capability, including any special preparation requirements 1.5 Pre-treat substrate, as required 1.6 Label substrate is according to enterprise procedures
2. Store and handle	2.1 Handle materials according to manufacturer specifications and

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
substrate	<p>work health and safety (WHS) requirements</p> <p>2.2 Store materials and substrate according to manufacturer specifications</p> <p>2.3 Dispose of offcuts of materials according to regulatory requirements and enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Identifies and evaluates textual information to determine and adhere to requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes required details legibly and accurately for reference details</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies basic numerical data to determine volumes and dimensions of required substrate</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to legal and regulatory requirements with specific reference to safety</li> <li>Complies with all organisational procedures relevant to own role</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Follows clearly defined instructions and sequencing and monitors own progress for the task</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purpose and some specific functions of common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP221 Prepare substrate.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSCP2210 Prepare substrate

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select, process and store two substrates according to manufacturer specifications, job specifications and enterprise procedures.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - handling and storing materials and substrate
  - handling blades
- the types of jobs that would suit different substrate grades and thicknesses
- key factors identifying defects and irregularities in the substrate
- the required pre-treatment of the surface before printing
- the tests required to determine the substrate suitability for printing
- the method for cutting substrate to minimise wastage
- the equipment and methods used for preparing substrate
- quality standards of preparation monitoring
- handling and storage procedures to prevent damage to substrate prior to printing
- the regulatory requirements and procedures for the disposal of substrate offcuts
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to substrates.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP2330 Manually prepare direct emulsion stencil

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to safely select, prepare and store direct emulsion stencils using manual techniques.

It applies to individuals working in the printing and graphic arts industry under direct supervision and performing mainly routine tasks such as monitoring equipment and ensuring set processes are followed.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare work area and equipment	1.1 Clean work area according to enterprise procedures 1.2 Inspect equipment and undertake remedial action prior to commencement of work as required 1.3 Select coating trough and confirm it is free of nicks and burrs
2. Prepare screen	2.1 Select screen according to job specifications 2.2 Apply and remove according to work health and safety (WHS) requirements and manufacturer specifications 2.3 Check tension of screen mesh



ELEMENT	PERFORMANCE CRITERIA
3. Produce emulsion	<p>3.1 Select emulsion according to requirements for ink type, print resolution, substrate, mesh type and machine type</p> <p>3.2 Check emulsion expiry date and take action as required</p> <p>3.3 Prepare emulsion</p> <p>3.4 Apply and dry emulsion according to manufacturer specifications</p>
4. Process coated screen	<p>4.1 Position image films onto prepared screen and position in cleaned and prepared exposure device</p> <p>4.2 Position light source according to manufacturer specifications</p> <p>4.3 Calculate exposure and expose stencil</p> <p>4.4 Remove exposed screen from vacuum frame exposure device</p> <p>4.5 Wash exposed screen according to WHS requirements and manufacturer specifications</p> <p>4.6 Inspect processed stencil or screen for flaws, scum and orientation</p> <p>4.7 Spot out pinholes and tape according to ink type and job specifications</p>
5. Clean stencil	<p>5.1 Dry processed stencil according to manufacturer specifications</p> <p>5.2 Remove backing sheet and check stencil for full adhesion</p>
6. Store screen	<p>6.1 Label prepared screen according to enterprise procedures</p> <p>6.2 Store prepared screen according to manufacturer specifications</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes required details legibly and accurately for reference details</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies basic numerical data and calculates whole numbers and decimals for exposure time and measurements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to enterprise procedures relevant to own role</li> </ul>
Planning and	<ul style="list-style-type: none"> <li>Follows clearly defined instructions and sequencing and monitors</li> </ul>

organising	own progress for the task <ul style="list-style-type: none"><li>• Takes responsibility for routine low-impact decisions within familiar situations</li></ul>
Problem solving	<ul style="list-style-type: none"><li>• Responds to predictable problems and implements standard or logical solutions</li></ul>
Technology	<ul style="list-style-type: none"><li>• Identifies the purpose and some specific functions of some common digital tools used in work contexts</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP233 Manually prepare direct emulsion stencil.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2330 Manually prepare direct emulsion stencil

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare two different direct screens and two direct emulsion stencils using manual coating and exposure techniques according to manufacturer and job specifications, enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - working with UV exposure light
  - handling chemical materials
  - preparing emulsions
  - washing out exposed screens
- importance of the mesh count
- effect of screen tension on emulsion coating
- method of determining the emulsion required for the job and emulsion selection requirements
- importance of preparing the work area and equipment
- effect of the coating trough edge on emulsion coating
- reasons for checking the expiry date of emulsions
- maximum temperature at which the emulsion can be dried
- need to have vacuum pressure in the vacuum frame
- selection process for the light source position
- formula and process used to calculate optimum exposure time
- effects of overexposure and underexposure
- effect on exposure of a white or coloured mesh

- procedure for washing the screen out as required
- characteristics determining a good and bad stencil
- reasons for drying the screen before blocking out
- factors determining the type of filler used for blocking out
- reasons for spotting pinholes and taping the screen
- qualities by which stored screens can be identified at a later date
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- chemicals
- stencil equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP2700 Manually prepare and produce screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to manually prepare and produce screen prints using manual screening techniques for long print runs that involve a production process.

It applies to individuals working in the printing and graphic arts industry under direct supervision and performing mainly routine tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Use material safety data sheets (MSDS) to identify safe chemical handling procedures 1.2 Check substrate for conformance to job specifications and report or rectify irregularities 1.3 Check ink for conformance to job specifications 1.4 Check stencil for conformance to job specifications 1.5 Adjust substrate position and stencil registration 1.6 Apply ink to screen in quantity required for screen size
2. Prepare for production	2.1 Run off proof print and check for quality and other technical

ELEMENT	PERFORMANCE CRITERIA
run	<p>requirements according to job specifications, and make adjustments as required</p> <p>2.2 Seek approval from designated personnel to commence production</p> <p>2.3 Set up belt speed and energy and adjust printing speeds according to job requirements</p>
3. Run job and monitor print quality	<p>3.1 Operate equipment to produce screen print according to job specifications and adjust production speed as required</p> <p>3.2 Evaluate print quality throughout production run and adjust as required</p> <p>3.3 Monitor and adjust curing and drying according to manufacturer specifications</p> <p>3.4 Identify and report problems in machine operation according to enterprise procedures</p>
4. Stack production output	<p>4.1 Confirm drying and curing of output prior to stacking</p> <p>4.2 Check job status and progress against job specifications and make adjustments as required</p>
5. Conduct shutdown	<p>5.1 Transfer material to required destination</p> <p>5.2 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications</p> <p>5.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.4 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures</p> <p>5.5 Identify, store and maintain tools and equipment according to manufacturer specifications and enterprise procedures</p> <p>5.6 Apply correct procedure for dealing with spilt chemicals according to WHS requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>• Completes required details accurately using enterprise specific factual information</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Identifies numerical information and makes basic calculations to adjust production processes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Takes personal responsibility for adherence to regulatory and WHS requirements</li> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Follows clearly defined instructions and sequencing and monitors own progress for the task</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies the purpose and some specific functions of common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP270 Manually prepare and produce screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2700 Manually prepare and produce screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up screen printing machinery and produce at least two print jobs on different substrates, using fundamental manual screening.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating screen printing machinery
  - producing a manual print
  - operating drying or curing systems
  - handling and disposing waste, liquids and other materials
- material safety data sheets (MSDS) and the information they contain
- necessity of checking the substrate for conformance to job specifications
- action required if the ink did not comply with job specifications
- proof quality and technical requirements, including:
  - colour and strength
  - registration and clarity
  - adhesion
  - gloss level
  - drying or curing
  - artwork detail
- compliance checks made with the stencil
- limitations that arise when setting the substrate position
- result if too much ink is applied to the screen



- items to check on the printed sheet when the proof print has been run off
- factors determining the drying or curing system used for the job
- sources of product and machine specifications
- result that would occur if the belt speed was too high
- reasons why it is required to obtain final approval before commencing the production run
- aspects of the print evaluated during printing
- reasons for making ink alterations during the run
- steps taken with the workplace documentation once the print run is completed
- maintenance to carry out on machine and faulty equipment reporting procedure
- steps taken to determine whether a print is dried or cured prior to stacking
- result of stacking while the ink film is still wet
- actions required if problems occur with the job
- method for identifying the job's destination when the run has been completed
- cleaning procedures for screens, equipment and surrounding areas, and the impact if they are not followed
- waste disposal procedures for liquids and other materials, and impact if not followed
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- cleaning chemicals
- manual screen printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP2710 Manually produce basic screen prints

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to manually produce one or two colour screen prints in short runs or limited art prints.

It applies to individuals working under direct supervision and performing mainly routine tasks such as monitoring equipment, selecting appropriate products and ensuring enterprise processes and procedures are followed.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Load substrate	1.1 Check substrate against job specifications and report and rectify, within scope of own role, any irregularities 1.2 Adjust substrate position and stencil registration according to job specifications 1.3 Apply ink to screen according to job specifications
2. Prepare for production	2.1 Run off proof print and check for colour, strength, registration, adhesion, clarity, gloss level, drying or curing, artwork detail and other technical aspects according to job specifications 2.2 Make adjustments as required

ELEMENT	PERFORMANCE CRITERIA
	2.3 Seek required approval to commence production prior to commencement 2.4 Set belt speed and energy required to achieve required curing or drying properties
3. Run job and monitor print quality	3.1 Adjust printing speed production to maximise quality and output 3.2 Monitor, evaluate and adjust print quality as required 3.3 Monitor effects of ink alterations during run and report any discrepancies according to enterprise procedures 3.4 Complete required workplace documentation 3.5 Monitor and adjust curing and drying according to manufacturer and job specifications
4. Stack production output	4.1 Check output for thorough drying or curing prior to stacking 4.2 Check job status and progress against job specifications and take action as required
5. Finish operation	5.1 Identify and report fault conditions according to enterprise procedures 5.2 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications 5.3 Dispose of waste materials according to manufacturer specifications, regulatory requirements and enterprise procedures 5.4 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>• Establishes job requirements from relevant information</li> <li>• Identifies process from procedural documentation</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Completes required details accurately using enterprise specific and factual information</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Uses simple mathematical calculations to determine quantities and optimum output</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>• Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety</li> <li>• Complies with all organisational procedures relevant to own role</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Follows clearly defined instructions and sequencing and monitors own progress for the task</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies the purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP271 Manually produce basic screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2710 Manually produce basic screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manually produce two different print runs according to job specifications, enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - setting up and operating equipment
  - producing a manual print
  - cleaning and disposing of waste
- the procedure for setting up the frame relative to the position of the print image and base board
- the checks to be made of the ink to determine its suitability for printing on a particular substrate
- the checks to be made on the printed sheet when the proof print has been run off
- the system used for drying or curing
- factors affecting required belt speed for drying or curing
- the method for determining whether a print is dried or cured prior to stacking
- key indicators of faults in equipment and enterprise personnel to report to
- the maintenance requirements for equipment or machinery used to produce manual prints
- cleaning and waste disposal procedures during the production of manual prints
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- special purpose tools, equipment and materials
- manual screen printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP2730 Semi-automatically produce basic screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to safely produce one or two colour semi-automatic screen prints.

It applies to individuals working under direct supervision in the printing and graphic arts industry. They perform mainly routine tasks such as monitoring, adjusting and cleaning equipment, selecting products and ensuring set processes are followed in the use of a semi-automatic printing machine.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Check substrate against job specifications and report and rectify any irregularities or inconsistencies 1.2 Adjust substrate position and stencil registration 1.3 Apply ink to screen in quantity required for screen size 1.4 Mix colour and ink and check against job specifications

ELEMENT	PERFORMANCE CRITERIA
2. Prepare for production run	2.1 Run off proof print and check for quality and other technical requirements according to job specifications, and make adjustments as required 2.2 Seek approval to commence production from designated personnel 2.3 Set up belt speed and energy and adjust printing speeds according to job requirements
3. Run job and monitor print quality	3.1 Operate equipment to produce screen print according to job specifications and adjust production speed as required 3.2 Evaluate print quality throughout production run and adjust as required 3.3 Monitor and adjust curing and drying according to manufacturer specifications 3.4 Identify and report problems in machine operation according to enterprise procedures
4. Stack production output	4.1 Confirm drying and curing of output prior to stacking 4.2 Check job status and progress against job specifications and make adjustments as required
5. Shut down machine	5.1 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies process from enterprise procedures, manufacturers and suppliers</li> </ul>



Numeracy	<ul style="list-style-type: none"> <li>• Uses simple mathematical calculations to determine curing and drying times, required supplies and optimum belt speeds</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Takes personal responsibility for adherence to regulatory requirements with specific reference to safety</li> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Follows clearly defined instructions and sequencing and monitors own progress for the task</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies the purpose and specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP273 Semi-automatically produce basic screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2730 Semi-automatically produce basic screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two different one or two colour print runs, using a semi-automatic machine
- demonstrate use of control, monitoring and data entry systems.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - operating a semi-automatic printing machine
  - cleaning and screen removal
  - waste disposal
- the required substrate, finished size, length of run and order of colours from the job specifications
- the required placement of image on the sheet and the significance of substrate guides or lays in preparation for printing
- features of the ink selection system
- set parameters of belt speed and head units
- type of squeegee or flood coater and the squeegee angle used
- process of producing a proof print and quality requirements to be checked on the proof, including:

- colour and strength
- registration and clarity
- adhesion
- gloss level
- drying or curing
- artwork detail
- process of the continuous monitoring of print quality
- process of drying and curing of ink before stacking
- procedure required for disposing of unused ink and solvent rags
- frequency and type of maintenance that should be performed on the printing machine
- indications of faults in equipment and enterprise personnel to report to
- regulatory requirements governing cleaning and waste disposal procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to a semi-automatic printing machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP2750 Automatically produce basic screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to safely produce one or two colour screen prints on an automatic printing machine.

It applies to individuals working under direct supervision in the printing and graphic arts industry. They perform mainly routine tasks such as monitoring, adjusting and cleaning equipment, selecting products and ensuring set processes are followed in the use of an automatic printing machine.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Check substrate against job specifications and report and rectify any irregularities or inconsistencies 1.2 Adjust substrate position and stencil registration 1.3 Apply ink to screen in quantity required for screen size 1.4 Check ink against job specifications and adjust as required 1.5 Set and adjust feeder according to substrate requirements
2. Prepare for production run	2.1 Run off proof print and check for quality and other technical requirements according to job specifications, and make adjustments

ELEMENT	PERFORMANCE CRITERIA
	as required 2.2 Seek approval to commence production from designated personnel 2.3 Set up belt speed and energy and adjust printing speeds according to job requirements
3. Run job and monitor print quality	3.1 Operate equipment to produce screen print according to job specifications and adjust production speed as required 3.2 Evaluate print quality and sheet feeder throughout production run and adjust as required 3.3 Monitor and adjust curing and drying according to manufacturer specifications 3.4 Identify and report problems in machine operation according to enterprise procedures
4. Handle production output	4.1 Confirm drying and curing of output prior to handling 4.2 Check job status and progress against job specifications and make adjustments as required
5. Shut down machine	5.1 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications 5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures 5.3 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Completes required details using enterprise specific and factual information</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine curing and drying times and optimum belt speed</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to regulatory</li> </ul>

	<p>requirements with specific reference to safety</p> <ul style="list-style-type: none"> <li>• Monitors own progress for the task</li> <li>• Complies with enterprise procedures relevant to own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Follows clearly defined instructions and sequencing</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical solutions</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies the purpose of specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP2750 Automatically produce basic screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2750 Automatically produce basic screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex prints of more than two colours, containing line and tone using an automatic screen printing machine.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- demonstrate use of control, monitoring and data entry systems
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, and WHS risks and requirements for:
  - setting up and operating infra-red or UV curing units
  - maintaining and using an automatic printing machine
  - handling inks and solvents
  - cleaning equipment, squeegees/flood coaters, and surrounding areas
- machine adjustments required prior to set up and after printing, including maintenance on machine, feeder, and drying or curing units
- process for selecting substrate to job specifications and its required machine printing rate
- procedure for checking screen sequence of colours, ink, substrate and squeegee or flood coater prior to printing
- system for setting feed board and loading substrate, and preparations required prior to loading the feeder

- steps taken to position, register and lock the screen in position
- need to adjust the off contact or peel-off requirements of the screen
- relationship between ink deposit, squeegee speed and belt speed and temperature of drying or curing unit
- effect of humidity on the substrate
- required ink viscosity prior to and during printing, required output handling to prevent ink offsetting, and effect that ink conditions have on output capacity
- checks on and maintenance of print quality that take place during the run
- need to determine exact count of the output and record production details on the job sheet
- aspects and quality requirements of proof requiring checking after run and their adjustment procedures, including:
  - colour and strength
  - registration and clarity
  - adhesion
  - gloss level
  - drying or curing
  - artwork detail
- procedures for removing ink without damaging the screen
- indicators of faults in equipment and enterprise personnel to report to
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- automatic printing machine
- more than two colours.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPSCP2810 Finish screen print products

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to undertake finishing processes used on screen printed products not covered by converting, binding and finishing units.

It applies to individuals working under direct supervision in the printing and graphic arts industry. They perform mainly routine tasks such as monitoring, adjusting and cleaning equipment, selecting appropriate products and ensuring enterprise processes and procedures are followed in the final stages of processing screen prints.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Receive printed product	1.1 Collect screen print job and undertake quality checks according to job specifications 1.2 Identify and report defects or irregularities and rectify within scope of own role
2. Carry out final processing	2.1 Determine final processing requirements of job from job specifications 2.2 Identify equipment and materials required for final processing and prepare according to manufacturer and job specifications 2.3 Implement final processes according to job specifications and

ELEMENT	PERFORMANCE CRITERIA
	industry practice 2.4 Monitor and maintain quality of product throughout final processing 2.5 Identify and report irregularities and rectify within scope of own role 2.6 Check job status and progress against job specifications and take necessary action
3. Handle final product	3.1 Process final print using required handling, storage and dispatching processes 3.2 Dispose of waste materials according to manufacturer specifications, legislative requirements and enterprise procedures 3.3 Carry out post-production cleaning and user maintenance according to manufacturer specifications
4. Finalise job	4.1 Carry out final quality checks and take required action according to job specifications 4.2 Store, pack and dispatch finished job

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>• Evaluates and establishes job requirements from relevant information</li> <li>• Identifies process from enterprise procedures and manufacturer or supplier specifications</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Completes required details accurately using enterprise specific and factual information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Takes personal responsibility for adherence to legal and regulatory requirements with specific reference to safety</li> <li>• Complies with organisational procedures relevant to own role</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Follows clearly defined instructions and sequencing and monitors own progress for the task</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Responds to predictable problems and implements standard or logical</li> </ul>

	solutions
Technology	<ul style="list-style-type: none"><li>Identifies the purpose and some specific functions of common digital tools used in work contexts</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP281 Finish screen print products.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP2810 Finish screen print products

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- finish two different screen printed jobs and apply final processing requirements according to manufacturer and job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - operating final processing equipment
  - finishing print jobs and handling the printed product
  - cleaning and waste disposal
- techniques used to determine defects and irregularities and correction methods
- features and required quality standards of a screen printed job
- equipment, tools and materials used for final processing and the processes undertaken as indicated in the job specifications
- procedures for monitoring and maintaining the quality of the finished product throughout final processing
- handling techniques used to prevent damage to the processed product
- waste disposal procedures and post-production cleaning methods
- type and frequency of maintenance that should be performed on equipment
- final quality checking methods
- method used for maintaining and recording job information
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- special purpose tools, equipment and materials
- screen printed products.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP2820 Prepare film for basic screen printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to prepare film for basic screen printing using appropriate equipment and Raster Image Processor (RIP) software.

It applies to individuals who generally work under direct supervision in the printing and graphic arts industry and perform mainly routine tasks such as operating basic equipment and assessing the production requirements in accordance with job specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess production requirements	1.1 Identify requirements of printing process and job specifications 1.2 Determine films, dye cartridges, qualities and process requirements 1.3 Check, record and maintain stock levels according to job specifications 1.4 Check and assess copy according to job specifications
2. Prepare and operate equipment	2.1 Select scanner and computer and place artwork 2.2 Select scanner software and settings according to job requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Preview, select images, and complete finished scan according to work health and safety (WHS) requirements 2.4 Determine image format and save to storage device
3. Select and use appropriate software	3.1 Select imaging software and open scan 3.2 Provide separation on individual layers according to job specifications 3.3 Exclude colours as required on separation layers 3.4 Colour separation layers for specific RIP software requirements 3.5 Manually nest image, layers or separations as required according to film output device size 3.6 Determine image format according to RIP software requirements 3.7 Check finished artwork or separation against output requirements
4. Select and operate appropriate equipment	4.1 Select and open RIP software 4.2 Select, check and clean image setter or dye printer 4.3 Check nesting to confirm minimal wastage of film 4.4 Evaluate image against job specifications and correct as required 4.5 Handle film and close down output device according to manufacturer specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Follows clearly defined instructions and sequencing and monitors own progress for the task</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Responds to predictable problems and implements standard or logical solutions</li> </ul>

Technology	<ul style="list-style-type: none"><li>Identifies the purpose and some specific functions of common digital tools</li></ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPSCP282 Prepare film for basic screen printing.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPSCP2820 Prepare film for basic screen printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare film for two different products including use of different image effects according to job and manufacturer specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for working on a computer for extended periods of time
- image specifications and the resolutions or dots per inch (DPI) determination
- scanner settings, and the required adjustments in image brightness or contrast
- procedures for checking and recording stock levels
- scanning software and the creation of vector graphics
- the exclusion of colours and bleed for a particular job and the purpose of colouring separation layers
- the unique software requirements and selection criteria of Raster Image Processor (RIP)
- the required image file format when using RIP software and the settings to check prior to ripping
- the nesting requirements of particular jobs and the output suitability prior to producing separations
- the required output device and regular checks and maintenance to conduct on an image setter or dye printer
- the procedures for evaluating the output film against job specifications
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- scanner
- RIP software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP3110 Reclaim screen manually

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to determine the suitability of screens to be reclaimed and the cleaning and storing of reclaimed screens.

It applies to individuals who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and prepare chemicals	1.1 Identify ink and stencil type and assess screen for suitability to be reclaimed 1.2 Select reclamation method 1.3 Select and prepare screen reclamation chemicals according to manufacturer specifications 1.4 Select and wear safety gear according to manufacturer specifications and work health and safety (WHS) requirements
2. Wash screen	2.1 Treat stencil with required chemical according to manufacturer specifications

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Wash screens using pressure gun in suitably ventilated area with required extraction system</p> <p>2.3 Remove stains and hazards using required chemicals according to manufacturer specifications and WHS requirements</p> <p>2.4 Check screens for damage and report and rectify, within scope of own role, any defects according to enterprise procedures</p>
3. Label and store screen	<p>3.1 Identify and label screens</p> <p>3.2 Store screens according to enterprise procedures and storage requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Interprets textual information from relevant sources to identify and adhere to procedures and standards</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Completes workplace documentation accurately and legibly using specific information</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Identifies numerical information and makes basic calculations to determine measurements and timeframes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and complies with organisational procedures relevant to own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>Implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP311 Reclaim screen manually

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP3110 Reclaim screen manually

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- reclaim three screens using manual techniques, according to manufacturer and job specifications and enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - reclaiming screens
  - handling chemical materials
  - cleaning and waste disposal
  - wearing personal protective clothing
- the significance of mesh count
- methods for treating screens with different mesh counts
- common faults that could occur in meshes and frames
- removal procedures for the different types of inks and stencils
- the chemicals available for screen reclamation
- the reasons for selecting chemicals and the method for screen reclamation
- the main considerations when handling and disposing of chemicals
- the various screen reclamation techniques available in the industry
- the purpose for selecting and applying a specific technique for screen reclamation
- the enterprise procedures on material handling and management of waste
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- special purpose tools, equipment and materials
- screens.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP339 Prepare stencil using direct projection method

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to select, prepare, process and store photographic capillary stencils.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines, and who may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare work area	<p>1.1 Work area is made clean and functional prior to commencement of work</p> <p>1.2 Equipment is inspected to ensure it is functional and, where necessary, appropriate remedial action is taken prior to commencement of work</p> <p>1.3 Chemicals are prepared, if necessary, according to work health and safety (WHS) requirements and manufacturer or supplier</p>



ELEMENT	PERFORMANCE CRITERIA
	<p>specifications</p> <p>1.4 Appropriate coating trough (or troughs for automatic coaters) is selected, ensuring it is free of nicks and burrs</p>
2 Prepare screen	<p>2.1 Screen is selected according to job specifications</p> <p>2.2 Chemicals are applied and removed according to WHS requirements and manufacturer or supplier specifications</p>
3 Select emulsion	<p>3.1 Emulsion is selected according to requirements for ink type, print resolution, substrate, mesh type and machine type with minimisation of waste</p> <p>3.2 Emulsion is checked for expiry date and appropriate action taken</p> <p>3.3 Emulsion is prepared according to WHS requirements, and manufacturer or supplier specifications</p> <p>3.4 Emulsion is used and dried according to manufacturer or supplier specifications</p>
4 Process material	<p>4.1 Coated screen is positioned on projection frame holder according to manufacturer or supplier specifications</p> <p>4.2 Projection light source equipment is positioned according to manufacturer or supplier specifications</p> <p>4.3 Positive is positioned into projection light source which is then set to desired enlargement according to manufacturer or supplier specifications</p> <p>4.4 Exposed screen is removed from positioning frame according to WHS requirements and manufacturer or supplier specifications</p> <p>4.5 Exposed screen is washed out according to WHS requirements and manufacturer or supplier specifications</p> <p>4.6 Processed stencil or screen is inspected for processing flaws</p>
5 Dry stencil	<p>5.1 Processed stencil is dried according to manufacturer or supplier specifications</p> <p>5.2 Backing sheet is carefully removed and stencil checked for full adhesion</p>
6 Block out screen	<p>6.1 Non-image areas of prepared screen are blocked out with filler suitable for ink type and according to job specifications</p> <p>6.2 Stencil is inspected for flaws, scum and orientation</p> <p>6.3 Pinholes are spotted out with suitable filler and taped according to ink type and job specifications</p>

ELEMENT	PERFORMANCE CRITERIA
7 Store screen	7.1 Prepared screen is labelled according to enterprise specifications 7.2 Prepared screen is stored in clean, dry environment according to manufacturer or supplier specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 2.2, 3.2-3.4, 4.1-4.5, 5.1, 6.1, 7.2	<ul style="list-style-type: none"> <li>Establishes job requirements from relevant information</li> <li>Identifies correct process from procedural documentation</li> </ul>
Writing	7.1	<ul style="list-style-type: none"> <li>Completes routine labelling associated with production and enterprise processes</li> </ul>
Numeracy	1.3, 4.3	<ul style="list-style-type: none"> <li>Uses simple mathematical processes to calculate amounts of chemicals and coating times</li> </ul>
Navigate the world of work	1.3, 2.2, 3.3, 4.4, 4.5, 7.1, 7.2	<ul style="list-style-type: none"> <li>Complies with organisational, legal and regulatory requirements related to own work, with specific reference to safety</li> </ul>
Get the work done	1.1, 1.2, 1.4, 2.1, 3.1, 3.2, 3.4, 4.1-4.6, 5.1, 5.2, 6.1-6.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>Automatically implements standard procedures for routine decisions</li> <li>Recognises and takes responsibility for addressing predictable problems in familiar work contexts</li> <li>Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPSCP339 Prepare stencil using direct projection method	ICPSP339C Prepare stencil using direct projection method	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP339 Prepare stencil using direct projection method

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- safely prepare TWO different screens using the direct projection method according to all job, manufacturer, enterprise and work health and safety (WHS) requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the influence that mesh count has on final printed product
- explain the importance of correctly tensioned screen and describe the tension that is required on screens of various mesh count or grades
- describe the degreasing or cleaning techniques that are employed prior to coating the screen
- summarise the information contained in the material safety data sheet (MSDS) about emulsion
- discuss the pollution and environmental issues that need to be considered when working with emulsions
- identify the maintenance that is required on the direct projection camera
- outline the importance of working in a safelight area when using the direct projection method
- describe the kinds of high sensitivity emulsions that are available and explain their characteristics, lifespans and areas of use, including the preparation method for the emulsion being used
- identify the influence that length of run and ink being used have on the coating technique

- identify the number of coats of emulsion and the best method of coating the screen, as well as the best position (horizontal or vertical) for drying the screen to prevent scum and streaking
- identify the effect of heat on the emulsion during the drying process
- outline health and safety concerns when exposing the screen
- describe the operating features of the direct projection camera
- explain how to set the enlargement factor and take into account registration on the frame for the appropriate printing machine
- describe the exposure techniques and procedures that are used and how to calculate exposure time
- identify the effect of temperature, pressure and period of washing on the emulsion, including how to determine when washing out is complete
- outline the post-curing effect on the stencil
- summarise the information that is obtained from the MSDSs for a particular blackout
- explain how ink and stencil type influence the choice of blackout
- outline the preventive measures that can be taken to minimise pinholes and the importance of taping the edge of the frame
- describe how a screen can be identified at a later date
- identify required manuals, safety and other documentation and briefly outline the relevant information in each source.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to direct electronic imaging equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP3510 Prepare machine and drying/curing unit

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to prepare a manual, semi-automatic or automatic machine for printing and set up drying and/or curing units.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Inspect screen	1.1 Identify screen frames and determine colour sequence 1.2 Examine screen frame for defects and undertake action as required 1.3 Tape each screen as required 1.4 Inspect screens against film positives, variations in centring, registration and alignment, and undertake action as required 1.5 Handle screen frame, mesh and stencil according to manufacturer specifications

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Maintain and adjust machine	<p>2.1 Inspect machine and carry out user maintenance according to manufacturer specifications and enterprise procedures</p> <p>2.2 Make required periodic adjustments according to manufacturer specifications</p>
3. Install screen frames and dry run machine	<p>3.1 Position laysheet in grippers and side-lay according to manufacturer specifications</p> <p>3.2 Image position is established on laysheet</p> <p>3.3 Position screen frame in screen frame holder</p> <p>3.4 Confirm registration, alignment and centring and tighten screen clamps</p> <p>3.5 Run machine through printing, and confirm that substrate registers in lays</p>
4. Prepare and position flood bar and squeegees	<p>4.1 Assemble flood bar and squeegee and confirm that flood bar is free of nicks and burrs</p> <p>4.2 Sharpen squeegee blade according to manufacturer specifications and ink system requirements</p> <p>4.3 Position flood bar and squeegee according to job specifications with squeegee at required pre-determined angle</p> <p>4.4 Adjust on and off contact according to ink system and printing speed</p> <p>4.5 Adjust squeegee and bring into contact with substrate</p>
5. Set up drying or curing unit	<p>5.1 Set up belt speed and energy according to job requirements and adjust printing speeds</p> <p>5.2 Stack stock as required at end of dryer</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Establishes job requirements from relevant information</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine and adjust resources and equipment</li> </ul>

Self-management	<ul style="list-style-type: none"> <li>• Complies with enterprise procedures</li> <li>• Considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>• Automatically implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Identifies the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks, adapting some functions to improve personal efficiency</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP351 Prepare machine and drying/curing unit.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPSCP3510 Prepare machine and drying/curing unit

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare a machine for printing two different jobs by installing the screen frame and squeegee or flood coater and setting up a drying or curing unit to achieve the desired properties, according to manufacturer specifications, enterprise procedures and work health and safety (WHS) requirements.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS requirements for:
  - drying or curing units
  - handling blades
  - handling screen frame, mesh and stencil
- colour sequence of screens and signs of defects when examining screen and stencil
- variation between the positive and stencil
- maintenance required on the equipment, including periodic adjustments of the drying or curing units
- different machine capabilities and characteristics
- function of the printing base
- lay sheet position on the printing base and the image position on the lay sheet
- type of lay sheet being used
- frame position in the frame holder, and registering and alignment of the stencil with the image on the lay sheet
- checks required to maintain register
- required characteristics of a squeegee blade or flood coater
- purpose of shore hardness of squeegee material and the length of squeegee or flood coater

- positioning, fixing and adjustment of the squeegee or flood coater and the relationship of the squeegee to the flood coater
- adjustment of on and off contact distance and peel-off requirements of the screen frame
- relationship of the machine stroke to off contact or peel-off requirements
- effects of temperature on the substrate
- factors determining belt speed and energy requirements
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- special purpose tools, equipment and materials
- machine with drying/curing unit.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP3710 Manually produce complex screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to manually produce three or more colour screen prints.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Check substrate against job specifications and report and rectify any irregularities or inconsistencies 1.2 Adjust substrate position and stencil registration 1.3 Apply ink to screen in quantity required for screen size 1.4 Mix colour and ink and check against job specifications
2. Prepare for production run	2.1 Run off proof print and check for quality and other technical requirements according to job specifications, and make adjustments as required

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Seek approval to commence production from designated personnel</p> <p>2.3 Set up belt speed and energy and adjust printing speeds according to job requirements</p>
3. Run job and monitor print quality	<p>3.1 Manually operate equipment to produce screen print according to job specifications and adjust production speed as required</p> <p>3.2 Evaluate print quality throughout production run and adjust as required</p> <p>3.3 Monitor and adjust curing and drying according to manufacturer specifications</p> <p>3.4 Identify and report problems in machine operation according to enterprise procedures</p>
4. Stack production output	<p>4.1 Confirm drying and curing of output prior to stacking</p> <p>4.2 Check job status and progress against job specifications and make adjustments as required</p>
5. Finish operation	<p>5.1 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications</p> <p>5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.3 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records information relating to outcomes of job requirements</li> <li>Records information relating to machinery problems</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine and adjust resources and equipment</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise procedures and regulatory requirements related to own work with specific reference to</li> </ul>

	safety
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>• Automatically implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP371 Manually produce complex screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP3710 Manually produce complex screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manually produce two different three or more colour screen prints.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and WHS risks and requirements for:
  - producing a manual print
  - setting up and operating printing machinery
  - cleaning and waste disposal
  - machine shutdown
- selection criteria for the substrate for the job
- ink and substrate compatibility
- key characteristics of solvents and ink additives and methods for determining their compatibility
- the method used for checking the screen, ink, substrate and selection of squeegee prior to printing
- method for checking ink colour against job requirements
- routine maintenance required on the printing base
- lay edge on the equipment

- required position, register and process of locking the screen in position
- off contact distance
- selection of a drying or curing system
- process for calculating required belt speed for a print run
- reasons conditioning of some substrates is required
- procedure for checking required viscosity of ink during the print run and ways of rectifying any problems
- evaluation process and maintenance of print quality during the run
- proof quality and technical requirements including:
  - colour and strength
  - registration and clarity
  - adhesion
  - gloss level
  - drying or curing
  - artwork detail
- procedure for checking and stacking production output
- signs of equipment fault and enterprise personnel to report to
- method of cleaning squeegees, equipment and the surrounding area
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- cleaning chemicals
- manual screen printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP3730 Semi-automatically produce complex screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to produce complex screen prints of two or more colours using semi-automatic machines.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate semi-automatic screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Check substrate against job specifications and report and rectify any irregularities or inconsistencies 1.2 Adjust substrate position and stencil registration 1.3 Apply ink to screen in quantity required for screen size 1.4 Mix colour and ink and check against job specifications
2. Prepare for production run	2.1 Run off proof print and check for colour, strength, registration, adhesion, clarity, gloss level, drying or curing, artwork detail and other technical requirements according to job specifications, and



ELEMENT	PERFORMANCE CRITERIA
	<p>make adjustments as required</p> <p>2.2 Seek approval to commence production from designated personnel</p> <p>2.3 Set up belt speed and energy and adjust printing speeds according to job requirements</p>
3. Run job and monitor print quality	<p>3.1 Operate equipment to produce screen print according to job specifications and adjust production speed as required</p> <p>3.2 Evaluate print quality throughout production run and adjust as required</p> <p>3.3 Monitor and adjust curing and drying according to manufacturer specifications</p> <p>3.4 Identify and report problems in machine operation according to enterprise procedures</p>
4. Stack production output	<p>4.1 Confirm drying and curing of output prior to stacking</p> <p>4.2 Check job status and progress against job specifications and make adjustments as required</p>
5. Shut down machine	<p>5.1 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications</p> <p>5.2 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>5.3 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records information relating to job outcomes and problems with machinery</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine and adjust resources and equipment</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Complies with enterprise and regulatory requirements related to</li> </ul>

	own work with specific reference to safety
Planning and organising	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>• Automatically implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP373 Semi-automatically produce complex screen prints.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP3730 Semi-automatically produce complex screen prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce two complex prints of two or more colours containing line and tone using a semi-automatic.

In the course of the above the candidate must:

- operate production process in association with fellow workers and according to enterprise procedures and planned daily schedule
- follow work health and safety (WHS) requirements, manufacturer specifications and enterprise procedures
- anticipate production difficulties and take preventive action to prevent occurrence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, WHS risks and requirements for:
  - operating a semi-automatic machine and infra-red or UV curing units
  - handling chemicals, inks and solvents
- selection criteria of the substrate for the job and of ink and solvents for substrate compatibility
- required machine adjustments prior to setting up and maintenance prior to the commencement of printing
- procedure for checking screen sequence of colours, ink, substrate and squeegee or flood coater prior to printing
- the function of the printing base and maintenance that is required
- method for determining lay edge and gripper or take-off edge of the substrate
- positioning, registering and process for locking the screen in position
- selection of squeegee or shore hardness and flood coater to be used

- need to adjust off contact or peel-off requirements of the screen
- choice of belt speed and the impact of environmental conditions on the unit and output capacity
- process for monitoring and rectifying ink viscosity during a production run
- process of evaluation and maintenance of print quality during the run and machine adjustment parameters
- ideal printing rates for substrates on the required machine
- stacking and handling of production output
- purpose of determining exact print count and recording production details on job sheet
- method of cleaning squeegees or flood coater machine and surrounding area and removing ink without damaging the screen
- signs of equipment fault and enterprise personnel to report to
- maintenance required on the machine after printing
- manufacturer manuals and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- cleaning chemicals
- semi-automatic printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP3760 Operate an automatic screen printing machine

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to produce a print on a range of common substrates, using automatic equipment and screening techniques.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify job requirements	1.1 Check substrate against job specifications and report and rectify irregularities as required 1.2 Check ink against job specifications 1.3 Check artwork against job specifications
2. Prepare machine to print	2.1 Set film and complete emulsion exposure according to job specifications 2.2 Set substrate position and screen alignment 2.3 Apply ink to screen in quantity required for screen size

ELEMENT	PERFORMANCE CRITERIA
3. Prepare for production run	<p>3.1 Run off proof print and check for colour, strength, registration, adhesion, clarity, gloss level, drying or curing, artwork detail and other technical requirements according to job specifications, and make adjustments as required</p> <p>3.2 Seek approval to commence production from designated personnel</p> <p>3.3 Set up belt speed and energy and adjust printing speeds according to job requirements</p>
4. Run job and monitor print quality	<p>4.1 Operate equipment to produce screen print according to job specifications and adjust production speed as required</p> <p>4.2 Evaluate print quality throughout production run and adjust as required</p> <p>4.3 Monitor and adjust curing and drying according to manufacturer specifications</p> <p>4.4 Identify and report problems in machine operation according to enterprise procedures</p>
5. Stack production output	<p>5.1 Confirm drying and curing of output prior to stacking</p> <p>5.2 Label and store job according to enterprise requirements</p> <p>5.3 Check job status and progress against job specifications and make adjustments as required</p>
6. Conduct shutdown of the production process	<p>6.1 Transfer material to required destination</p> <p>6.2 Remove and clean excess ink, screens, squeegees and flood coaters according to work health and safety (WHS) requirements and manufacturer specifications</p> <p>6.3 Remove solid and liquid waste from operating area and recycle and dispose of, as required, according to regulatory requirements and enterprise procedures</p> <p>6.4 Clean equipment and surrounding areas according to manufacturer specifications and enterprise procedures</p> <p>6.5 Identify, store and maintain tools and equipment according to manufacturer specifications and enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records information relating to outcomes of job requirements and machinery problems</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine job requirements and equipment settings</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Appreciates the implications of regulatory responsibilities and WHS requirements related to own work</li> <li>Considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>Automatically implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSCP376 Operate an automatic screen printing machine.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP3760 Operate an automatic screen printing machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete two different jobs on an automatic printing machine according to manufacturer, job, enterprise and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS requirements for:
  - applying ink to the screen and producing an automated print run
  - operating and monitoring drying or curing systems
  - reclaiming screens
- the process of recording and reporting any substrate irregularities
- the checks used for ink compatibility and stencil compatibility
- the process of setting the substrate position
- the products and materials used to keep equipment clean
- required film and emulsion exposure before production
- the quality control devices used to check print standards and acceptable variables or tolerances when checking print against the proof
- proof quality and technical requirements and their correction procedures, including:
  - colour and strength
  - registration and clarity
  - adhesion
  - gloss level
  - drying or curing
  - artwork detail



- the relationship between ink film thickness and ink density, and the range of densities allowed
- key properties that determine belt speed and heat unit setting for curing
- enterprise personnel responsible for final approval before commencing the production run
- required quality inspection during the printing process and the frequency of these inspections
- the purpose of workplace documentation
- the maintenance required on the machine and the purpose of reporting faulty equipment
- stacking, storing and handling processes and the purpose of labelling and recording processes
- the purpose of keeping equipment and surrounding areas clean, including screens and squeegees
- procedures for disposing of liquid waste
- storage procedures for screens to minimise damage
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- cleaning chemicals
- automatic screen printing machines.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSCP382 Produce computer image for screen printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to generate electronic art to a supplied layout film positive or computer cut stencil.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Screen printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare for scanning	1.1 Original is scaled to conform to job specifications 1.2 Original is assessed to determine scanner settings 1.3 Original is cleaned and correctly mounted according to job specifications 1.4 Correct settings are selected for original to be scanned
2 Scan and check image	2.1 Original is scanned according to quality requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2 Quality of scanned image is checked against job specifications 2.3 Appropriate software is applied for any processing of text if necessary
3 Prepare combining strategy	3.1 Required data from electronic files is accessed 3.2 Appropriate application is opened to undertake combining tasks 3.3 Required fonts are accessed according to job specifications
4 Combine data	4.1 Page layout size is created according to job specifications 4.2 Elements are placed in page according to job specifications 4.3 Trapping (spread and chokes) is applied according to job specifications 4.4 Step and repeat function is accessed according to job specifications 4.5 Elements are stepped according to job specifications 4.6 Output menu is configured according to job specifications
5 Access and maintain output device	5.1 Output devices are set up and maintained according to manufacturer or supplier specifications and enterprise procedures 5.2 Suitable material is identified and loaded into output device
6 Produce image	6.1 System is activated to initiate output according to job specifications 6.2 Quality is monitored according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.2, 2.3, 3.3, 4.1-4.6, 5.1	<ul style="list-style-type: none"> <li>Evaluates and establishes job requirements and correct processes from relevant information and instructions</li> </ul>
Numeracy	1.1	<ul style="list-style-type: none"> <li>Uses basic mathematical formula to calculate scaling measurements according to job requirements</li> </ul>
Navigate the world of	5.1, 6.2	<ul style="list-style-type: none"> <li>Monitors adherence to organisational and enterprise policies and procedures and considers own role in terms</li> </ul>

work		of its contribution to the broader goals of the work environment
Get the work done	1.2-1.4, 2.1, 2.3, 3.1-3.3, 4.2-4.6, 5.2, 6.1	<ul style="list-style-type: none"> <li>• Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>• Automatically implements standard procedures for routine decisions</li> <li>• Recognises and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSCP382 Produce computer image for screen printing	ICPSP382C Produce computer image for screen printing	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP382 Produce computer image for screen printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly produce TWO separate images on film or stencil according to manufacturer, job, enterprise and work health and safety (WHS) requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the tolerance that is allowed when scaling the original
- name the common scanner dots per inch for graphic line images
- describe the use of original angling and the resolutions that are used in scanning
- name the format that the scan is saved in
- describe how to retain the format when optical character recognition scanning and how to access external files
- name the most appropriate software for this task
- outline the checks required to maintain quality standards
- outline the procedure used if required files are not readily accessible
- describe the type of elements that can be used, the application of trapping and the amount of step and repeats in a job
- list the types of output devices used in screen printing and describe the first step in configuring the output menu for the device used
- discuss the importance of saving the file prior to sending it to the output device.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- a computer and scanner and appropriate software original images
- workplace documents.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP3830 Prepare film for complex screen printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to prepare film for complex screen printing using appropriate equipment and Raster Image Processor (RIP) software.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify job requirements	1.1 Confirm image specifications 1.2 Check orientation against job specifications and adjust if required 1.3 Determine resolution or dots per inch (DPI) for template creation
2. Prepare and operate equipment	2.1 Select, turn on and clean scanner and computer 2.2 Select and open scanner software and adjust settings according to job requirements 2.3 Preview, select images, and complete finished scan according to work health and safety (WHS) requirements

ELEMENT	PERFORMANCE CRITERIA
	2.4 Determine image format and save to storage device
3. Select imaging software	3.1 Select software, open scan and produce separations on individual layers according to job specifications 3.2 Exclude colours as required on separation layers 3.3 Apply stroke for bleed according to printing equipment 3.4 Colour separation layers for RIP software 3.5 Determine image format according to RIP software requirements 3.6 Check supplied finished artwork or separation against output requirements
4. Select and operate appropriate equipment	4.1 Select, clean and operate image setter or dye printer 4.2 Select and open RIP software, and check and set software settings according to output specifications 4.3 Check nesting to confirm minimal wastage of film 4.4 Evaluate image output against job specifications 4.5 Handle film according to manufacturer specifications 4.6 Close down output device according to manufacturer specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Numeracy	<ul style="list-style-type: none"> <li>Uses basic mathematical formula to calculate measurements and adjustments to equipment and settings</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Monitors adherence to enterprise procedures</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>Automatically implements standard procedures for routine decisions</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to</li> </ul>



	complete routine tasks
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## Unit Mapping Information

Supersedes and is equivalent to ICPSCP383 Prepare film for complex screen printing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSCP3830 Prepare film for complex screen printing

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare film for two different complex screen printing jobs using required equipment and Raster Image Processor (RIP) software involving different image effects, according to manufacturer, job and enterprise requirements.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for working on a computer for extended periods of time
- image specifications, orientation and the resolutions or dots per inch (DPI) determination
- required scanner settings, including adjusting image brightness and contrast
- the exclusion of colours and bleed for specific jobs and the purpose of colouring separation layers
- the process for selecting ink and colour identification
- the common file format when using Raster Image Processor (RIP) software and the settings that must be checked prior to ripping
- film handling procedures
- quality and job requirement criteria of films and dye cartridges
- the nesting requirements of particular jobs and the output suitability prior to producing separations
- the required output device and routine checks and maintenance that must be performed on an image setter or dye printer
- the procedures used for evaluating the output film to ensure it conforms to job specifications.
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to:

- a computer and scanner and RIP software
- workplace documentation
- job specifications
- enterprise procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP2010 Prepare, load and unload reels and cores on and off machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

### Application

This unit describes the skills and knowledge required to load and unload reels and cores on and off machines.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, and use limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare reels and cores	1.1 Identify and remove faulty material according to enterprise procedures 1.2 Position substrate in required unwind direction 1.3 Splice or join substrate according to job requirements 1.4 Select and prepare reel cores to meet work health and safety (WHS) requirements and job specifications

ELEMENT	PERFORMANCE CRITERIA
2. Load reels and cores onto machine	2.1 Load reels to web according to manufacturer and enterprise procedures and specifications 2.2 Load reel cores to meet job specifications 2.3 Clean area around machine during and on completion of loading
3. Unload reels off machine	3.1 Unload reels according manufacturer specifications and enterprise procedures 3.2 Prepare reels for next process 3.3 Store reels

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational and regulatory requirements associated with own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Follows pre-determined, sequenced plans for tasks with more than one step</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Follows clear, step-by-step instructions or procedures to address a small set of identified, routine problems directly relevant to own role</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP201 Prepare, load and unload reels and cores on and off.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPSUP2010 Prepare, load and unload reels and cores on and off machine

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, load and unload at least two reels, cores or products, for two different jobs, according to job specifications.

In the course of the above the candidate must:

- identify all stop and safety controls on the machine.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - manual handling of reels
  - the placement of nip points, guards and safety devices on required machines
- common characteristics of reels
- the techniques for the preparation, loading and unloading of reels
- indicators of faulty and distorted reels and cores, and the techniques for correcting them
- the faults that may occur in reels due to incorrect loading
- the techniques for joining reels to the web
- the position of reels on the unwind unit
- reel grain direction
- reel labelling procedures and the information they should contain
- reel preparations required for the next operation, including:
  - stripping
  - stacking
  - wrapping
  - labelling

- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- printing or converting machinery.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPSUP2020 Prepare, load and unload product on and off machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to prepare, load and unload product on and off machines according to work health and safety (WHS) requirements and manufacturer/supplier specifications with minimum downtime.

This unit applies to individuals who provide production, corrugating and mail house support across various sectors of the printing and graphic arts industry. They use limited practical skills and fundamental knowledge in a defined context, and generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare product	1.1 Interpret job sheets 1.2 Locate and prepare product 1.3 Position product on machine to meet job specifications 1.4 Identify faulty product and remove according to WHS requirements and enterprise procedures
2. Load product onto	2.1 Load product according to WHS requirements and

ELEMENT	PERFORMANCE CRITERIA
machine	<p>manufacturer specifications and enterprise procedures</p> <p>2.2 Clean area around machine during and on completion of loading</p>
3. Unload product off machine	<p>3.1 Unload product according to WHS requirements and manufacturer specifications and enterprise procedures</p> <p>3.2 Prepare product for next process according to enterprise procedures</p> <p>3.3 Store product according to manufacturer specifications and enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential numerical information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows enterprise and regulatory requirements associated with own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Follows pre-determined, sequenced plans for tasks with more than one step</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Follows clear, step-by-step instructions or procedures to address a small set of identified, routine problems directly relevant to own role</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP202 Prepare, load and unload product on and off machine.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## Assessment Requirements for ICPSUP2020 Prepare, load and unload product on and off machine

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, load and unload product on and off any one machine on at least two occasions in the printing and graphic arts industry according to enterprise procedures and work health and safety (WHS) requirements.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and WHS risks and requirements for:
  - manual handling of substrates
  - loading and unloading sheets and product off the machine
  - cleaning the work area
- information that can be obtained from the package label
- benefits of fanning sheets prior to stacking or loading
- elements of a knocked up stack and techniques to ensure stack is knocked up as required
- visual signs of fault in product
- conditions that cause a stack to become uneven
- techniques to combat distorted stacks
- methods for identifying watermarks in substrates and positioning them
- different characteristics of coated and uncoated stocks
- faults created by substrates being unloaded incorrectly
- grain direction of a substrate
- procedures for preparing and loading selected substrates
- required manual handling of the substrate
- procedure for unloading sheets off the machine
- procedures for turning substrates

- product storage procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the support field of work and include access to:

a printing or converting machine.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2030 Prepare and maintain the work area

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to undertake basic housekeeping functions in the workplace and prepare and maintain a work area according to work health and safety (WHS) and enterprise procedures.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clean work area	1.1 Identify and confirm requirements for cleaning duties 1.2 Select and use personal protective equipment (PPE) according to WHS requirements and enterprise procedures 1.3 Determine and prepare cleaning equipment, chemicals and detergents for specific tasks to manufacturer specifications and WHS requirements 1.4 Carry out cleaning according to WHS requirements and enterprise requirements
2. Maintain work area	2.1 Confirm and organise tasks according to enterprise procedures 2.2 Identify, store and maintain tools and equipment according to

ELEMENT	PERFORMANCE CRITERIA
	<p>manufacturer specifications and operator safety requirements</p> <p>2.3 Load and unload required materials and equipment according to materials handling and WHS requirements</p> <p>2.4 Dispose of waste according to WHS requirements and enterprise procedures</p>
3. Restore work area to required condition	<p>3.1 Clean work area following work activity according to WHS requirements and enterprise procedures</p> <p>3.2 Dispose of cleaning materials according to WHS and environmental requirements and enterprise procedures</p> <p>3.3 Confirm work area meets enterprise requirements</p>
4. Retrieve and store materials	<p>4.1 Retrieve artwork, information, used plates and film following inventory control procedures and enterprise requirements</p> <p>4.2 Store artwork and other materials according to enterprise procedures</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Interprets text information from a range of sources to determine job requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical techniques to calculate weights of materials</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>Follows clear, step-by-step instructions or procedures to address a small set of identified, routine problems directly relevant to own role</li> <li>Takes responsibility for routine low-impact decisions in familiar situations</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP203 Prepare and maintain the work area.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP2030 Prepare and maintain the work area

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare, maintain and return own work area to required condition in the course of completing at least three different work tasks.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety requirements, including:
  - procedures for using cleaning chemicals and other relevant materials and substrates in the workplace, including disposal and storage
  - personal protective equipment (PPE) required to perform cleaning duties
  - requirements relating to switching off machinery before cleaning
  - transportation of finished products
  - requirements for disposing of waste as well as storing and disposing chemicals
  - safe lifting and handling, including techniques, weight limitations and enterprise procedures
  - handling supplies and parts
- enterprise procedures and considerations for:
  - inventory control
  - storage and retrieval of materials
- environmental requirements associated with storing and disposing of artwork, photographic materials and plates
- risks and hazards associated with cleaning and handling supplies.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a production environment
- printing machinery
- cleaning equipment, chemicals and detergents required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2070 Prepare machine for operation (basic)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to prepare printing and finishing machines and assist with their operation according to enterprise procedures.

It applies to individuals who undertake machine-minding duties in a production environment, as well as off-siders assisting in the operation of a machine. They mainly work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Identify job specifications 1.2 Locate, check and prepare product according to job specifications 1.3 Identify and remove faulty material according to enterprise procedures and work health and safety (WHS) requirements 1.4 Set up and adjust delivery systems
2. Prepare machine	2.1 Set up machine according to job specifications 2.2 Load inks, glues, liquid and other materials as required according to manufacturer specifications and enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	2.3 Install plates, cutting and other devices as required 2.4 Confirm required registration, alignment and centring 2.5 Run machine through cycle and confirm required substrate and product position 2.6 Report readiness of machine according to enterprise procedures for final adjustments and proofing by designated person
3. Conduct shutdown of production process	3.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 3.2 Store unused materials 3.3 Remove and store used plates, cutting and other devices 3.4 Remove all product from operating area according to enterprise procedures and WHS requirements 3.5 Identify machine faults requiring repair and reported to designated person according to enterprise procedures 3.6 Verify repairs and adjustments as required prior to resumption of operations 3.7 Clean and disengage all required parts of machinery used in printing process

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Identifies and reports work progress and faults according to enterprise formats</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential numerical information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational and regulatory requirements associated with own role</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Seeks to cooperate with others to achieve results in immediate work context</li> </ul>

Planning and organising	<ul style="list-style-type: none"> <li>Follows pre-determined sequenced plans for tasks with more than one step</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Follows clear, step-by-step instructions to address routine problems directly relevant to own role</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Understands purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>sheet</li> </ul>
Setting up and adjusting must include either:	<ul style="list-style-type: none"> <li>unwind and rewind reels</li> <li>webbing procedures and web control systems</li> <li>splicing/joining reels</li> <li>folder and sheeter</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>feeder</li> <li>sheet/production pick-up and transportation system</li> <li>transfer system</li> <li>delivery systems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP207 Prepare machine for operation (basic).

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP2070 Prepare machine for operation (basic)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and set up to final adjustment stage, one machine for at least two different jobs according to manufacturer specifications.

In the course of the above the candidate must:

- demonstrate all safety devices on the machine

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - lifting heavy objects
  - preparing substrates and machines
  - operating and cleaning machinery
  - machine shutdown procedures
- enterprise procedures for handling of supplies, parts and finished product
- enterprise delivery and transport systems
- enterprise procedures for substrate positioning
- the precautions to avoid damaging finished product
- supplies that require special handling
- disposal procedures for faulty materials
- the location and function of registration section of the machine
- the issues that can interrupt the machine's running cycle
- the areas of the machine that are modified during shutdown
- the areas of the machine requiring checks for repairs
- the labelling requirements for unused ink and the content they should include

- the impacts of an ineffective wash-up on the next production run
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- printing or finishing machine in a production environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2080 Operate and monitor machines (basic)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to operate and monitor machines under supervision according to enterprise requirements.

It applies to individuals working as machine-minders and off-siders assisting in the operation of a machine under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Operate and monitor production process	1.1 Identify job specifications 1.2 Monitor and adjust delivery systems 1.3 Add substrate to and remove substrate from process 1.4 Identify need for major adjustment and report to designated person according to enterprise operating procedures 1.5 Monitor product and make minor adjustments as required according to quality output requirements
2. Identify and rectify problems and faults	2.1 Identify and report faulty performance of equipment according to enterprise procedures within defined work area 2.2 Identify machine faults requiring repair and report to

ELEMENT	PERFORMANCE CRITERIA
	designated person according to enterprise procedures 2.3 Verify repairs and adjustments as required prior to resumption of operations
3. Conduct shutdown of production process	3.1 Follow shutdown sequence according to manufacturer specifications and enterprise procedures 3.2 Store unused materials according to manufacturer specifications and enterprise operating procedures 3.3 Remove and store used plates, cutting and other devices 3.4 Remove all product from operating area according to enterprise and work health and safety (WHS) requirements 3.5 Clean and disengage all required parts of machinery used in printing process according to manufacturer specifications and enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Reviews and interprets job sheet instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses industry specific terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses basic mathematical formulae to determine required consumables, adjust equipment and machinery, and estimate time required to complete job</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes some personal responsibility for adherence to organisational procedures</li> <li>Considers own role for its contribution to broader goals of work team</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar, routine activities and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>With assistance, determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and</li> </ul>



	assembles required resources
Problem solving	<ul style="list-style-type: none"> <li>Begins to identify and implement standard solutions for an increasing range of routine problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. It is restricted to essential operating conditions and any other variables essential to the work environment.*

Delivery systems must include either:	<ul style="list-style-type: none"> <li>reel</li> </ul> OR <ul style="list-style-type: none"> <li>sheet</li> </ul>
Monitoring and adjusting must include either:	<ul style="list-style-type: none"> <li>reel stand and rewind section</li> <li>web control system</li> <li>sheeting section</li> </ul> OR <ul style="list-style-type: none"> <li>feeder</li> <li>sheet or product pick-up and transportation system</li> <li>transfer system</li> <li>delivery system</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP208 Operate and monitor machines (basic).

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP2080 Operate and monitor machines (basic)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate, monitor, shut down and clean any one machine according to manufacturer specifications under the supervision of, or in conjunction with, a worker with the appropriate skills.

In the course of the above the candidate must:

- demonstrate knowledge of all safety devices on the machine.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - handling heavy objects
  - setting up and operating machine transport and delivery systems
  - operating and monitoring machinery
  - machine shutdown
  - removing product from the machine
  - washing machine parts
- the required handling of supplies, parts and finished products to avoid damage
- supplies that require special handling
- required web tension and the adjustable areas of the web control system that can be used to maintain it
- areas of the transport and delivery system requiring continuous observation to meet job requirements
- checks for removing substrates from the machine
- basic quality criteria for assessing a finished product

- machine adjustment techniques used to correct production problems
- areas of the machine to modify and check for repair during shutdown
- unused ink labelling procedures and the information required
- the impact of an ineffective wash-up on following production runs
- manuals, safety and other documentation relevant to this task, their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- printing or converting machine in a production environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2110 Prepare inks and additives

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to prepare inks and additives in a range of printing processes.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select ink	1.1. Identify client requirements and job specifications, including equipment and materials, according to enterprise procedures 1.2 Select inks, dyes and additives 1.3 Check suitability of inks, dyes and additives selected and take required action to meet client, enterprise and industry quality standards 1.4 Confirm inks and dyes meet substrate requirements
2. Prepare ink	2.1 Prepare inks, dyes and additives as required and according to manufacturer instructions and safety and regulatory requirements 2.2 Mix required colour and volume of ink and match to job

ELEMENT	PERFORMANCE CRITERIA
	specifications and equipment 2.3 Record formulation of ink and approved colour
3. Store and handle ink	3.1 Store, handle and label inks, dyes and additives according to manufacturer instructions 3.2 Prepare inks, dyes and additives for re-use in future tasks

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical techniques to determine weights and volume required</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to regulatory requirements within industry standards and enterprise procedures</li> <li>Takes responsibility for, identifies and responds to routine low-impact decisions within the immediate work context</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks, and identifies and assembles required resources with some assistance</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP211 Prepare ink and additives.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2110 Prepare inks and additives

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare at least two batches of inks and additives to match a colour sample and specified end-use requirements.

In the course of the above, the candidate must mix volumes of ink to obtain a required colour and quantity.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace health and safety (WHS) requirements related to handling, preparing and matching inks and additives
- selection criteria for inks and additives
- characteristics of inks including requirements for different substrates
- physical, chemical, and light and colour fastness of ink
- process for determining volume of ink required
- methods to check and adjust ink colour and consistency
- ink and additive quality assurance procedures
- effect of lighting conditions on colour matching
- criteria for determining compatibility of the ink being mixed
- ink drying methods in the printing process
- Material safety Data sheets (MSDS) for this ink system
- environmental conditions affecting the storage of inks and additives
- labelling conventions for mixed inks
- disposal procedures for inks, solvent and solvent rags
- regulatory requirements regarding inks

- required manuals, enterprise procedures and safety and other documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- inks and additives
- printing equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP2160 Inspect quality against required standards in a production environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to inspect the quality of print work against job specifications during the production process.

It applies to individuals who perform a range of mainly routine tasks, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify job quality requirements	1.1 Confirm job with client and identify job specifications according to enterprise procedures 1.2 Identify quality requirements and tolerances, and inspection and testing procedures 1.3 Confirm quality specifications with client
2. Inspect quality during job	2.1 Apply inspection and testing procedures at regular intervals to determine conformity with job specifications and to minimise waste 2.2 Take corrective action to rectify problems as required according to enterprise procedures and within scope of own role



ELEMENT	PERFORMANCE CRITERIA
	2.3 Escalate quality concerns to required personnel according to enterprise procedures
3. Finalise job	3.1 Confirm output meets job quality requirements 3.2 Complete required documentation according to enterprise procedures 3.2 Document and escalate process improvement suggestions according to enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Interprets text in job specifications and written instructions</li> </ul>
Initiative and Enterprise	<ul style="list-style-type: none"> <li>Selects from a small range of communication modes, forms and channels to meet a specific purpose within the immediate work environment</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles required resources</li> <li>Takes responsibility for routine low-impact decisions in familiar situations</li> <li>Identifies and implements standard solutions for an increasing number of routine problems</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP216 Inspect quality against required standards.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2160 Inspect quality against required standards in a production environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

- The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:
- complete a job quality record for at least five jobs with each job record including:
  - quality inspections carried out
  - suggestions for improvements escalated to required personnel
  - complaints or reports of faulty goods or documentation received from customers (internal or external) relating to work handled by the individual and issues resolution undertaken in these instances.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles of the quality inspection system
- quality requirements for job commencement, including:
  - quality standards set by the customer
  - areas that need to be inspected for quality
- enterprise quality procedures relating to print production jobs in performance evidence, including:
  - timing of quality inspections
  - control instruments used in quality inspections
  - rectification of identified faults
  - quality specification to be recorded on the job sheet
- personnel responsible for product quality.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the work area.

This includes access to:

- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2210 Pack and dispatch product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to pack and dispatch basic printed products according to enterprise procedures.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess final product	1.1 Collect finished job and check against job specifications according to enterprise procedures 1.2 Identify defects, irregularities and discrepancies and make corrections as required
2. Prepare stock for dispatch	2.1 Select and prepare workplace area for wrapping and packaging according to enterprise procedures 2.2 Prepare wrapping and packaging materials 2.3 Wrap and package product in pre-determined parcel sizes according to storage and delivery specifications

ELEMENT	PERFORMANCE CRITERIA
	2.4 Check, weigh and label packaged goods according to delivery instructions, transportation regulations and enterprise procedures
3. Dispatch product	3.1 Place packaged product in storage prior to dispatch according to enterprise procedures 3.2 Dispatch product according to enterprise procedures and work health and safety (WHS) requirements 3.3 Record product dispatch details

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records numerical and key information related to outcomes of the job</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential numerical information</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks, and identifies and assembles required resources</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Begins to identify and implement standard solutions for an increasing number of routine problems</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP221 Pack and dispatch product.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2210 Pack and dispatch product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, pack and dispatch two batches of printed or printing related products according to job specifications and enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - wrapping and packing goods
  - dispatching product in each delivery mode
- the items required in the dispatch process
- the required checks performed prior to packaging the product
- the selection criteria for wrapping/packaging areas
- methods of identifying a defective print or item and correcting identified defects
- the process of selecting the required delivery mode for a job and factors that must be considered
- the method of selecting the required type of packaging
- the impact of the type of transport or destination on the wrapping and packing method
- the method for determining the number of units wrapped in each parcel
- dispatching labels, the reasons they are required and the details they must record
- sources of information for shipping details
- the weight limitations on dispatched products
- techniques for completing documentation of dispatched product
- transportation regulations and their relation to dispatching stock
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- product to pack and dispatch.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPSUP2360 Lift and shift loads mechanically

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to lift and shift loads using load shifting and basic lifting equipment.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to move load	1.1 Undertake routine pre-use checks of equipment according to manufacturer specifications and work health and safety (WHS) requirements 1.2 Inspect load and identify load type 1.3 Select load handling method according to weight and shape of load
2. Move loads	2.1 Identify and attach any supplements to load mover according to enterprise and WHS requirements 2.2 Communicate with colleagues to coordinate load movement

ELEMENT	PERFORMANCE CRITERIA
	2.3 Ground or put down load as required according to WHS requirements 2.4 Detach any supplements from load mover and load
3. Shift loads	3.1 Select load shifting device 3.2 Operate load shifting device according to manufacturer specifications 3.3 Lift load according to requirements for balance, vision of operation and protection of load 3.4 Select and use path of movement according to WHS requirements and enterprise procedures 3.5 Check for obstacles and hazards and monitor path of movement
4. Place loads	4.1 Place loads according to requirements for safety, stability, protection of material and avoidance of on-site hazards 4.2 Remove and secure shifting device as required according to enterprise procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets textual information to determine and adhere to requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to calculate loads and volumes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Monitors adherence to organisational procedures and regulatory requirements</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing</li> <li>Takes responsibility for routine, low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and responds to predictable routine problems related to role in immediate work context</li> </ul>

## Unit Mapping Information

No equivalent unit. Supersedes and is not equivalent to ICPSUP236 Shift loads mechanically and ICPSUP235 Lift loads mechanically.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2360 Lift and shift loads mechanically

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- mechanically lift and shift two different loads according to enterprise and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - checking lifting gear before use
  - handling loads with lifting gear
  - moving and placing loads through working space
- types and features of mechanical shifting and lifting devices
- routine checks on equipment and their required frequency
- personnel to notify to deal with problems relating to load shifting equipment
- design and manufacturer specifications of required load shifting equipment
- circumstances requiring replacement of shifting equipment
- material properties of loads
- different types of material colour codes and their meaning
- statutory authority responsible for regulating safety procedures
- licensing requirements to operate various load shifting devices
- factors that may cause a load to move and become off balance during a shift
- techniques for selecting an appropriate path when shifting the load
- position shifting devices should be placed in after completing the load shift
- impact incorrect placement of loads has on job requirements and enterprise procedures
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- load lifting and shifting equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP2410 Undertake warehouse materials processing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to handle, dispatch and receive materials in a warehouse.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Undertake dispatch and receiving procedures	1.1 Manage warehouse materials according to enterprise procedures 1.2 Label incoming and outgoing materials according to enterprise procedures and legislative requirements 1.3 Store warehouse materials 1.4 Issue and dispatch materials
2. Determine handling methods	2.1 Determine type of material from labels, colour codes and signage 2.2 Identify material properties

ELEMENT	PERFORMANCE CRITERIA
	2.3 Clarify identified uncertainties and unknowns with a designated person 2.4 Select and undertake handling methods according to material requirements
3. Shift loads	3.1 Package materials according to storage conditions, enterprise and work health and safety (WHS) requirements and regulatory requirements 3.2 Store materials according to enterprise requirements 3.3 Lift load according to requirements for balance, vision of operation and protection of load 3.4 Label and record materials according to enterprise procedures and legislative requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies and interprets textual information to determine and adhere to requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine weights and loads</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows organisational procedures and legislative requirements</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to confirm or clarify requirements with external authorities</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP241 Undertake warehouse or stores materials processing.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPSUP2410 Undertake warehouse materials processing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate handling and storage techniques and procedures for at least three different types of materials.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for:
  - checking lifting gear before use
  - handling loads with lifting gear
  - moving and placing loads through working space
  - storing, handling and moving bulk fluids and gases
- enterprise procedures in place for receipt and inspection of goods on arrival
- legislative requirements affecting materials processing and warehouse procedures
- indicators that goods received have been approved for production and comply with the purchase order
- enterprise procedures and legislative requirements for labelling goods
- enterprise procedures in place if dispatched goods do not reach their destination or are not received as requested
- personnel authorised to sign for goods received
- material properties and requirements for specific material types, including specific requirements for the storage of fluids and gases
- production problems caused by inconsistent stock handling
- procedure for reporting and recording damaged materials
- alternative uses for damaged stock or materials
- company insurance policy for damaged stock and materials

- effect of relative humidity and temperature on substrates
- effect of ultra violet light on exposed rubber blankets or rollers
- techniques for storing materials in relation to their use-by date or shelf life
- storing procedures for heavy or liquid materials in a shelving system
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- warehouse facilities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2430 Reconcile process outputs

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to reconcile process requirements with process outputs, document the information and report any discrepancies.

It applies to individuals who perform a range of mainly routine tasks in a mail house environment or individuals who work in converting, binding and finishing, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision in the printing and graphic arts industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm throughputs	1.1 Verify field values correspond to those identified in job sheet 1.2 Verify mail class against job sheet 1.3 Sequence collated data and match to addressee 1.4 Verify address information 1.5 Confirms sequence of addressees matches collated information 1.6 Report discrepancies to designated personnel
2. Reconcile output	2.1 Confirm total number of throughputs matches job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.2 Confirm destination delivery unit rate matches job specification 2.3 Document information matching trail 2.4 Report discrepancies to designated personnel

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>• Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Uses simple mathematical calculations and arranges numerical information sequentially</li> <li>• Applies simple calculations to ensure throughputs match job specifications</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Uses appropriate communication protocols and conventions to report issues</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing</li> <li>• Takes responsibility for routine, low-impact decisions within familiar situations</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP243 Reconcile process outputs.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2430 Reconcile process outputs

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- reconcile process requirements with process outputs, document the information and report any discrepancies on at least two occasions.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) risks and requirements for working on the computer for extended periods of time
- basic literacy skills for work instructions and job specifications
- basic numeracy skills to reconcile process outputs
- the job sheet and the information it contains
- barcode information and its relationship to address information
- factors affecting destination delivery unit rate
- documentation procedures for the job and its advantages in future jobs
- enterprise personnel to report discrepancies
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the support field of work and include access to:

- special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2600 Maintain a safe work environment

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to contribute to and maintain work health and safety (WHS) requirements are followed in printing and graphic arts workplaces.

It applies to individuals who perform a range of mainly routine tasks, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm work area meets WHS requirements	1.1 Check WHS documentation is accessible and signage is visible 1.2 Identify personal protective equipment (PPE) required for the task 1.3 Identify safety devices present in the workplace 1.4 Confirm materials and equipment are safely stored and required ventilation is available 1.5 Remove waste from work area in accordance with WHS procedures and Environmental Protection Authority (EPA) regulations 1.6 Assess and control risks for own area of responsibility

ELEMENT	PERFORMANCE CRITERIA
	<p>while under direct supervision according to enterprise procedures</p> <p>1.7 Monitor and measure emission levels according to enterprise procedures and report abnormal or unacceptable levels to required personnel</p>
2. Contribute to WHS in the workplace	<p>2.1 Report risks and hazards in the workplace to required personnel according to enterprise procedures and relevant WHS requirements</p> <p>2.2 Make contributions to participative arrangements for WHS management in the workplace within scope of own role</p> <p>2.3 Identify areas for improvement for WHS in workplace and escalate to required personnel according to enterprise procedures</p>
3. Adjust workspace to meet workplace health and safety requirements	<p>3.1 Adjust furniture and equipment to suit ergonomic requirements</p> <p>3.2 Adjust lighting to ensure healthy and safe glare and lighting levels according to enterprise procedures and WHS standards</p> <p>3.3 Confirm work space meets enterprise and WHS requirements for computer operation</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Interprets textual information to determine and adhere to requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses listening and questioning techniques to confirm requirements</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Analyses numerical information to measure acceptable and safe emissions in the workplace</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Follows enterprise procedures and regulatory requirements with specific reference to safety</li> </ul>



Skill	Description
Problem solving	<ul style="list-style-type: none"><li>• Takes responsibility for routine low-impact decisions in familiar situations</li><li>• Identifies and implements standard solutions for an increasing number of routine problems</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP260 Maintain a safe work environment.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2600 Maintain a safe work environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- produce a record of work health and safety (WHS) factors in the workplace, including:
  - identifying WHS risks and hazards
  - implementing WHS improvements
  - identifying WHS measures in work area
  - documenting WHS incidents in workspace
  - implementing WHS adjustments to workspace
  - documenting contributions to participative arrangements for WHS management in the workplace.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS regulation regarding business operations
- enterprise procedures for WHS management in the workplace, including:
  - process for reporting concerns
  - procedures for fire, emergency, accident and near-miss
  - containment procedures
  - procedures for controlling risks
- safety devices, equipment and educational materials in the workplace, including safety data sheets and machine manuals
- possible workplace hazards
- Environmental Protection Agency (EPA) regulation requirements, including those for the handling and disposal of chemicals
- emission level requirements and enterprise procedures for monitoring and reporting
- purpose of WHS signs and symbols relevant to the area of work.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- enterprise documentation relating to WHS
- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2620 Communicate in the workplace

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to participate in effective workplace written and spoken communication.

It applies to individuals who perform a range of mainly routine tasks using limited practical skills and fundamental knowledge in a defined context. Individuals demonstrate oral and written communication skills when interacting with colleagues and clients. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for workplace communication	1.1 Identify audience and purpose of workplace communication 1.2 Select method of communication to convey information 1.3 Plan content of communication according to required outcomes
2. Undertake routine workplace communication	2.1 Make queries to required personnel regarding work processes 2.2 Locate and store information according to required workplace procedures 2.3 Complete required workplace documentation 2.4 Convey views in job related presentations
3. Participate in group	3.1 Interact with others in a professional and supportive manner

ELEMENT	PERFORMANCE CRITERIA
workplace communication	3.2 Participate in group discussion and contribute to an agreed goal according to workplace meeting procedures 3.3 Follow and confirm group decisions
4. Interact with clients	4.1 Communicate with internal and external clients about simple routine matters 4.2 Use required forms of greeting, identification and address according to enterprise protocols 4.3 Clarify, query and note needs of the client as required 4.4 Follow referral processes to establish contact between client and required personnel 4.5 Exercise discretion and confidentiality according to enterprise procedures 4.6 Take required follow-up steps according to enterprise customer service practices

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Interprets text in job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records numerical and key information related to outcomes of the job</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses vocabulary relevant to role and context to convey or clarify information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Determines responsibilities of own role and identifies how they relate to others in the workplace context</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport</li> <li>Cooperates with others to achieve results in immediate work context</li> <li>Adapts personal communication style to build a positive working relationship and shows respect for opinions, values and needs of others</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans simple routine tasks with familiar goals and outcomes, taking responsibility for decisions regarding sequencing and timing</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP262 Communicate in the workplace.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2620 Communicate in the workplace

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- prepare and deliver a simple presentation for at least two other individuals
- complete at least two workplace documents
- communicate with at least one client according to enterprise procedures.

In the course of the above, the candidate must:

- use industry terminology in verbal and written interactions
- gather, organise and convey written documents according to enterprise procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- grammar, spelling, diction and pronunciation required for routine workplace communications
- enterprise procedures for:
  - locating and storing workplace information
  - referrals between client and required personnel
- enterprise communication protocols regarding addressing and greeting colleagues and clients
- presentation techniques and tools, including gathering and organising information
- enterprise customer services practices.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPSUP2630 Perform basic industry calculations

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to perform basic trade calculations and measurements.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Use measuring tools and apply results	1.1 Identify job requirements and calculations to be made 1.2 Identify and select required measuring tools 1.3 Use measuring tools to record measurements
2. Calculate costs and dimensions	2.1 Calculate costs and dimensions 2.2 Calculate material and time costs elements of a job 2.3 Calculate percentages to determine cost and time requirements of a job
3. Calculate area, density and volume	3.1 Calculate and apply density and volume of fluids and colours 3.2 Calculate percentages of densities and volumes to fulfil requirements of a job

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records numerical and key information related to outcomes of the job</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans and implements routine tasks with familiar goals and outcomes</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP263 Perform basic industry calculations.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2630 Perform basic industry calculations

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use basic measuring tools and perform numerical calculations for at least three different jobs involving basic arithmetic, percentages and geometry to calculate costs, dimensions, weights, areas, density and volumes.

In the course of the above, the candidate must document the results of calculations and show working out to enterprise standards.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- methods of providing quick approximations of expected answers
- enterprise standards for documenting and recording calculations
- parallax errors and how they affect measurements
- the determination criteria for acceptable tolerances in measurement
- the measuring tools available in the workplace and their function.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- industry standard measuring tools

- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP271 Provide basic instruction for a task

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to convey technical information to an individual client for their specific use, in a clear, concise and coherent manner.

It applies to individuals who are skilled workers and are required to instruct other workers in a task during normal work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for training	1.1 Check with the individual that training is required, and conditions are suitable for training 1.2 Check that any necessary equipment is available 1.3 Check that instructor and trainee have sufficient time available
2. Instruct trainee in task	2.1 Instruct trainee in task using appropriate techniques 2.2 Provide individual with details of required knowledge about potential problems and causes of failure

ELEMENT	PERFORMANCE CRITERIA
	2.3 Provide individual with information about potential hazards 2.4 Allow individual to practise task under supervision 2.5 Encourage individual to ask questions and provide feedback
3. Check learning has taken place	3.1 Check the individual can perform task to required standard 3.2 Check the individual is aware of potential problems and causes of failure 3.3 Check the individual is aware of potential hazards and knows how to avoid them
4. Arrange for necessary follow-up training	4.1 Estimate individual's level of skill and their requirements for follow-up training, if required 4.2 Arrange for appropriate follow-up training or supervised practice sessions, if required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1	<ul style="list-style-type: none"> <li>Recognises text within job specifications and follows written instructions</li> </ul>
Writing	1.1, 2.1	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Oral Communication	1.1, 1.3, 2.1-2.3, 2.5, 3.3,	<ul style="list-style-type: none"> <li>Conveys information using relevant language suitable to the audience</li> <li>Employs listening and questioning techniques to confirm understanding</li> </ul>
Interact with others	2.4, 3.1	<ul style="list-style-type: none"> <li>Seeks to cooperate with others to achieve results in immediate work context</li> </ul>
Get the work done	1.1, 1.2, 1.3, 4.1, 4.2	<ul style="list-style-type: none"> <li>Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPSUP271 Provide basic instruction for a task	ICPSU271C Provide basic instruction for a task	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP271 Provide basic instruction for a task

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- on TWO separate occasions:
  - plan a training session taking into account what needs to be delivered, timeframes, trainee needs and equipment requirements
  - use appropriate techniques to clearly, concisely and coherently provide technical information to a trainee
  - check that the trainee can perform the required task safely and effectively
  - evaluate whether the trainee's level of skill is sufficient and organise appropriate follow-up, if required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline questioning and active listening techniques for conveying and clarifying information
- explain how to use basic negotiation skills in relation to other team members
- explain how to utilise basic demonstrating and explaining skills.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to special purpose tools, equipment and materials.



Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2800 Enter data into electronic systems

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to retrieve and amend job data from production machinery and document changes.

It applies to individuals who access job specifications and document changes using an electronic system. This unit can be applied to a wide range of machines to access job information and transfer information for the next production stage.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Access data	1.1 Identify job specifications and required industry program for data entry 1.2 Identify, locate and access data using required industry program 1.3 Check and amend data to conform to job specifications
2. Input data	2.1 Plan data loading schedule according to enterprise requirements 2.2 Load data according to Australian Standards, regulatory requirements, work health and safety (WHS) requirements and job specifications 2.3 Check data to confirm output conforms to job requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adhering and complying with legal and regulatory requirements</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Plans and implements routine, familiar tasks in the immediate work context</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP280 Enter data into electronic system.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2800 Enter data into electronic systems

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- access and input at least two sets of data into an electronic system.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work health and safety (WHS) requirements for data entry
- data entry and access processes in an electronic system
- procedure for electronic file transfer across different computer platforms
- procedure for rectifying failed file transfers
- features of programs used for file management
- Australian Standards and regulatory requirements for data entry
- file format requirements, and the potential impact of using an incorrect file format.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- printing equipment
- industry standard software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2810 Use computer systems in the printing and graphic arts sectors

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to perform basic functions on a computer.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Use a stand-alone computer	1.1 Confirm posture at the keyboard accords with work health and safety (WHS) procedures 1.2 Access data and confirm no loss has occurred 1.3 Manipulate data to ensure future access, retrieval and storage of data according to enterprise procedures
2. Perform computer functions	2.1 Identify job requirements and required data and computer functions 2.2 Access, save and retrieve data for reference and amendment 2.3 Identify and select required program for the job to be

ELEMENT	PERFORMANCE CRITERIA
	undertaken 2.4 Use mouse and keyboard functions to operate industry-standard computer systems 2.5 Use features of applications to deliver an output to job specifications 2.6 Save data in required format and file location 2.7 Use master pages, templates and style sheets consistently, according to job requirements, to confirm data is the same after transfer

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies rights and responsibilities and complies with enterprise and regulatory requirements</li> <li>Takes responsibility for organising resources required for the task</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Follows routine procedures for some common and other less common tasks in the immediate work context</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP281 Use computer systems.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2810 Use computer systems in the printing and graphic arts sectors

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- use a stand-alone computer/terminal with industry-standard software applications to create and access at least two files.

In the course of the above, the candidate must:

- operate a computer to perform various basic computing functions
- label and save files in a variety of formats and locations.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- the work health and safety (WHS) requirements when working on a computer
- procedures for starting, operating and stopping the computer
  - when computer power should be turned off
  - procedures for using and sharing passwords
  - accessing alternative file storage devices
- basic typing skills
  - base finger positions on the keyboard
  - benefits of typing evenly and consistently
- use of applications
  - producing a compressed file
  - the functions of master pages, templates, style sheets and macros
  - workplace requirements for saving files
  - processes and locations for storing data
  - issues that may cause data loss and ways to avoid them.



## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- stand-alone computer or terminal with mouse and keyboard
- industry standard software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP2820 Undertake basic machine maintenance

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to safely perform basic, routine maintenance of machines and equipment with minimum down-time.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for maintenance	1.1 Determine maintenance schedule and task requirements 1.2 Identify, apply and monitor work health and safety (WHS) requirements, statutory requirements, relevant Australian standards, codes of practice, manufacturer specifications, Environmental Protection Authority (EPA) requirements and enterprise procedures required for machine maintenance 1.3 Identify and obtain resources required according to manufacturer specifications and enterprise procedures
2. Carry out maintenance	2.1 Isolate machine or equipment according to WHS requirements 2.2 Clean, check and lubricate units or machine sections according

ELEMENT	PERFORMANCE CRITERIA
	<p>to manufacturer specifications</p> <p>2.3 Clean, check and lubricate feeders</p> <p>2.4 Check, lubricate and maintain safety devices, gears and bearings</p> <p>2.5 Machine consumables are checked and replaced if worn or damaged</p>
3. Complete maintenance	<p>3.1 Document wear and tear to machinery and escalate to designated personnel</p> <p>3.2 Document used consumables for reordering</p> <p>3.3 Dispose of used consumables according to enterprise procedures and WHS requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Records key information related to outcomes of the job</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential, numerical information</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to report issues</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined familiar tasks, and identifies and assembles required resources</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Follows clear instructions or procedures to address routine problems directly relevant to own role</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Identifies purpose and some specific functions of some common digital tools used in work contexts</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Machine or equipment must include at least two of the following:	<ul style="list-style-type: none"> <li>• reel handling system</li> <li>• sheet or object handling systems</li> <li>• printing units</li> <li>• ancillary units</li> <li>• cutting units</li> <li>• folding/collating units</li> <li>• fastening units.</li> </ul>
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## Unit Mapping Information

Supersedes and is equivalent to ICPSUP282 Undertake basic machine maintenance.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP2820 Undertake basic machine maintenance

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- carry out routine maintenance on any two pieces of equipment or systems in the printing and graphic arts industry according to enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, and WHS risks and requirements for:
  - maintaining and cleaning the reel, sheet or object handling system
  - maintaining and cleaning the printing, ancillary, cutting, folding/collating and fastening units
  - cleaning and waste disposal
- common causes of failure or breakdown and correction methods for:
  - the reel, sheet or object handling systems
  - printing, ancillary, cutting, folding/collating and fastening units
- precautions for working with compressed air
- statutory requirements, manufacturer specifications, Australian standards, codes of practice and Environmental Protection Authority (EPA) requirements for machine maintenance
- damage that can occur to electronic sensors during cleaning
- checks performed on various areas of the machine:
  - handling systems
  - ancillary and cutting units
  - components of folding/collating units
- procedure for determining required chemicals for cleaning

- cleaning procedures for required machine areas and the problems that may arise from inefficient cleaning, including:
  - handling systems
  - roller surfaces
  - bearers on printing unit cylinders
  - folding/collating and fastening units
- the effect of excessive lubricant has on sheet or object handling systems
- the need for regular maintenance in sheet or object handling systems
- safety devices requiring checking in the printing unit and steps taken if one is inoperative
- checks to carry out when replacing rollers in the inking system
- precautions for cleaning ancillary units
- storage procedures for cutting knives after replacement
- problems arising if the machine bed, blades or knives are not maintained
- the required type of lubricant for folding/collating units and its purpose
- required cleaning chemicals for folding/collating units and disposal procedures for used chemicals
- the frequency of cleaning for fastening units
- the effect excessive lubricant has on fastening units
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the support field of work and include access to:

- machines or units and consumables.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP3210 Pack and dispatch (advanced)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to coordinate packing and dispatch of printed products.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and who may also provide some guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess final product	1.1 Collect finished job and check against job specifications according to enterprise procedures 1.2 Identify defects, irregularities and discrepancies and take required action according to enterprise procedures
2. Assess wrapping and packaging requirements	2.1 Determine specific customer wrapping and packaging requirements according to job specifications 2.2 Determine wrapping, parcelling and packaging requirements according to product assessment 2.3 Confirm product destination and delivery time and select

ELEMENT	PERFORMANCE CRITERIA
	<p>delivery mode</p> <p>2.4 Determine transportation requirements</p>
3. Prepare stock for dispatch	<p>3.1 Select and prepare area for wrapping and packaging</p> <p>3.2 Prepare wrapping and packaging materials</p> <p>3.3 Wrap product in pre-determined parcel sizes as required</p> <p>3.4 Package product according to product size, type, destination, delivery route and method of transportation requirements, and enterprise procedures, transportation regulations and work health and safety (WHS) requirements</p> <p>3.5 Weigh and label packaged goods according to delivery instructions, transportation regulations and enterprise procedures</p>
4. Dispatch product	<p>4.1 Store packaged product according to enterprise procedures prior to dispatch</p> <p>4.2 Dispatch product via selected delivery mode according to workplace instructions, enterprise procedures and WHS requirements</p> <p>4.3 Record product shipping details</p> <p>4.4 Monitor delivery schedules and amend as required</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies relevant text within job specifications and enterprise documents and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses vocabulary for intended audience to convey information</li> <li>Uses listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges numerical information sequentially</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies and follows organisational procedures associated with own role</li> </ul>



Planning and organising	<ul style="list-style-type: none"><li>• Takes responsibility for planning, organising and implementing tasks required to achieve required outcomes</li></ul>
Problem solving	<ul style="list-style-type: none"><li>• Initiates standard procedures when responding to familiar problems and making work related decisions</li></ul>
Technology	<ul style="list-style-type: none"><li>• Identifies purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP321 Pack and dispatch (advanced).

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP3210 Pack and dispatch (advanced)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- supervise wrapping and packing of at least three batches of printed matter, and dispatch goods to at least three different destinations, according to job specifications.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures and manufacturer specifications, and work health and safety (WHS) requirements for:
  - use of packaging materials and equipment
  - use of forklifts
- defective print and items and signs of defects
- checks required for:
  - customer wrapping and packing requests
  - delivery schedules and procedures when parcels fail to reach their destination
- requirements for mechanical and manual wrapping
- modes of transport used to transfer loads, their packing requirements and factors that affect their selection
- importance of weighing and each parcel's critical weight
- organisation labelling requirements
- restrictions and weight capabilities of forklifts
- process of arranging pickup of consignment and required documentation to be completed
- organisation labelling standards for delivery
- manufacturer manuals, enterprise procedures and WHS documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- special purpose tools, equipment and materials
- product to pack and dispatch.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP3230 Dispose of waste

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to dispose of waste according to enterprise procedures and government regulations.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare waste	1.1 Store waste according to work health and safety (WHS) and Environmental Protection Authority (EPA) requirements 1.2 Monitor waste treatment system operation and recommend changes to procedures as required 1.3 Treat waste, as required, according to enterprise procedures and EPA standards
2. Dispose of waste	2.1 Arrange disposal according to waste quality, quantity and EPA regulations and government legislation 2.2 Dispose of waste in compliance with workplace procedures

ELEMENT	PERFORMANCE CRITERIA
	2.3 Record and collate wastage rates

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Comprehends information in complex texts including regulations and legislation</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges sequential numerical information</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows enterprise requirements associated with own role</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising and implementing tasks required to achieve required outcomes</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP323 Dispose of waste.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP3230 Dispose of waste

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- treat and dispose of two batches of different waste types according to enterprise procedures, work health and safety (WHS) requirements and government legislation.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS risks and requirements for:
  - operating, cleaning and maintaining waste testing equipment
  - handling and storing waste
- consequences of a company having excess waste
- different types of waste and their origins in the production process
- segregating and packaging procedures for required disposal
- required handling methods for waste and testing equipment
- consequences of incorrectly handling waste
- different types of storage methods and their selection criteria for different jobs
- procedure for checking waste disposal results obtained against enterprise and legislative requirements
- details required when recording results of liquid waste treatment
- reasons for cleaning and maintaining equipment
- Environmental Protection Authority (EPA) requirements and government legislation regarding storage and disposal of waste
- checks required to ensure subcontractor compliance with enterprise and EPA requirements
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- waste and waste disposal equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP3420 Undertake inventory procedures

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to use inventory procedures and requisitioning.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Use inventory procedures	1.1 Use requisition, purchase, shipping and invoice documentation as required according to enterprise procedures 1.2 Access and maintain inward and outward record system 1.3 Maintain customer order database according to enterprise procedures 1.4 Book returned orders according to enterprise procedures
2. Requisition goods	2.1 Carry out requisition procedures 2.2 Requisitioned good according to enterprise production schedule



ELEMENT	PERFORMANCE CRITERIA
	2.3 Record and file requisition documentation according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>• Uses specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Uses simple mathematical calculations to complete workplace requirements</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Follows standard operating procedures to plan, organise and implement tasks</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Uses familiar digital systems and tools to access, organise, analyse and display information</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP342 Undertake inventory procedures.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP3420 Undertake inventory procedures

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- apply inventory and enterprise procedures for supply and requisition of goods in the printing and graphic arts industry on at least five occasions.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- standard operating procedures to maintain inventory, including:
  - effect poor inventory control can have on enterprise procedures
  - the difference between requisitioning and purchasing
  - type of goods and materials filed under incoming or inward
  - type of goods and materials filed under outgoing or outward
  - process to maintain accurate recording and filing systems for inward/outward goods
  - process to maintain customer orders
  - process for good replenishment
- routine stocktaking, including:
  - systems used for stocktaking different types of goods
  - enterprise responsibility for calculating value of stock at the date of stocktake
  - enterprise records of stock value
  - system for segregating non-current stock
- requisitioning and recording of goods, including:
  - knowledge of personnel who have the authority to approve requisition of goods
  - special approval required for requisition of certain goods or materials
  - procedures to indicate goods received have been approved for production and comply with the purchase order

- procedures in place for urgent requisition of goods
- additional information that may need to be recorded prior to filing requisition orders.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to:

- special purpose tools, equipment and materials
- inventory systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP3570 Apply quick changeover procedures

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to carry out quick operational changeovers and recommend improvements within the scope and authority of the job.

It applies to individuals who perform a range of defined tasks relating to the printing and print finishing industry, who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for quick changeover	1.1 Identify enterprise and personnel requirements for quick changeover 1.2 Determine timing of changeover according to enterprise production schedule 1.3 Identify and obtain all required equipment 1.4 Organise process and required equipment 1.5 Liaise with required personnel
2. Conduct quick changeover	2.1 Plan quick changeover according to identified enterprise procedures 2.2 Complete changeover according to enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	2.3 Check output meets enterprise requirements 2.4 Check and adjust equipment for future runs 2.5 Identify areas for improvement and recommend changes
3. Apply work health and safety (WHS) principle to changeover	3.1 Identify hazards in the process 3.2 Determine risks from each hazard 3.3 Identify actions which may be performed in a more ergonomic manner 3.4 Recommend changes to improve work health and safety (WHS)

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Identifies text within job specifications and follows written instructions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Articulates requirements using language to audience and environment</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine timeframes</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Consults with other personnel to complete routine tasks together</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to enterprise procedures and standards</li> <li>Takes responsibility for addressing predictable and some less predictable problems in familiar work contexts</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, necessary resources and workplace scheduling</li> </ul>

## Unit Mapping Information

Supersedes and is equivalent to ICPSUP357 Apply quick changeover procedures.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP3570 Apply quick changeover procedures

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- plan and complete at least two changeovers.

In the course of the above, the candidate must confirm changeover is carried out to enterprise standards.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles of a quick changeover
- procedures for, and purpose of changeovers
- enterprise production schedule
- output quality checks
- process for minimisation of changeover scrap
- assessment criteria for ergonomics in changeovers
- work health and safety (WHS) requirements for completing changeovers
- required manuals, safety and other documentation, including their location and purpose.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- machinery for changeover.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPSUP4160 Manage quality in a production environment

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to manage the quality of print work against job specifications in the enterprise production environment.

It applies to individuals who hold some responsibility for maintaining quality outputs in the workplace. They generally work at a supervisory or middle management level in the workplace, hold some responsibility over other workers and may provide some leadership.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify workplace quality control requirements	1.1 Confirm job specifications and quality requirements according to enterprise procedures 1.2 Assess quality requirements and tolerances, and confirm inspection and testing procedures and communicate to designated personnel
2. Inspect quality processes	2.1 Confirm inspection and testing procedures are occurring at required intervals and monitor outcomes 2.2 Propose, and undertake as required, corrective action to rectify problems identified as required according to enterprise procedures 2.3 Escalate quality concerns according to enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	2.4 Assess enterprise procedures and quality requirements and identify potential process improvements
3. Finalise job	3.1 Confirm output meets job quality requirements 3.2 Confirm required documentation has been completed according to enterprise procedures 3.3 Document process improvement suggestions 3.4 Communicate quality concerns to team as required and evaluate process improvement suggestions
4. Manage equipment quality control	4.1 Organise and monitor inspections and calibration of equipment according to enterprise procedures 4.2 Organise equipment servicing as required 4.3 Document equipment maintenance procedures as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Communication	<ul style="list-style-type: none"> <li>Conveys complex information clearly and concisely according to enterprise communication protocols in a range of contexts</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies purpose of own role and autonomously follows associated responsibilities to contribute to organisational goals</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Identifies and implements standard and innovative solutions for an increasing number of routine and non-routine problems</li> </ul>

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP4160 Manage quality in a production environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

- The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:
- complete a job quality record for at least five jobs with each job record including:
  - quality inspections carried out
  - equipment inspections carried out and service personnel details if required
  - adjustments to job processes required over the course of the production
  - suggestions for process improvements and those selected for implementation
  - complaints or reports of faulty goods or documentation received from customers (internal or external) relating to work handled by the individual and issues resolution undertaken in these instances.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles of the quality inspection system
- quality requirements for job commencement, including:
  - quality standards set by the customer
  - areas that need to be inspected for quality
  - enterprise storage procedures
  - equipment setup and shutdown
- equipment maintenance procedures and required service personnel in case of faults
- enterprise communication protocols for clients and enterprise team members
- required records for the production process and documentation procedures
- enterprise quality procedures relating to print production jobs including:
  - timing of quality inspections
  - control instruments used in quality inspections
  - rectification of identified faults

- quality specification to be recorded on the job sheet
- personnel responsible for product quality.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the work area.

This includes access to:

- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP4600 Manage a safe work environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Application

This unit describes the skills and knowledge required to implement, manage and monitor work health and safety (WHS) requirements in printing and graphic arts workplaces.

It applies to individuals who are at a supervisory or middle management level in the workplace and hold some responsibility over other workers and may provide some leadership.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify WHS requirements	1.1 Check WHS documentation is accessible and signage is visible 1.2 Identify personal protective equipment (PPE) required to be provided in the workplace and confirm usage requirements 1.3 Identify safety devices present in the workplace 1.4 Check requirements for and confirm materials and equipment are safely stored and required ventilation is available 1.5 Manage waste removal from work area in accordance with WHS requirements and Environmental Protection Authority (EPA) regulations 1.6 Assess and control risks for own area of responsibility according to enterprise procedures
2. Monitor WHS in the	2.1 Report risks and hazards in the workplace and manage the

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
workplace	<p>situation according to enterprise procedures and relevant WHS requirements</p> <p>2.2 Contribute to participative arrangements for WHS management in the workplace</p> <p>2.3 Monitor and measure emission levels according to enterprise procedures and report abnormal or unacceptable levels to required personnel</p>
3. Improve WHS in the workplace	<p>3.1 Identify potential areas of improvement for WHS in the workplace and evaluate against enterprise objectives</p> <p>3.2 Plan implementation of WHS process improvements in the workplace</p> <p>3.3 Implement WHS process improvements according to enterprise procedures</p> <p>3.4 Monitor implementation of WHS process improvements and make adjustments as required</p>
4. Adjust workspace to meet workplace health and safety requirements	<p>4.1 Confirm required furniture and equipment is available and adjust to suit ergonomic requirements</p> <p>4.2 Adjust lighting to ensure healthy and safe glare and lighting levels according to enterprise procedures and WHS standards</p> <p>4.3 Confirm work space meets enterprise and WHS requirements for computer operation</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>• Presents complex written information with specialised vocabulary to a range of audiences</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>• Conveys complex information clearly according to enterprise communication protocols in a range of contexts</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Analyses numerical information to measure acceptable and safe emissions in the workplace</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Follows enterprise procedures and regulatory requirements with specific reference to safety</li> <li>• Identifies purpose of own role and autonomously follows associated responsibilities to contribute to organisational goals</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Identifies and implements standard and innovative solutions for an</li> </ul>

Skill	Description
	increasing number of routine and non-routine problems

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP4600 Manage a safe work environment

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of the unit, including evidence of the ability to:

- planning and implementing at least two different work health and safety (WHS) process improvements according to enterprise requirements
- documenting at least two contributions to participative arrangements for WHS management in the workplace.

In the course of the above the candidate must:

- identify and manage WHS risks and hazards
- identify WHS measures in the work area
- document and respond to WHS incidents in the workspace.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- WHS regulation regarding business operations
- enterprise procedures for WHS management in the workplace, including:
  - reporting concerns
  - fire, emergency, accident and near-miss
  - containment
  - controlling risks
  - implementing process improvements
- safety devices, equipment and educational materials in the workplace, including safety data sheets and machine manuals
- possible workplace hazards
- enterprise waste management procedures
- enterprise team communication protocols for participative arrangements



- required WHS records and documentation procedures
- adjustable WHS factors in the workspace including:
  - ventilation
  - furniture and equipment
  - lighting
- Environmental Protection Agency (EPA) regulation requirements, including those for the handling and disposal of chemicals
- emission level requirements and enterprise procedures for monitoring and reporting
- purpose of WHS signs and symbols relevant to the area of work.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the area of work.

This includes access to:

- enterprise documentation relating to WHS
- a production environment as required to demonstrate the performance evidence

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP4620 Facilitate communication in the workplace

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to facilitate and plan communication in the printing and graphic arts workplace.

It applies to individuals who plan and organise communications, coordinate team participation and meetings and represent team or enterprise views. They generally work at a supervisory or middle management level in the workplace and may provide some leadership and hold some responsibility over other workers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Supervise workplace communication	1.1 Identify communication requirements and target audiences 1.2 Identify, select and share workplace communication processes 1.3 Monitor and modify communication of self and others according to enterprise requirements and target audience
2. Facilitate team meetings	2.1 Identify requirements of group meeting according to target audience 2.2 Adjust communication methods to reflect diversity in target audience 2.3 Schedule and coordinate group meetings according to

	<p>meeting requirements</p> <p>2.4 Communicate information according to meeting and enterprise requirements</p> <p>2.5 Use active listening and questioning techniques to clarify issues</p>
3. Manage enterprise communication processes	<p>3.1 Record meeting outcomes and confirm details of future meetings according to workplace requirements</p> <p>3.2 Convey decisions, outcomes and actions to designated personnel</p> <p>3.3 Collect and provide information on team communication to support team participation</p>
4. Manage client relationships	<p>4.1 Implement and evaluate enterprise client communication protocols</p> <p>4.2 Monitor client interactions and participate as required</p> <p>4.3 Provide personnel with training to improve client communication practices as required</p> <p>4.4 Implement and manage client referral process</p> <p>4.5 Confirm communication meets enterprise confidentiality requirements and undertake action as required</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Oral communication	<ul style="list-style-type: none"> <li>Conveys complex information according to enterprise communication protocols in a range of contexts</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Presents complex written information with specialised vocabulary to a range of audiences</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Evaluates barriers to communication and develops responses to eliminate them in routine and unfamiliar situations</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Identifies purpose of own role and autonomously follows associated responsibilities to contribute to organisational goals</li> </ul>

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP4620 Facilitate communication in the workplace

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- monitor and evaluate at least three client interactions and provide feedback to peers
- facilitate at least one group meeting with a structured agenda
- evaluate enterprise communication and client management processes and suggest and implement at least one improvement.

In the course of the above, the candidate must:

- prepare written material that is formatted according to enterprise requirements
- provide feedback to others on the effectiveness of their communication.

### Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- regulatory requirements and enterprise procedures for all forms of workplace communication
- communication issues that may arise in an enterprise and their resolution methods
- techniques to facilitate effective workplace discussions
- enterprise procedures for:
  - locating and storing workplace information
  - client referral process
- key principles of cross-cultural communication and communication with individuals requiring special needs and disabilities
- communication challenges and strategies to manage, including:
  - client and supplier conflicts
  - team member disputes
  - work health and safety risks and hazards

- unethical or inappropriate behaviour
- enterprise hierarchy of information and escalation procedures
- enterprise customer service practices.

## **Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- a production environment as required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## BSBCUS201 Deliver a service to customers

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Customer Service

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Establish contact with customers	1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements 1.2 Maintain personal dress and presentation in line with organisational requirements 1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences</p> <p>1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements</p>
2 Identify customer needs	<p>2.1 Use appropriate questioning and active listening to determine customer needs</p> <p>2.2 Assess customer needs for urgency to identify priorities for service delivery</p> <p>2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s</p> <p>2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required</p>
3 Deliver service to customers	<p>3.1 Provide prompt customer service to meet identified needs according to organisational requirements</p> <p>3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary</p> <p>3.3 Communicate with customers in a clear, concise and courteous manner</p> <p>3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever possible</p>
4 Process customer feedback	<p>4.1 Promptly recognise customer feedback and handle sensitively according to organisational and legislative requirements</p> <p>4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures and legislative requirements</p> <p>4.3 Identify any unmet customer needs and discuss suitability of other products/services</p> <p>4.4 Support customers to make contact with other services according to organisational policies and procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*



<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	<ul style="list-style-type: none"> <li>Understands requirements in organisational policy and procedure documents</li> <li>Interprets product and service information in a range of formats to provide customer advice</li> </ul>
Writing	4.2	<ul style="list-style-type: none"> <li>Records customer information according to organisational requirements</li> </ul>
Oral Communication	1.1, 1.3, 1.4, 1.5, 2.1-2.4, 3.2, 3.3, 4.3	<ul style="list-style-type: none"> <li>Provides information or advice using structure and language to suit the audience</li> <li>Asks questions and listens to gain information or confirm understanding</li> </ul>
Navigate the world of work	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	<ul style="list-style-type: none"> <li>Follows organisational procedures and practices relevant to own role</li> </ul>
Interact with others	1.1, 1.3-1.5, 2.1-2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Uses accepted communication practices to establish connections, build rapport and develop professional working relationships</li> <li>Adjusts personal communication style in response to the opinions, values and particular needs of others</li> </ul>
Get the work done	3.2, 3.4, 4.1- 4.3	<ul style="list-style-type: none"> <li>Addresses routine problems in familiar work contexts</li> <li>Recognises opportunities to enhance work practices and outcomes</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
BSBCUS201 Deliver a service to customers	BSBCUS201B Deliver a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBCUS201 Deliver a service to customers

## Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- greet customer and establish rapport/relationship in accordance with organisational requirements
- identify customer needs using appropriate interpersonal skills
- provide prompt service to address customer needs in accordance with organisational requirements
- identify and follow up opportunities to increase the quality of service and products
- respond to and record all customer feedback according to organisational standards, policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services
- identify and explain workplace organisational policies and procedures relating to customer service and the customer service process.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service

- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBSUS401 Implement and monitor environmentally sustainable work practices

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.  Version created to better align unit to AQF level.

## Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Sustainability

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with

ELEMENT	PERFORMANCE CRITERIA
	environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools

ELEMENT	PERFORMANCE CRITERIA
	and strategies 4.5 Promote successful strategies and reward participants where possible

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	<ul style="list-style-type: none"> <li>Identifies and analyses complex texts to determine legislative, regulatory and business requirements</li> <li>Reviews reported information to evaluate workplace strategies and improvement practices</li> </ul>
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	<ul style="list-style-type: none"> <li>Documents findings of investigations from written and oral sources according to organisational requirements</li> <li>Provides updates about progress using formats and language appropriate to the audience and context</li> </ul>
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	<ul style="list-style-type: none"> <li>Presents information and seeks advice using structure and language appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	<ul style="list-style-type: none"> <li>Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools</li> </ul>
Navigate the world of work	1.1, 1.2	<ul style="list-style-type: none"> <li>Recognises and follows legislative requirements and organisational policies and procedures associated with own role</li> </ul>
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives</li> </ul>
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation</li> <li>Uses systematic, analytical processes to set</li> </ul>

		<p>environmental targets, gather relevant information, identify and evaluate alternative approaches</p> <ul style="list-style-type: none"> <li>• Evaluates outcomes of decisions to identify opportunities for improvement</li> <li>• Uses the main features and functions of digital tools to complete work tasks and access information</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS401 Implement and monitor environmentally sustainable work practices	BSBSUS301 Implement and monitor environmentally sustainable work practices	Recoded to meet AQF standards	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.  Version created to better align unit to AQF level.

## Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements



- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBXC501 Lead communication in the workplace

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to lead communication in the workplace within any industry.

This unit has a specific focus on the communication skills required for team leaders with responsibility for other workers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Cross Sector Skill

### Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish communication protocols	1.1 Analyse internal and external information needs relevant to workplace 1.2 Develop or structure communication protocol(s) to meet organisational information needs and goals 1.3 Identify ways to adapt communication protocols to suit various contexts 1.4 Prepare materials to support and/or implement communication protocols

2. Coordinate effective communication	<p>2.1 Direct others to communicate according to organisational requirements and goals</p> <p>2.2 Explain complex information to positively influence others</p> <p>2.3 Motivate others to communicate respectfully, considering the needs of all, including those from diverse backgrounds</p> <p>2.4 Identify and address any communication challenges to remove barriers to understanding</p>
3. Present and negotiate persuasively	<p>3.1 Identify and use a variety of communication styles relevant to varying audiences</p> <p>3.2 Present information in a succinct, clear and persuasive manner</p> <p>3.3 Evaluate differences in perspective and critically examine outcomes</p> <p>3.4 Negotiate towards a final outcome with a focus on key outcomes</p> <p>3.5 Confirm and implement outcomes of negotiation or communication using appropriate methods</p>
4. Review communication practices	<p>4.1 Provide mentoring to others to assist them in achieving communication goals</p> <p>4.2 Obtain feedback from a variety of sources to manage the outcomes of communications and negotiations</p> <p>4.3 Identify and document areas for improvement in communication for team or organisational practices</p> <p>4.4 Implement plans to improve communication processes</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Writing	<ul style="list-style-type: none"> <li>Utilises sophisticated writing skills to summarise information from various sources and distinguish significant information from minor references</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>Seeks to improve organisational policies and procedures to better meet organisational goals</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Evaluates effectiveness of communication channels, systems and processes to inform decisions and implement improvements</li> <li>Uses digital technology to find, record or communicate basic</li> </ul>

Skill	Description
	information

## Unit Mapping Information

No equivalent unit. New unit.

## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBXCM501 Lead communication in the workplace

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and range of conditions of this unit, including on at least occasion, evidence of the ability to:

- collate research on internal and external communication needs
- develop and implement communication protocols in accordance with organisational requirements
- present information in a persuasive and professional manner
- apply negotiation techniques to reach desired outcomes
- address communication challenges for continuous improvement.
- 

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislative requirements relevant to workplace communication
- organisational requirements relevant to workplace communication (including digital form):
  - workplace policies
  - codes of conduct
  - organisational reputation and culture
- techniques to resolve communication challenges
- methods to mentor and coach others
- key principles of cross-cultural communication and communication with individuals with special needs or disabilities communication protocols relevant to organisational information needs:
  - internal and external communication guides
  - risk based/emergency communication guides

- style/formatting of communication guides
- processes for allocation of responsibilities for standard communication
- communication challenges relevant to performance evidence:
  - conflicts with clients or team members
  - potential risks or safety hazards
  - unethical or inappropriate communication
  - appropriately framing organisational messaging
- key relevant features of:
  - different communication styles
  - different communication methods
  - relevant cross cultural communication techniques
  - negotiation and conflict resolution techniques.

## Assessment Conditions

Mandatory conditions for assessment include:

- A safe working or simulated environment

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## CUAACD101 Use basic drawing techniques

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to create a basic visual representation of objects or ideas. It does not relate to drawing as an art form.

It applies to individuals in any context where a basic sketch or drawing of objects, ideas or layouts is required.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual communication – art, craft and design

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for drawing	1.1 Clarify purpose of drawings with appropriate people 1.2 Identify tools and materials required for basic drawing techniques 1.3 Select appropriate tools and materials for basic drawing techniques
2. Produce basic drawings	2.1 Apply a limited range of techniques to represent objects or ideas 2.2 Follow safety instructions when handling tools and materials 2.3 Seek feedback on drawings from relevant people and refine

ELEMENT	PERFORMANCE CRITERIA
	drawings as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.2	<ul style="list-style-type: none"> <li>Comprehends safe handling instructions for tools and materials</li> </ul>
Oral Communication	1.1, 2.3	<ul style="list-style-type: none"> <li>Uses questioning and active listening techniques to confirm task purpose and seek feedback</li> </ul>
Navigate the world of work	2.2	<ul style="list-style-type: none"> <li>Follows defined safety procedures when handling tools and materials</li> </ul>
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> <li>Decides on tools, materials and techniques required to complete tasks, with the assistance of others</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD101 Use basic drawing techniques	CUVACD101A Use basic drawing techniques	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUAACD101 Use basic drawing techniques

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- identify tools, materials and techniques required to produce drawings
- use a range of basic drawing techniques to produce and refine drawings that represent objects or ideas.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list materials and tools commonly used for drawing and explain how to use them safely
- describe different types of drawing techniques.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to materials and tools used in drawing work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUAACD201 Develop drawing skills to communicate ideas

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to develop simple drawing techniques to communicate ideas. It does not relate to drawing as an art form.

It applies to individuals who use drawing to visually represent ideas about objects, the use of space, narratives or the steps in a process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual communication – art, craft and design

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to use a range of drawing techniques	1.1 Clarify purpose of drawings with appropriate people 1.2 Identify suitable techniques to represent ideas 1.3 Select tools and materials required for selected techniques 1.4 Take presentation context into account when selecting techniques, tools and materials
2. Produce simple drawings	2.1 Explore ways of representing ideas through application of different techniques

ELEMENT	PERFORMANCE CRITERIA
	2.2 Seek feedback from others on different drawing techniques 2.3 Select techniques best suited to represent ideas 2.4 Draw ideas using selected techniques 2.5 Respond positively to feedback from others on own work and take action to improve own skills as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	2.5	<ul style="list-style-type: none"> <li>Identifies and uses feedback as a strategy to improve skills</li> </ul>
Oral Communication	1.1, 2.2, 2.5	<ul style="list-style-type: none"> <li>Uses questioning and active listening to clarify task requirements, and seek and respond to feedback</li> </ul>
Interact with others	1.1, 2.2, 2.5	<ul style="list-style-type: none"> <li>Follows accepted practices and protocols in seeking advice and opinions from others</li> </ul>
Get the work done	1.2, 1.3, 1.4, 2.1, 2.3, 2.4	<ul style="list-style-type: none"> <li>Plans and undertakes routine drawing tasks in consultation with others</li> <li>Makes routine decisions using defined circumstances to assist</li> <li>Manages own decisions about appropriate techniques to represent ideas using experimentation and feedback</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD201 Develop drawing skills to communicate ideas	CUVACD201A Develop drawing skills to communicate ideas	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUAACD201 Develop drawing skills to communicate ideas

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Performance Evidence

Evidence of the ability to:

- select tools, materials and techniques required to produce drawings
- produce and refine drawings that:
  - demonstrate basic techniques
  - communicate ideas
  - are appropriate for the presentation context.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the uses of common drawing tools and materials
- describe different approaches to drawing
- explain the importance of drawing techniques in representing ideas.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to equipment and materials used to produce drawings.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAACD401 Integrate colour theory and design processes

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to investigate and combine colour theory and design processes into two-dimensional or three-dimensional work.

It applies to individuals who use design processes in visual communication situations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual communication – art, craft and design

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Research information on colour theory and design processes	1.1 Identify and access relevant sources of information on colour theory and design processes 1.2 Research historical and contemporary approaches to colour and design in the context of a work project 1.3 Evaluate information to determine how colour theory and design may be integrated into the design process 1.4 Consider intellectual property and other legislative requirements relevant to design processes
2. Communicate ideas	2.1 Experiment with selected materials, tools and equipment to



ELEMENT	PERFORMANCE CRITERIA
through the application of colour and design theory	<p>determine new ways in which colour theory and design processes may be integrated</p> <p>2.2 Explore and develop new ideas through a process of experimentation</p> <p>2.3 Achieve solutions by working with the elements and principles of design and different aspects of colour</p>
3. Evaluate design work	<p>3.1 Reflect on own application of design process and success in communicating concepts</p> <p>3.2 Identify areas for future improvement, especially in terms of own skill development</p> <p>3.3 Discuss completed work with others and respond positively to feedback</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.2	<ul style="list-style-type: none"> <li>Identifies own skills gaps</li> </ul>
Reading	1.1, 1.2, 1.3	<ul style="list-style-type: none"> <li>Sources, analyses and interprets a range of visual and textual information to inform design ideas and project solutions</li> </ul>
Oral Communication	3.3	<ul style="list-style-type: none"> <li>Selects and uses appropriate strategies to initiate discussion of work and elicit feedback</li> </ul>
Navigate the world of work	1.4	<ul style="list-style-type: none"> <li>Considers the implications of intellectual property and other legislation requirements when undertaking research and planning design work</li> </ul>
Interact with others	3.3	<ul style="list-style-type: none"> <li>Seeks feedback from others and considers its value in the improvement of future performance</li> </ul>
Get the work done	1.1, 1.2, 1.3, 2.1-2.3, 3.1	<ul style="list-style-type: none"> <li>Plans and implements research-related tasks</li> <li>Selects and organises suitable resources to produce design solutions</li> <li>Tests the capabilities of materials tools and equipment with creative experimentation to discover new ways of</li> </ul>

		integrating theory and processes <ul style="list-style-type: none"> <li>• Develops new ideas using investigative processes and refines them using design principles and elements</li> <li>• Evaluates outcomes of design decisions</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD401 Integrate colour theory and design processes	CUVACD401A Integrate colour theory and design processes	Updated to meet Standards for Training Packages and clarify intent. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAACD401 Integrate colour theory and design processes

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- research colour theory and the design process and analyse findings
- use practical exploration and experimentation to enhance idea development
- apply colour theory and design processes to communicate ideas in projects
- use strategies to evaluate work outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how differences in individual perception and choice within the design process influences final outcomes
- discuss the effects of rigid application of colour theory to design processes and project outcomes
- explain ways in which colour theory and design processes can be explored and combined to meet the needs of a project
- list a range of materials, tools and equipment required for the production of samples that integrate colour theory and design processes
- explain how other artists and designers have applied colour theory and design processes to their work
- summarise intellectual property issues and legislation and their impact on aspects of design.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- tools, materials and equipment used in the design process in the relevant context
- information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAANM301 Create 2D digital animations

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to plan and implement design concepts and use industry animation software to create 2D animations for inclusion in interactive media products, short stand-alone animated sequences and basic games.

It applies to individuals who work in a team environment and report to a senior animator, designer, director or producer.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify animation requirements	1.1 Clarify 2D animation requirements, including design specifications and storyboard in consultation with relevant people 1.2 Clarify target users or audience and requirements with regard to output formats and delivery platforms
2. Generate and assess ideas	2.1 Review animations, artworks and other creative sources that may inspire design ideas 2.2 Generate a range of animation ideas that are technically feasible,

ELEMENT	PERFORMANCE CRITERIA
	<p>respond to specifications and provide creative solutions to all design issues</p> <p>2.3 Discuss animation ideas with relevant people</p>
3. Plan approach	<p>3.1 Assess the range of 2D animation software to determine compatibility with design specifications</p> <p>3.2 Select the most appropriate 2D animation software in consultation with relevant people</p> <p>3.3 Evaluate initial design ideas and discuss with relevant people to select final design concept to meet production requirements and timelines</p>
4. Produce animations	<p>4.1 Apply basic screen, visual design, communication and animation principles and animation techniques to produce animated sequences based on concept</p> <p>4.2 Use animation software to import or generate sufficient quantity of key frames to establish required actions</p> <p>4.3 Check copyright conditions on images from external sources</p> <p>4.4 Combine animated objects to produce single sequences according to creative requirements and specifications</p> <p>4.5 Integrate audio assets where necessary</p> <p>4.6 Adopt safe ergonomic practices when using screens and keyboards for long periods of time</p> <p>4.7 Save and store animations using appropriate output file formats and standard naming conventions</p>
5. Finalise animations	<p>5.1 Review animations to assess creative solutions to design specifications, appropriateness to users or audience and technical feasibility</p> <p>5.2 Discuss and confirm with relevant people additional requirements or modifications to overall designs or animations and undertake necessary amendments</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance	Description
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	<b>Criteria</b>	
Reading	1.1, 2.1-2.3, 3.1, 3.3, 4.3, 4.4, 5.1	<ul style="list-style-type: none"> <li>• Interprets production documentation and design specifications in relation to own duties</li> <li>• Locates and reviews creative sources that may inspire new ideas</li> </ul>
Writing	2.3, 4.1, 4.7, 5.2	<ul style="list-style-type: none"> <li>• Generates and records information for the design of 2D animations in required format</li> <li>• Uses standard naming conventions and version control protocols when saving and storing files</li> </ul>
Oral Communication	1.1, 2.3, 3.2, 3.3, 4.1, 5.2	<ul style="list-style-type: none"> <li>• Obtains information by listening and questioning</li> <li>• Uses clear language to discuss ideas, contribute information, and express requirements</li> </ul>
Navigate the world of work	4.3, 4.6	<ul style="list-style-type: none"> <li>• Complies with legislative requirements relevant to own position</li> </ul>
Interact with others	1.1, 2.3, 3.2, 3.3, 4.1, 5.2	<ul style="list-style-type: none"> <li>• Responds to and draws on others' perspectives when negotiating design of 2D animations</li> <li>• Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.3, 3.1-3.3, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2	<ul style="list-style-type: none"> <li>• Organises and completes animation requirements in line with specifications, arranging consultations at key design points</li> <li>• Takes responsibility for decisions directly related to completion of own tasks</li> <li>• Uses digital software to create drawings and animations and to manage files</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUAANM301 Create 2D digital animations	CUFANM301A Create 2D digital animations	Updated to meet Standards for Training Packages. Performance criteria combined and reworded for clarity.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUAANM301 Create 2D digital animations

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- interpret design specifications and generate a range of creative ideas and concepts that respond to the brief
- collaborate with others to clarify requirements, discuss ideas, select final design concept and review final animations
- use animation software to create 2D animations that meet requirements of design briefs within production deadlines
- correctly name and store animations in appropriate file formats.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic animation techniques and principles
- describe screen, visual design and communication principles as they apply to animations
- outline intellectual property considerations if using images from external sources
- identify work health and safety standards as they apply to using screens and keyboards for extended periods of time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documents and briefs
- resources, equipment and software required for 2D animations

- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAANM302 Create 3D digital animations

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to animate simple 3D models and create 3D animations, which may include audio components. The models are for inclusion in interactive media products, short stand-alone animated sequences and basic games.

It applies to individuals who plan and create 3D animated sequences in consultation with relevant personnel in a wide variety of contexts in the digital content industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify animation requirements	1.1 Clarify 3D animation requirements documented in design briefs with relevant personnel 1.2 Examine models to be animated to determine appropriate animation techniques 1.3 Identify file formats and delivery platform for animated sequences 1.4 Identify factors that may influence animation design approach

ELEMENT	PERFORMANCE CRITERIA
	1.5 Clarify work flow sequences with relevant personnel to ensure production schedule deadlines are met
2. Plan approach	2.1 Research animations, artworks and other creative sources that may inspire ideas 2.2 Generate a range of ideas for animations that are technically feasible, respond to briefs and provide creative solutions to all design issues 2.3 Present ideas to relevant personnel using appropriate design techniques 2.4 Adjust approach to incorporate feedback and agree on final design concept 2.5 Discuss and select 3D animation software with relevant personnel to ensure animated sequences meet technical and creative requirements 2.6 Identify audio assets to support animations as required
3. Produce animated sequences for review	3.1 Create 3D animations using software and animation techniques to suit design requirements 3.2 Adopt safe ergonomic practices when using equipment for long periods of time 3.3 Apply basic animation, screen, visual design and communication principles to produce animations 3.4 Apply real world camera techniques to virtual cameras used in 3D animation as required 3.5 Confirm with relevant personnel that models have not infringed copyright 3.6 Render completed animated sequences using appropriate output file formats 3.7 Save and store animated sequences using standard naming conventions and version control protocols 3.8 Demonstrate 3D animated sequences to relevant personnel for evaluation by agreed deadlines
4. Finalise animated sequences	4.1 Review animated sequences to assess creative solutions to design briefs, appropriateness to users or audience, and technical feasibility 4.2 Discuss and confirm additional requirements or modifications with relevant personnel, and complete changes as required for signoff

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.5, 2.1, 2.2, 3.5, 4.1	<ul style="list-style-type: none"> <li>Interprets production documentation and design specifications in relation to own duties and copyright issues</li> </ul>
Writing	3.6, 3.7, 4.2	<ul style="list-style-type: none"> <li>Generates and records information for the design of 3D animations in required format</li> <li>Uses standard naming conventions and version control protocols when saving and storing files</li> </ul>
Oral Communication	1.1, 1.5, 2.3-2.5, 4.2	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Uses clear language to discuss ideas, contribute information, and express requirements</li> </ul>
Navigate the world of work	3.2, 3.5	<ul style="list-style-type: none"> <li>Understands and complies with legislative requirements relevant to role</li> </ul>
Interact with others	1.1, 1.5, 2.3-2.5, 3.8, 4.2	<ul style="list-style-type: none"> <li>Responds to and draws on others' perspectives when negotiating design of 3D animations</li> <li>Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction</li> </ul>
Get the work done	1.1-1.5, 2.1-2.3, 2.5, 2.6, 3.3-3.8, 4.1, 4.2	<ul style="list-style-type: none"> <li>Organises and completes animation requirements in line with specifications, arranging consultations at key design points</li> <li>Takes responsibility for decisions directly related to own tasks</li> <li>Uses digital software to create drawings and animations and to manage files</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAANM302 Create	CUFANM302A Create 3D digital	Updated to meet Standards for	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
3D digital animations	animations	Training Packages. Performance criteria reworded for clarity.	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAANM302 Create 3D digital animations

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- interpret design specifications and generate a range of creative ideas and concepts that respond to the brief
- collaborate with others to clarify requirements, discuss ideas, select final design concept and review final animations
- use animation software to create 3D animations that meet requirements of design briefs within production deadlines
- correctly name and store animations in appropriate file formats.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic animation techniques and principles
- describe screen, visual design and communication principles as they apply to animations
- outline intellectual property considerations if using images from external sources
- outline work health and safety requirements as they apply to using screens and keyboards for extended periods of time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documents and briefs
- resources, equipment and software required for 3D animations

- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUAANM303 Create 3D digital models

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to create 3D digital models that meet technical and design specifications.

It applies to individuals who clarify production requirements and produce 3D models under supervision, but may have responsibility for planning their own work. They produce these 3D models primarily for online and mobile device application.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify work requirements	1.1 Clarify requirements and purpose for 3D digital models with reference to production documents 1.2 Clarify workflow sequences in consultation with relevant personnel to ensure production schedule deadlines are met 1.3 Clarify with relevant personnel the modelling technique that suits production requirements 1.4 Discuss and select digital modelling software with relevant personnel that suits production delivery platform and modelling

ELEMENT	PERFORMANCE CRITERIA
	techniques 1.5 Gather and analyse reference materials to help visualise 3D models
2. Develop 3D digital models	2.1 Use software features and apply modelling principles to block out models based on reference materials 2.2 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time 2.3 Use software features and geometry to shape models and apply various effects as required 2.4 Check that models' topology allows appropriate deformation as required 2.5 Refine and check integrity of models progressively until they meet design requirements 2.6 Confirm with relevant personnel that models have not infringed copyright 2.7 Test models to identify faults, and modify as required 2.8 Demonstrate models to relevant personnel for feedback, and make adjustments as required
3 Finalise 3D digital models	3.1 Review 3D models to ensure creative solutions meet design specifications 3.2 Discuss and confirm with relevant personnel additional requirements or modifications to 3D models and undertake necessary amendments 3.3 Render and output models in appropriate format and submit to relevant personnel by agreed deadlines 3.4 Make back-up copies of files, and save and store 3D models using standard naming conventions

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 1.5	<ul style="list-style-type: none"> <li>Analyses textual information from production documents and reference materials to confirm design requirements</li> </ul>
Writing	1.1, 1.2	<ul style="list-style-type: none"> <li>Uses specific language appropriate to audience to clarify requirements and prepare work-related documentation</li> </ul>
Numeracy	2.1, 2.3	<ul style="list-style-type: none"> <li>Uses knowledge of shapes, symmetry and solids to perform required adjustments to models</li> </ul>
Oral Communication	1.1-1.4, 2.6, 2.8, 3.2	<ul style="list-style-type: none"> <li>Explains ideas and requirements clearly and listens carefully to verbal instructions</li> <li>Uses questioning and listening skills to clarify and confirm understanding</li> </ul>
Navigate the world of work	2.2, 2.6	<ul style="list-style-type: none"> <li>Applies legislative requirements relevant to own role</li> </ul>
Interact with others	1.1-1.4, 2.6, 2.8, 3.2, 3.3	<ul style="list-style-type: none"> <li>Responds to and draws on others' perspectives when negotiating design of 3D digital models</li> <li>Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction</li> </ul>
Get the work done	1.2-1.5, 2.1-2.8, 3.1-3.4	<ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to meet requirements within deadlines</li> <li>Makes aesthetic and technical decisions in collaboration with others</li> <li>Evaluates requirements and technical criteria to ensure design specifications are achieved</li> <li>Uses digital software to create models and to manage files</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAANM303 Create 3D digital models	CUFANM303A Create 3D digital models	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria. Additional element.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAANM303 Create 3D digital models

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- create 3D digital models that meet design requirements and production deadlines
- collaborate with others to clarify requirements, discuss techniques, select modelling software and review models
- use 3D modelling software proficiently to build models and apply various modelling effects
- correctly store 3D models in appropriate file formats using industry naming conventions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the stages in the production process from initial design through to finished product
- outline basic modelling principles used to build 3D digital models
- explain how geometry is used to create scale, form, weight and volume in 3D models
- describe the concept of integrity as it applies to 3D modelling
- explain the relationship between topology and deformation
- describe the process of rendering as it applies to 3D modelling
- outline intellectual property considerations if using images from external sources
- outline work health and safety standards as they apply to using screens and keyboards for extended periods of time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documentation
- software for producing 3D digital models
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAANM401 Create advanced 3D digital models

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to prepare 3D digital models to a high level of finish, ready to use in a range of contexts.

It applies to individuals who prepare 3D digital models for use in animations, high-end games, virtual worlds or specialist digital resource materials in areas such as medicine, architecture, engineering and aeronautics. They work with minimum supervision and collaborate closely with other production team members, frequently under pressure, to deliver to schedule deadlines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

CUAANM303 Create 3D digital models

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify work requirements	1.1 Identify requirements and purpose for 3D digital models with reference to production documentation

ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Determine work flow sequences in consultation with relevant personnel, to ensure production schedule deadlines are met</p> <p>1.3 Select modelling technique that suits production requirements</p> <p>1.4 Select digital modelling software that suits production, delivery platform and modelling technique</p>
2. Design and develop 3D models	<p>2.1 Use features of digital modelling software to build detailed 3D models that meet design and aesthetic requirements</p> <p>2.2 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time</p> <p>2.3 Use software features and geometry to shape models and apply various effects to simulate physical realism in characters and environments as required</p> <p>2.4 Use scripting language to enhance functionality of the models as required</p> <p>2.5 Create controls that are logical and easy to use, if required</p> <p>2.6 Check models have not infringed copyright</p> <p>2.7 Liaise with other team members to ensure models relate to other aspects of the production</p> <p>2.8 Refine and check integrity of models until they meet design requirements</p> <p>2.9 Confirm with relevant personnel that production requirements have been met and make adjustments as required</p>
3. Finalise 3D digital models	<p>3.1 Test models to identify faults, and adjust as required</p> <p>3.2 Render final models in appropriate output file formats</p> <p>3.3 Make back-up copies of files, and save and store 3D models using standard naming conventions</p> <p>3.4 Submit final models to relevant personnel for approval by agreed deadlines</p> <p>3.5 Review own work and processes used for constructing 3D digital models and note areas for future improvement</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*



Skill	Performance Criteria	Description
Reading	1.1, 1.1	<ul style="list-style-type: none"> <li>Analyses textual information from relevant sources to identify project requirements</li> </ul>
Writing	1.2, 2.4, 3.3, 3.5	<ul style="list-style-type: none"> <li>Uses clear and technically specific language to clarify requirements and complete reports and documentation</li> </ul>
Oral Communication	1.1, 1.2, 2.7, 2.9	<ul style="list-style-type: none"> <li>Speaks clearly using effective language to convey requirements and discuss improvements</li> <li>Uses listening and questioning techniques to confirm understanding</li> </ul>
Navigate the world of work	2.2, 2.6, 3.2, 3.3	<ul style="list-style-type: none"> <li>Follows enterprise procedures when managing files and directories including back-up of files</li> <li>Conducts work according to legislative and organisational requirements</li> </ul>
Interact with others	1.1, 1.2, 2.7, 2.9, 3.4	<ul style="list-style-type: none"> <li>Maintains the production process in association with others through discussion and consultation</li> </ul>
Get the work done	1.2-1.4, 2.1-2.6, 2.8, 2.9, 3.1-3.5	<ul style="list-style-type: none"> <li>Plans and implements workflow to prepare 3D digital models for production within deadlines Makes decisions directly related to task and role requirements</li> <li>Selects software based on requirements of job and knowledge of software features</li> <li>Uses digital tools to manage files and to develop refined, accurate 3D models in a range of styles</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAANM401 Create advanced 3D digital models	CUFANM401A Prepare 3D digital models for production	Updated to meet Standards for Training Packages. Title changed. Elements and performance criteria edited for clarity.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAANM401 Create advanced 3D digital models

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- create 3D digital models at a high level of finish that:
  - perform to specifications
  - meet technical, design and aesthetic requirements
- use animation software and scripting languages to produce digital modelling effects that create realism in the models
- store 3D models in appropriate file formats using industry naming conventions
- work collaboratively with others in the production team to ensure models are appropriate for other aspects of the production
- review own performance and the modelling process for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline typical challenges with creating 3D models and how to handle these
- describe various techniques used in 3D modelling
- explain how geometry and an understanding of anatomy is used to simulate physical realism in modelling
- explain how effects, such as lighting, colour and composition influence the model appearance and characteristics
- identify and compare scripting languages used in 3D modelling
- describe the process of rendering as it applies to 3D modelling and how this differs for various delivery platforms
- explain the concept of integrity as it applies to 3D modelling

- outline the process for checking compliance with copyright requirements
- describe relevant work health and safety standards which relate to working with computers and keyboards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documents and briefs
- relevant personnel
- 3D modelling software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAANM403 Create titles for screen productions

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to design and develop opening titles and captions for screen productions including film and television, games and e-learning resources.

It applies to individuals who generate digital titles and work collaboratively with directors and post-production personnel to meet deadlines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify work requirements	1.1 Clarify requirements for screen titles with reference to production documentation 1.2 Determine workflow sequences in consultation with relevant personnel to ensure production schedule deadlines are met 1.3 Confirm available budget for the production of titles as required
2. Prepare items to be included in titles	2.1 Produce and maintain a schedule of items to be included in titles 2.2 Import items from other sources as required

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3 Obtain copyright clearances to use imported items as required</p> <p>2.4 Select appropriate fonts and/or create fonts as required</p>
3. Generate and assess ideas	<p>3.1 Generate a range of ideas for design of screen titles that respond to briefs and provide creative solutions to design issues</p> <p>3.2 Discuss ideas and collaborate, as required, with relevant production personnel to contribute ideas to initial concepts</p> <p>3.3 Appraise ideas for implications on cost, technical feasibility and suitability to meet specifications</p>
4. Create titles	<p>4.1 Incorporate and manipulate moving or static graphic items to be included in titles</p> <p>4.2 Modify titles and source items to achieve required visual effect</p> <p>4.3 Trial various techniques and styles and produce initial compilation of titles ensuring style, content and creative intentions are met</p> <p>4.4 Choose appropriate parameters of display to meet with creative requirements and technical specifications</p> <p>4.5 Review initial titles to ensure they meet technical and creative requirements</p> <p>4.6 Check movement of titles and other graphic items maximises the visual impact required for productions</p> <p>4.7 Check titles incorporate and synchronise captions with required images and sound</p> <p>4.8 Check titles are legible and appropriately spaced</p> <p>4.9 Record and store titles and other graphic images according to enterprise procedures</p> <p>4.10 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time</p>
5. Finalise titles	<p>5.1 Present initial title compilations to relevant personnel for feedback</p> <p>5.2 Evaluate and revise designs until they meet required outcomes</p> <p>5.3 Confirm accuracy of text, spelling, punctuation and content</p> <p>5.4 Discuss and agree with relevant personnel to additional requirements and modify titles as required</p> <p>5.5 Check agreement is reached with, and approval granted by, relevant personnel before proceeding with final production of titles</p> <p>5.6 Save and archive files in appropriate formats following</p>

ELEMENT	PERFORMANCE CRITERIA
	enterprise procedures 5.7 Review process of creating titles and note areas for future improvement

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 4.4, 4.5, 4.8, 5.3	<ul style="list-style-type: none"> <li>Interprets textual and visual imagery, as well as technical and financial information from relevant sources to clarify production requirements</li> </ul>
Writing	1.1, 1.2, 2.1, 2.3, 4.8, 5.3, 5.4, 5.7	<ul style="list-style-type: none"> <li>Ensures accuracy of text and correct grammatical forms and vocabulary is used</li> <li>Modifies, reviews and documents improvement strategies</li> <li>Prepares and maintains workplace documentation to ensure production schedules and timelines are met</li> </ul>
Oral Communication	1.1-1.3, 2.2, 2.3, 3.2, 4.7, 5.1, 5.2, 5.4, 5.5	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Uses clear language to contribute information and express requirements</li> </ul>
Numeracy	1.3	<ul style="list-style-type: none"> <li>Uses knowledge of mathematical calculations to determine implications of cost predictions against job requirements</li> </ul>
Navigate the world of work	2.3, 4.9, 4.10, 5.6	<ul style="list-style-type: none"> <li>Follows enterprise procedures when managing files and directories</li> <li>Adheres to work health and safety requirements</li> <li>Takes responsibility for satisfying copyright requirements</li> </ul>
Interact with others	1.1-1.3, 2.2, 2.3, 3.2, 5.1, 5.2, 5.4, 5.5	<ul style="list-style-type: none"> <li>Collaborates with personnel to clarify production requirements and generate creative ideas</li> <li>Uses interpersonal skills to negotiate agreement before completion of production projects</li> </ul>
Get the work done	1.2, 1.3, 2.1-2.4, 3.1-3.3, 4.1-4.9, 5.4, 5.7	<ul style="list-style-type: none"> <li>Plans and organises tasks required to achieve required outcomes</li> <li>Makes decisions directly related to own tasks</li> <li>Uses problem solving techniques to develop creative</li> </ul>

		<p>and practical solutions that consider design, technical and budgetary requirements</p> <ul style="list-style-type: none"> <li>• Selects and uses digital technologies and tools to develop accurate screen titles and manage files and directories</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAANM403 Create titles for screen productions	CUFANM403A Create titles for screen productions	Updated to meet Standards for Training Packages. Minor edits to clarify elements and performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUAANM403 Create titles for screen productions

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- create screen titles that:
  - meet the brief requirements
  - integrate production items correctly
  - achieve required visual impact
  - meet production deadlines
- work collaboratively with others in the production team to generate a range of creative ideas
- save and store titles and other graphic images according to enterprise procedures
- review the design process for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline typical challenges of creating titles for screen productions and how to handle these
- explain how principles of typography and motion techniques are applied to title design
- identify copyright requirements for importing items into screen titles
- identify relevant work health and safety standards which relate to working with screens and keyboards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documentation
- assets to be included in screen title production
- software to create titles
- relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAANM503 Design animation and digital visual effects

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to design animation and digital visual effects for screen productions such as television commercials, feature films, animated films or interactive games.

It applies to individuals who have high-level skills in research and creative concept development. They work closely with people such as directors or producers to generate concepts and prepare design specifications for animation or visual effects for a range of projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Animation and Digital Effects

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify design requirements	1.1 Assess scope of design projects with reference to production documentation 1.2 Analyse factors that may impact the design process 1.3 Participate in preliminary concept meetings to clarify the design requirements 1.4 Itemise elements to be addressed with reference to production

ELEMENT	PERFORMANCE CRITERIA
	documentation
2. Generate and assess ideas	<p>2.1 Generate a range of design ideas that respond to the brief and provide creative solutions to design issues</p> <p>2.2 Assess ideas and collaborate, as required, with relevant personnel to maximise contribution of ideas to initial concepts</p> <p>2.3 Appraise ideas for implications on cost, technical feasibility and creative requirements</p>
3. Conduct research and experimentation	<p>3.1 Research content and target audience characteristics that influence production styles and techniques</p> <p>3.2 Trial various techniques to test their suitability for given design projects</p> <p>3.3 Organise research and provide relevant personnel access to experimentation materials</p> <p>3.4 Analyse and document research and experimentation findings</p>
4. Produce draft design specifications	<p>4.1 Evaluate initial concept ideas in light of research and experimentation findings in consultation with relevant personnel, and select the most appropriate approach</p> <p>4.2 Discuss and agree with relevant personnel on suitable documentation to present design specifications</p> <p>4.3 Create storyboards as required</p> <p>4.4 Prepare or supervise development of sample material to be included in design specifications as required</p> <p>4.5 Draft design specifications to advise the design and development teams</p> <p>4.6 Discuss draft design specifications with relevant personnel to ensure all requirements have been addressed</p>
5. Finalise design specifications	<p>5.1 Present draft design specifications to relevant personnel for review to ensure they are clearly presented</p> <p>5.2 Participate in evaluation of design specifications</p> <p>5.3 Negotiate and agree to additions or modifications and amend design specifications as required</p> <p>5.4 Clarify designer's role for the production phase</p> <p>5.5 Review process of designing animation and digital visual effects and note areas for future improvement</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 3.1, 4.6	<ul style="list-style-type: none"> <li>Interprets and analyses textual information from a range of sources for idea development and to confirm job parameters</li> </ul>
Writing	1.4, 2.1, 3.4, 4.3-4.5, 5.5	<ul style="list-style-type: none"> <li>Documents research, task requirements, workflow sequences and reviews in an appropriate format</li> <li>Names files using standard naming conventions</li> </ul>
Oral Communication	1.3, 2.2, 3.1, 4.1, 4.2, 4.4, 4.6, 5.1-5.4	<ul style="list-style-type: none"> <li>Uses clear language to explain and discuss task requirements</li> <li>Uses questioning and listening techniques to confirm understanding</li> </ul>
Interact with others	1.3, 2.2, 3.1, 4.1, 4.2, 4.4, 4.6, 5.1-5.4	<ul style="list-style-type: none"> <li>Uses appropriate communication practices and protocols to present drafts</li> <li>Collaborates with others to refine ideas, discuss project requirements and negotiate outcomes</li> </ul>
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.4, 4.1-4.6, 5.1-5.5	<ul style="list-style-type: none"> <li>Plans and coordinates tasks for self and others, monitoring progress to ensure project meets design specifications</li> <li>Uses analytical processes to arrive at decisions directly related to task requirements</li> <li>Uses experimentation to produce creative solutions</li> <li>Uses digital tools to conduct research, access, develop, distribute and store material</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUAANM503 Design animation and digital visual effects	CUFANM503A Design animation and digital visual effects	Updated to meet Standards for Training Packages. Minor edits to clarify performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAANM503 Design animation and digital visual effects

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- produce design specifications for animation and digital visual effects projects that are:
  - well documented and clearly presented
  - supported by appropriate research and experimentation
  - meet production requirements
- generate a range of concepts for animation and digital visual effects that meet cost, technical feasibility and production requirements, in collaboration with other team members
- conduct trials, research and experimentation in developing design concepts for animation and digital visual effects
- analyse and document research findings based on trials and experimentation for improving concept designs
- review design process for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain factors that impact on the design of animation and digital visual effects
- explain the audience characteristics that influence production style, content and technique decisions
- outline the main requirements for a design specification.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documents
- appropriate software
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUACMP311 Implement copyright arrangements

### Modification History

Release	Comments
Release 2	This version was released with CUA Creative Arts and Culture Training Package Version 4.1. Minor edits to performance evidence.
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

### Application

This unit describes the skills and knowledge required to implement individual or collaborative copyright arrangements.

This unit applies to individuals required to source copyright information, obtain permission to use other people's material, protect material from unauthorised use and applying copyright notices for creative works.

Individuals that undertake this unit typically work under supervision with some responsibility regarding the planning and completion of work tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Regulation, Licensing and Risk – Compliance

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the</i>	<i>Performance criteria describe the performance needed to</i>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<i>essential outcomes.</i>	<i>demonstrate achievement of the element.</i>
1. Source information on copyright	1.1 Identify sources of information on copyright, to determine what is and what is not protected by copyright 1.2 Identify the role of copyright collecting societies 1.3 Identify and discuss copyright laws and regulations with relevant personnel
2. Obtain permission to use copyright material	2.1 Identify copyright owner's exclusive rights to creative works 2.2 Determine need for copyright clearance and identify potential for use of copyright material in accordance with laws and regulations that govern copyright in Australia 2.3 Discuss and confirm copyright clearance issues with relevant personnel 2.4 Determine if moral rights or performer's rights need to be credited 2.5 Obtain and record copyright clearance permissions in accordance with organisational requirements
3. Protect material from unauthorised use	3.1 Confirm original work as being the result of individual or collaborative effort 3.2 Discuss and formally record copyright ownership or proportional ownership with relevant personnel 3.3 Identify and confirm individual or collaborative copyright responsibilities 3.4 Identify potential infringements to copyright claims 3.5 Apply copyright notices on creative works in accordance with legal obligations and workplace policies and procedures 3.6 Prepare, date and store documentation to track copyright notices

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Interprets documentation to assist with copyright requirements</li> </ul>

Writing	<ul style="list-style-type: none"> <li>• Completes workplace documentation accurately and legibly using technically specific language</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>• Obtains information by listening and questioning</li> <li>• Uses clear language to contribute information and express requirements</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>• Understands and complies with relevant legislation to assist with copyright arrangements</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>• Works collaboratively to determine and complete requirements</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>• Plans and organises routine tasks, taking some responsibility for identifying and confirming copyright issues</li> <li>• Recognises and responds to predictable routine problems seeking assistance when problems are beyond immediate responsibilities or experience</li> <li>• Uses technology to track and download material</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUACMP311 Implement copyright arrangements (Release 2)	CUACMP311 Implement copyright arrangements (Release 1)	Minor edits to performance evidence.	Equivalent unit

## Links

Companion Volumes are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUACMP311 Implement copyright arrangements

## Modification History

Release	Comments
Release 2	This version was released with CUA Creative Arts and Culture Training Package Version 4.1. Minor edits to performance evidence.
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit; including evidence of the ability to:

- source information and seek assistance to organise copyright permission and clearance for creative works
- apply copyright notices on creative works in accordance with legal obligations and workplace policies and procedures
- communicate with copyright collecting societies
- recognise infringements of copyright
- document and store copyright clearances claims and notices in accordance with legal obligations and workplace policies and procedures

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

- key concepts of exclusive rights, fair use, moral rights and performer's rights
- procedures to determine copyright ownership
- sources of copyright information
- digital content copyright and common sources of infringement

- Australian organisations responsible for holding copyright collections and their roles and responsibilities
- key features of laws and regulations that govern copyright in Australia.
- 

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a creative arts working environment or workplace. This includes access to:

- information sources on definitions, laws and regulations about copyright
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volumes are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG201 Maintain interactive content

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to maintain interactive content for websites, learning resources or social media channels, using a content management system.

It applies to individuals, working under direction, who upload media assets and change text content.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Check content	1.1 Confirm frequency of content updates and production deadlines with relevant personnel 1.2 Obtain, access and review content to ensure correct versions 1.3 Confirm existing content to be retained or deleted with relevant personnel
2. Check links and media assets	2.1 Check existing links are valid and source replacement links if required 2.2 Check assets are functional and in correct file format and size for

ELEMENT	PERFORMANCE CRITERIA
	inclusion 2.3 Document technical and content issues in accordance with enterprise procedures 2.4 Confirm with relevant personnel that copyright clearance has been obtained on all new content
3. Update content	3.1 Access content management system to upgrade content 3.2 Adopt safe ergonomic practices when using equipment for long periods of time 3.3 Delete closed links and re-establish new site links if available 3.4 Check internal page links and rectify or delete as required 3.5 Import and/or change content material as required and specify appropriate metadata or tags 3.6 Make heading, typographical, caption and image revisions, applying appropriate style sheets and alt tags if required 3.7 Add pages or screens as required, applying appropriate templates or themes 3.8 Submit edited files to server, and check upload was successful 3.9 Advise relevant personnel if new interface designs are required to incorporate additional materials
4. Test and confirm changes	4.1 Check all content is displayed and functions on server as required 4.2 Confirm with relevant personnel that all changes have been made 4.3 Store original content securely and file using standard industry conventions

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 2.3, 3.3-3.7, 4.1, 4.3	<ul style="list-style-type: none"> <li>• Identifies and follows familiar written instructions</li> <li>• Checks content to ensure styles, links and subject</li> </ul>

		matter are accurate
Writing	2.3, 3.3-3.7, 4.3	<ul style="list-style-type: none"> <li>Accurately enters electronic information in required format</li> <li>Prepares technical documents in required format</li> </ul>
Oral Communication	1.1, 1.3, 2.4, 3.9, 4.2	<ul style="list-style-type: none"> <li>Uses questioning and listening techniques to clarify requirements</li> <li>Uses clear, everyday language to discuss tasks with relevant personnel</li> </ul>
Navigate the world of work	2.3, 2.4, 3.2	<ul style="list-style-type: none"> <li>Adheres to organisational and legislative requirements</li> </ul>
Interact with others	1.1, 1.3, 2.4, 3.9, 4.2	<ul style="list-style-type: none"> <li>Uses appropriate communication practices to discuss and confirm requirements</li> </ul>
Get the work done	1.2, 2.1, 2.2, 3.1, 3.3-3.8, 4.1, 4.3	<ul style="list-style-type: none"> <li>Plans and completes work tasks, seeking advice as necessary</li> <li>Uses relevant software to examine, amend and upload interactive content</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG201 Maintain interactive content	CUFDIG201A Maintain interactive content	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUADIG201 Maintain interactive content

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- maintain interactive content for websites and/or social media channels including:
  - checking links and media assets
  - updating text, media assets and pages
  - assigning correct metadata or tags
  - checking that changes have uploaded successfully
- use a content management system proficiently
- document technical and content issues according to enterprise procedures
- store content according to industry conventions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how outdated links impact usability of web pages
- explain the procedure for checking copyright clearance
- describe how metadata and tags are used to classify content
- describe the purpose of alt tags and how they relate to accessibility standards
- explain safe work practices in relation to working on computers for periods of time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- appropriate content
- content management system, the internet and authoring tools.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG302 Author interactive sequences

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to use an authoring tool to produce discrete interactive sequences for websites.

It applies to individuals working collaboratively with technical assistance and under direction, who develop small components such as web pages or a sequence of screens, which are integrated into a larger project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan use of authoring tool	1.1 Identify a range of appropriate authoring software and discuss their application to various delivery platforms with relevant people 1.2 Clarify design specifications of the project and deadlines with relevant people 1.3 Discuss with relevant personnel the technical requirements of the project and select appropriate authoring software
2. Prepare to author	2.1 Load selected authoring software, create a new file in website

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
sequence	<p>directory for specified task and name using standard industry naming conventions</p> <p>2.2 Source and assemble all media assets and text content, and check compliance with copyright conditions</p> <p>2.3 Display and use tools and features of authoring software</p> <p>2.4 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time</p>
3. Produce interactive sequences	<p>3.1 Produce screen layout according to design specifications applying basic visual design principles and/or templates or themes</p> <p>3.2 Create interactive media components as required</p> <p>3.3 Source text content and apply style sheets to format text</p> <p>3.4 Source relevant media assets, optimise if required, and integrate using appropriate file formats</p> <p>3.5 Link all components according to production storyboard</p> <p>3.6 Manipulate HTML mark-up code where errors are occurring or to refine sequence functionality</p> <p>3.7 Apply features to optimise accessibility</p> <p>3.8 Save file to website directory structure as components are produced</p>
4. Check functionality of interactive sequence	<p>4.1 Check interactive elements function with minimal error on a variety of devices, operating systems and browsers</p> <p>4.2 Incorporate changes as required</p> <p>4.3 Present sequence to relevant people</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	2.1, 2.2, 3.1, 3.3, 3.5, 3.6, 3.8	<ul style="list-style-type: none"> <li>Identifies and interprets information in organisational documents</li> <li>Locates correct folders for storing electronic data</li> <li>Checks textual information for accuracy</li> </ul>

Writing	2.1, 3.6, 3.8	<ul style="list-style-type: none"> <li>Selects the vocabulary and conventions appropriate to text for writing code and naming files</li> </ul>
Oral Communication	1.1-1.3, 4.3	<ul style="list-style-type: none"> <li>Asks questions and listens carefully to confirm design and technical specifications of the project</li> </ul>
Navigate the world of work	2.2, 2.4	<ul style="list-style-type: none"> <li>Complies with legislative requirements</li> </ul>
Interact with others	1.1-1.3, 4.3	<ul style="list-style-type: none"> <li>Uses appropriate communication practices and protocols to confirm requirements and present interactive sequences</li> </ul>
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.8, 4.1, 4.2	<ul style="list-style-type: none"> <li>Takes responsibility for planning and producing interactive sequences according to project requirements and design principles</li> <li>Makes decisions directed related to completion of tasks</li> <li>Uses digital tools to create, optimise and store interactive sequences</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG302 Author interactive sequences	CUFDIG302A Author interactive sequences	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria to clarify intent.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG302 Author interactive sequences

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- assemble text content, interactive media components and media assets required for a project
- use appropriate software to produce interactive media sequences that meet design and project specifications within deadlines
- apply visual design principles, templates, style sheets and HTML mark-up language to interactive sequences
- check interactive sequence functionality on at least two operating systems, browsers and devices
- save and store files correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list appropriate file formats for web delivery
- outline when optimisation of media assets is necessary
- explain why application of accessibility standards in the web environment is important
- describe basic visual design principles as they apply to website page layout
- explain safe work practices in relation to working on computers for periods of time
- explain the procedure for checking copyright clearance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- text and media assets
- authoring software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG304 Create visual design components

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to create visual designs for interactive media components that can be integrated into a range of media products.

It applies to individuals who generate and assess ideas to create visual design components in response to specifications under supervision in a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify work requirements	1.1 Clarify visual design components required in the project brief, in consultation with relevant personnel 1.2 Identify project timelines and discuss factors that may determine or affect visual design concepts 1.3 Clarify, in discussion with relevant personnel, the target user or audience, and determine format and delivery platform
2. Generate and assess ideas	2.1 Research media products, designs, images, artwork and other creative sources that may inspire visual design ideas



ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Develop a range of visual design ideas that are technically feasible, respond to project specifications and provide creative solutions to design issues</p> <p>2.3 Present and review visual design ideas with relevant personnel</p>
3. Develop design concept	<p>3.1 Experiment with traditional and digital methods to create required visual design components</p> <p>3.2 Explore a range of typographical and visual design elements to create components</p> <p>3.3 Evaluate initial design ideas with relevant personnel to select final design concept</p> <p>3.4 Confirm design concept complies with copyright laws</p> <p>3.5 Check output format meets delivery platform requirements</p> <p>3.6 Adopt safe ergonomic practices when using equipment for long periods of time</p>
4. Produce components	<p>4.1 Develop components based on the final design concept using various design techniques</p> <p>4.2 Apply visual design principles and communication principles to produce components that have high visual impact</p> <p>4.3 Save components in an appropriate format according to project specifications</p>
5. Finalise visual design components	<p>5.1 Review visual design components against design and technical specifications</p> <p>5.2 Discuss and confirm additional requirements or modifications with relevant personnel, and make amendments as required</p> <p>5.3 Save and archive visual design components using industry or enterprise naming conventions and version control protocols</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1, 3.1, 3.2, 3.3,	<ul style="list-style-type: none"> <li>Reviews and researches creative source material to generate ideas</li> </ul>

	4.1, 4.3, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> <li>Checks that output meets requirements</li> <li>Locates correct folders for storing electronic data</li> </ul>
Writing	2.2, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3	<ul style="list-style-type: none"> <li>Prepares information to accompany design components</li> <li>Names files according to requirements</li> </ul>
Oral Communication	1.1-1.3, 2.3, 3.3, 4.3, 5.2	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions using active listening and questioning to confirm and clarify understanding</li> </ul>
Navigate the world of work	3.4, 3.6	<ul style="list-style-type: none"> <li>Complies with legislative requirements</li> </ul>
Interact with others	1.1-1.3, 2.3, 3.3, 4.3, 5.2	<ul style="list-style-type: none"> <li>Collaborates with relevant personnel to ensure that end result meets requirements</li> </ul>
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.3, 3.5, 4.2, 4.3, 5.1-5.	<ul style="list-style-type: none"> <li>Takes responsibility for planning and producing design components according to project requirements and design principles</li> <li>Makes decisions directed related to completion of tasks</li> <li>Uses experimentation to develop new or innovative design approaches</li> <li>Selects and uses appropriate software to conceive, produce, store and present visual design components</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG304 Create visual design components	CUFDIG304A Create visual design components	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG304 Create visual design components

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- explore and experiment with design techniques and visual design and communication principles to produce ideas and concepts for visual design components
- use design techniques to create visual design components that respond effectively to a project brief
- present and discuss ideas, concepts and designs with relevant personnel
- save and archive files using standard industry or enterprise naming conventions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe differences between traditional and digital methods in creating visual images, and advantages and disadvantages of each
- describe visual design, typographic and communication principles used to construct visual design components
- explain safe work practices in relation to working on computers for periods of time
- explain the procedure for checking copyright clearance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- project briefs
- relevant software

- manuals and information to support software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG401 Author interactive media

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to author a complete interactive media product, for example, an entire website.

It applies to individuals who apply sound knowledge of mark-up and scripting languages to develop templates, themes styles sheets, forms and form objects for programmers and the technical support team. They may also use a variety of authoring software used to produce complex interactions such as digital simulations, games and puzzles. They work primarily on client-side technologies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify multimedia elements	1.1 Assess design specifications to determine technical and creative objectives of the project 1.2 Locate and assess content required for production 1.3 Discuss issues of integration and formats of media assets with relevant personnel, and confirm production timelines 1.4 Determine, with relevant personnel, an interactive sequence to

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	become the prototype
2. Identify scope of authoring software	2.1 Identify a range of industry-standard authoring software and assess in relation to specified delivery platform 2.2 Discuss suitability of authoring software to meet specified outcomes with relevant personnel 2.3 Select authoring software to meet production requirements
3. Use authoring software	3.1 Load authoring software and create a file directory structure for the specified task and name using standard industry or enterprise naming conventions 3.2 Display and use tools and features of authoring software relevant to the authoring process 3.3 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time.
4. Create interactive sequence	4.1 Slice and reassemble the user interface appropriate to the authoring software 4.2 Import and assemble components in appropriate sequence according to creative requirements 4.3 Create interactive features according to creative and technical requirements, sourcing and writing appropriate mark-up and scripting languages as required 4.4 Check that interactive sequence conforms to navigation design 4.5 Integrate media assets to optimum levels of technical performance 4.6 Check interactive sequence conforms to loading specifications 4.7 Test for interoperability and accessibility, eliminate all bugs and validate scripting 4.8 Present interactive sequence as a prototype ensuring sequence meets creative, production and technical requirements 4.9 Save output file formats and identify for specified purpose
5. Evaluate interactive prototype	5.1 Present prototype to relevant personnel 5.2 Evaluate prototype against design specifications, including achievement of a creative and user-centred product 5.3 Discuss and agree on any required changes and make adjustments to prototype 5.4 Assist in user testing as required

ELEMENT	PERFORMANCE CRITERIA
	5.5 Evaluate feedback from user testing 5.6 Seek confirmation from relevant personnel to transform prototype into final product
6. Finalise interactive media product	6.1 Make necessary changes as indicated by user testing 6.2 Replicate prototype functionality to complete the interactive product 6.3 Make final checks to ensure sequences conform to design specifications 6.4 Test for interoperability and accessibility, eliminate bugs and validate scripting 6.5 Save to specified storage system accessible to production team 6.6 Assist in loading product to specified platform as required

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 4.2-4.4, 4.6-4.9, 5.2, 5.5, 6.1, 6.3, 6.4, 6.5	<ul style="list-style-type: none"> <li>Selects and applies a range of reading strategies to interpret design and technical requirements</li> <li>Reviews and interprets feedback from user trials to enable completion of final product</li> <li>Validates scripting to ensure accurate operation of interactive media</li> <li>Locates correct folders for logical storing of electronic data to assist with production</li> </ul>
Writing	3.1, 4.3, 4.9, 6.5	<ul style="list-style-type: none"> <li>Creates a range of texts incorporating specific scripting language, mark-up and standard file naming conventions</li> </ul>
Oral Communication	1.3, 1.4, 2.2, 4.8, 5.1-5.6	<ul style="list-style-type: none"> <li>Uses clear language, questioning and listening techniques to specify and discuss interactive prototypes and final product</li> </ul>
Navigate the world of work	3.3	<ul style="list-style-type: none"> <li>Complies with legislative responsibilities</li> </ul>
Interact with	1.3,1.4, 2.2, 4.8,	<ul style="list-style-type: none"> <li>Uses appropriate communication practices and</li> </ul>

others	5.1-5.6	protocols to confirm requirements and present prototypes to a range of personnel
Get the work done	1.1-1.4, 2.1-2.3, 3.1, 3.2, 4.1-4.9, 5.1-5.6, 6.1-6.6	<ul style="list-style-type: none"> <li>• Takes responsibility for managing a range of tasks concurrently to produce an interactive prototype and final product which meets creative, production and technical requirements</li> <li>• Applies evaluation and diagnostic tests to identify necessary adjustments</li> <li>• Uses authoring and graphics software to create, test, evaluate and adjust interactive prototypes</li> <li>• Identifies, saves and stores final prototypes in digital format</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG401 Author interactive media	CUFDIG401A Author interactive media	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria to clarify intent.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUADIG401 Author interactive media

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- discuss and determine requirements for an interactive media product
- use authoring software to create logical file directory structures and build a prototype of an interactive media product
- evaluate and incorporate feedback from user testing to the prototype
- use authoring software to develop a fully functional interactive media product that:
  - conforms to design and creative requirements specifications
  - meets accessibility and interoperability standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain technical requirements for integrating media assets (video, audio, animation, images) for use on a range of delivery platforms
- describe interoperability and accessibility standards used in interactive media product design
- explain the purpose and process of script validation
- outline basic health and safety requirements when working on computers and keyboards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- design specifications

- sample content including a range of media assets
- authoring software
- software manuals and other relevant information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG403 Create user interfaces

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to create a user interface for an interactive media product.

It applies to individuals who respond to design specifications and generate a range of design options that incorporate user-centred design principles and comply with platform standards. They work in a team environment with some supervision or guidance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify project requirements	1.1 Discuss, with relevant personnel, the design specifications to clarify target user, audience and purpose of interactive media products 1.2 Identify text content and media assets to be integrated into user interfaces 1.3 Determine file output format suitable for the delivery platform of interactive media products

ELEMENT	PERFORMANCE CRITERIA
2. Generate ideas	<p>2.1 Research interactive media product user interfaces, designs, images, artwork and other creative sources that may inspire design ideas</p> <p>2.2 Collect logos, trademarks and other relevant information that may influence or be incorporated into design ideas</p> <p>2.3 Obtain and record copyright clearance, if required, for images used in designs</p> <p>2.4 Use sketches and concepts in specifications to generate a range of technically feasible and creative design ideas</p> <p>2.5 Present interface design ideas to relevant personnel for discussion and feedback</p>
3. Plan approach	<p>3.1 Select final design, incorporating any feedback from relevant personnel</p> <p>3.2 Identify a range of appropriate industry-standard graphics software</p> <p>3.3 Discuss and select graphics software, with relevant personnel, to meet specified outcomes</p> <p>3.4 Explore a range of typographical and visual design elements that could be used in development of interface designs</p>
4. Produce user interfaces	<p>4.1 Use graphics software to develop structure for user interfaces based on final design concepts</p> <p>4.2 Source or create and integrate all graphic interactive components</p> <p>4.3 Apply visual design and communication principles to development of user interfaces</p> <p>4.4 Apply principles of user-centred design and standards for accessibility to development of user interfaces</p> <p>4.5 Document styles for text and presentation for use in style sheets and templates or themes</p> <p>4.6 Save user interfaces in an appropriate output format that satisfies technical parameters</p> <p>4.7 Adopt safe ergonomic practices when using equipment for long periods of time</p>
5. Finalise user interfaces	<p>5.1 Review user interfaces to assess effectiveness of creative solutions, appropriateness to users and audience, and technical feasibility</p> <p>5.2 Discuss additional requirements or modifications to the overall design with relevant personnel, and amend as necessary</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4, 4.5, 4.6, 5.1	<ul style="list-style-type: none"> <li>Interprets and analyses technical and descriptive information in project documents for design activities</li> </ul>
Writing	2.3, 4.5, 4.6	<ul style="list-style-type: none"> <li>Records information in required format</li> <li>Names files according to requirements</li> </ul>
Oral Communication	1.1, 2.5, 3.1, 3.3, 5.2	<ul style="list-style-type: none"> <li>Listens carefully in verbal exchanges and uses questioning techniques to clarify and confirm project requirement</li> </ul>
Navigate the world of work	4.7	<ul style="list-style-type: none"> <li>Complies with work health and safety requirements</li> </ul>
Interact with others	1.1, 2.5, 3.1, 3.3, 5.2	<ul style="list-style-type: none"> <li>Uses appropriate communication practices and protocols to elicit opinions and reach agreement on required changes</li> </ul>
Get the work done	1.1-1.3, 2.1, 3.1-3.4, 4.1-4.4, 4.6, 5.1, 5.2	<ul style="list-style-type: none"> <li>Takes responsibility for organising and implementing tasks required to prepare, produce, present and finalise user interfaces</li> <li>Analyses and evaluates information to make technical and design decisions</li> <li>Uses formal thinking processes and exploration to generate ideas</li> <li>Identifies, selects and uses suitable software to create, review, present, amend and store user interface files</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG403 Create user interfaces	CUFDIG403A Create user interfaces	Updated to meet Standards for Training Packages.	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
		Performance criteria edited, combined and added.	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG403 Create user interfaces

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- create technically feasible and creative interface design ideas that consider:
  - purpose of the interactive media product
  - target users
  - text content and media assets requirements
- use suitable software to create a user interface that:
  - uses visual design principles to communicate with target users or audience
  - demonstrates principles of user-centred design
  - meets required accessibility standards
  - includes documentation about style sheets, templates or themes used
  - is saved in an appropriate output format
- review ideas and user interface with relevant personnel.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe file output formats appropriate to a range of delivery platforms
- describe visual design and communication principles as they apply to interface designs
- explain user-centred design principles and their importance to creation of interactive media interfaces
- identify accessibility standards that apply to interface designs
- explain how typography influences user interface visual impact
- explain the purpose of copyright and outline copyright clearance procedures
- outline health and safety requirements when working for extended periods of time on computers and keyboards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- design specifications
- graphics software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUADIG404 Apply scripting language in authoring

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to write and apply scripting language in authoring interactive media.

It applies to individuals who apply skills in writing and customising their own code for work in client-side technologies. They integrate and develop basic scripting routines to enhance interaction levels or remedy functionality errors in interactive media products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Investigate scripting options	1.1 Assess design specifications to identify areas where scripting languages may be required 1.2 Locate script libraries for pre-written scripts 1.3 Identify areas where customised or new scripts may be necessary 1.4 Present and discuss scripting options with relevant personnel, and confirm compliance with design specifications
2. Write scripts	2.1 Scope control structures and algorithms using pseudo-code and

ELEMENT	PERFORMANCE CRITERIA
	flow charts 2.2 Check objects and assets are in place and identified by appropriate labels 2.3 Identify and recommend event handlers 2.4 Write code using correct syntax to meet functional requirements 2.5 Write comments to document coding where necessary 2.6 Use authoring environment, where appropriate, to check code and syntax 2.7 Save code in appropriate format 2.8 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time
3. Integrate scripting language	3.1 Source and integrate scripts into authoring environment 3.2 Confirm scripted elements comply with all navigation and graphic design interface considerations 3.3 Eliminate or merge redundant code to ensure code is clean
4. Test scripting language	4.1 Test routines to verify script fulfils requirements 4.2 Conduct tests to ensure scripted elements conform to required technical specifications 4.3 Test for faults, and document findings 4.4 Use standard de-debugging techniques to remove fault
5. Evaluate scripting language	5.1 Liaise with relevant personnel to evaluate process, and record decisions 5.2 Archive suitable and relevant scripts for future use

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 2.7, 3.1, 3.2, 3.3, 4.2, 4.3, 5.2	<ul style="list-style-type: none"> <li>Analyses and interprets complex text to determine compliance requirements, technical specifications and other job related information</li> </ul>

Writing	2.1-2.5, 2.7, 3.1, 3.3, 4.3, 5.1	<ul style="list-style-type: none"> <li>• Uses required language to accurately complete authoring requirements</li> <li>• Records information in required format</li> <li>• Names files according to requirements</li> </ul>
Oral Communication	1.4, 5.1	<ul style="list-style-type: none"> <li>• Uses language and features appropriate to the audience to present information and seek feedback</li> <li>• Uses questioning and listening techniques to clarify requirements</li> </ul>
Numeracy	2.1, 2.4	<ul style="list-style-type: none"> <li>• Uses specialised mathematical language and symbols to write and customise code</li> </ul>
Navigate the world of work	2.8	<ul style="list-style-type: none"> <li>• Complies with work health and safety responsibilities</li> </ul>
Interact with others	1.4, 5.1	<ul style="list-style-type: none"> <li>• Collaborates in technical decision-making and process evaluation with relevant personnel</li> </ul>
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1-4.4, 5.1, 5.2	<ul style="list-style-type: none"> <li>• Uses formal planning processes to organise the process of researching, writing and evaluating script</li> <li>• Makes decisions directly related to completion of required tasks</li> <li>• Uses analytical techniques to test and repair scripting language</li> <li>• Uses digital tools to create and test script</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG404 Apply scripting language in authoring	CUFDIG404A Apply scripting language in authoring	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG404 Apply scripting language in authoring

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- use design specifications and discussion with relevant personnel, to identify scripting requirements
- create pseudo-code and flowcharts to structure functional logic prior to coding
- write scripting language code to meet functional requirements for interactive media products
- produce clean, logical and well-documented code
- test code and de-bug as required to ensure interactive functions work without fault.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline typical challenges when writing scripts for interactive products and how to handle these
- describe a range of authoring software, scripting languages and scripted elements
- explain different structures used in scripting languages for authoring multimedia products, including Document Object Model (DOM) and Object Oriented Programming (OOP)
- identify basic health and safety requirements when working on computers and keyboards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- design specifications

- authoring environment and software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# CUADIG501 Coordinate the testing of interactive media products

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Application

This unit describes the skills and knowledge required to manage testing of interactive media products.

It applies to individuals who plan and co-ordinate the testing process, analyse the results, and write the reports. This is a central role working with the production team, including designers, authors, programmers and graphic artists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Visual Communication – Digital Content and Imaging

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine criteria for testing	1.1 Define testing criteria to make sure that products meet technical and quality outcomes 1.2 Determine, with relevant personnel, production points at which development will be tested 1.3 Document and communicate testing criteria to relevant personnel
2. Plan approach for product testing	2.1 Identify various testing methods and their characteristics relevant for interactive media products

ELEMENT	PERFORMANCE CRITERIA
	2.2 Determine testing methods to be used, considering project specifications, budget and time 2.3 Discuss, with relevant personnel, the user profile appropriate for testing the interactive media product, if required 2.4 Develop and document a plan for testing products at specified points during development and on completion 2.5 Establish records system to document testing results
3. Test interactive media at specified production points	3.1 Coordinate testing of products at identified production points 3.2 Create materials to be used in tests if required 3.3 Instruct and coordinate personnel involved in the testing process 3.4 Apply methods to test that products meet creative, production and technical requirements 3.5 Analyse test findings for usability and/or design deficiencies in the product designs 3.6 Record problems and faults detected and the remedial steps taken 3.7 Document the testing process according to enterprise procedures 3.8 Evaluate final products against previously determined criteria 3.9 Report summarised evaluation to relevant production personnel
4. Evaluate testing process	4.1 Review effectiveness of testing methods 4.2 Evaluate the testing process and records system for improvements 4.3 Save and archive findings to inform subsequent projects

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 2.4, 2.2, 3.6, 3.8, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> <li>Critically analyses and reviews test evaluation documents</li> </ul>

Writing	1.3, 2.4, 2.5, 3.6, 3.7, 3.8, 4.2, 4.3	<ul style="list-style-type: none"> <li>• Uses clear language and detailed text to document test criteria, test results and evaluation results</li> <li>• Documents reports, record systems and progress charts in a suitable format</li> </ul>
Oral Communication	1.2, 1.3, 2.3, 3.3, 3.9	<ul style="list-style-type: none"> <li>• Uses language and features appropriate to the audience to communicate test criteria, timeframes and key evaluation information</li> <li>• Uses questioning and listening techniques to clarify requirements</li> </ul>
Navigate the world of work	1.1, 3.7	<ul style="list-style-type: none"> <li>• Takes account of quality and industry practice when resolving testing problems</li> <li>• Ensures products adhere to quality requirements of the organisation</li> </ul>
Interact with others	1.2, 1.3, 2.3, 3.3, 3.9	<ul style="list-style-type: none"> <li>• Collaborates with others throughout all stages of the design process</li> <li>• Selects and uses appropriate practices and protocols to communicate test processes and results</li> </ul>
Get the work done	1.1-1.3, 2.1-2.5, 3.1, 3.2, 3.4-3.6, 3.8, 3.9, 4.1-4.3	<ul style="list-style-type: none"> <li>• Plans, organises and implements complex tasks for self and others</li> <li>• Analyses complex information to solve problems and make decisions</li> <li>• Uses digital tools for testing and record keeping</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADIG501 Coordinate the testing of interactive media products	CUFDIG501A Coordinate the testing of interactive media products	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## Assessment Requirements for CUADIG501 Coordinate the testing of interactive media products

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Performance Evidence

Evidence of the ability to:

- document and communicate testing criteria to relevant personnel
- develop a plan for testing products that considers project specifications, budget and time
- establish and use a records system to document results
- conduct testing including:
  - creating any materials required
  - coordinating personnel
  - using testing methods that meet creative, production and technical requirements
- analyse test results
- compile reports and summaries of testing according to enterprise requirements
- review and document testing processes and methods.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline typical criteria used for testing interactive media products
- describe typical production points for testing interactive media products
- explain testing methods that might be used for particular interactive media products and describe how these are implemented
- outline the type of information that should be kept in a records system
- outline typical challenges of coordinating testing of interactive media products and how to handle them.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- interactive media products under development
- equipment used for testing.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# CUADIG502 Design digital applications

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Application

This unit describes the skills and knowledge required to design digital applications, which may consist of one or many technologies integrated in various combinations.

It applies to individuals who work with clients to design specifications for digital applications, which are then built by other specialised team members. Digital applications may be operated in a web or mobile device environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Visual Communication – Digital Content and Imaging

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine project requirements	1.1 Analyse project brief to identify purpose of, and target audience for, digital applications 1.2 Consult with clients or relevant personnel to clarify project requirements, including project timelines 1.3 Identify target audience characteristics and determine how these influence design 1.4 Identify content and application functions and how these are

ELEMENT	PERFORMANCE CRITERIA
	accessed, searched and delivered
2. Research digital applications	<p>2.1 Research digital applications and analyse how these meet audience, function and content requirements</p> <p>2.2 Identify issues relating to delivery platform and technical and industry standards, and determine how these may affect digital application options</p> <p>2.3 Consult relevant personnel to confirm all digital application options are considered</p> <p>2.4 Select applications that will meet creative, production and technical requirements</p>
3. Draft design specifications	<p>3.1 Design architecture of digital application to show interrelationship of various components and screens</p> <p>3.2 Specify interactive features, functionality and navigation</p> <p>3.3 Identify content and data displays, and specify how these will be logically structured and integrated into and/or generated in the digital application</p> <p>3.4 Specify levels of access permissions as required</p> <p>3.5 Specify media assets as required</p> <p>3.6 Specify user interfaces, taking screen sizes into account</p> <p>3.7 Specify report generation if required</p> <p>3.8 Specify production requirements, including appropriate testing strategies</p> <p>3.9 Produce draft design specifications and instructions for design and development teams to use</p>
4. Review and confirm design specifications	<p>4.1 Use a range of techniques to present draft design specifications, and discuss with client</p> <p>4.2 Review designs against creative and technical requirements, and client and audience needs</p> <p>4.3 Adjust designs as necessary after discussions with relevant personnel</p> <p>4.4 Clarify ownership of intellectual property to comply with production and organisational requirements</p> <p>4.5 Confirm, with client, acceptance of design specifications, including deliverables, milestones and timelines</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.3, 1.4, 2.1, 2.2, 3.1-3.9, 4.4	<ul style="list-style-type: none"> <li>Selects and applies a range of reading strategies to interpret texts</li> </ul>
Writing	3.1-3.9	<ul style="list-style-type: none"> <li>Uses text, graphic diagrammatic and visual formats to draft and confirm specifications and instructions</li> </ul>
Oral Communication	1.2, 2.3, 4.1, 4.5	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions using language and features appropriate to the audience</li> <li>Uses questioning and listening strategies to confirm project requirements and elicit relevant feedback</li> </ul>
Navigate the world of work	4.4	<ul style="list-style-type: none"> <li>Understands and adheres to organisational and legislative requirements</li> </ul>
Interact with others	1.2, 2.3, 4.1, 4.5	<ul style="list-style-type: none"> <li>Collaborates with others throughout all stages of the design process</li> <li>Selects and uses appropriate practices and protocols to communicate with a range of audiences</li> </ul>
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.6, 3.8, 3.9, 4.1-4.5	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising and implementing tasks required to complete project, coordinating with others when required</li> <li>Analyses information to make decisions that affect the entire project</li> <li>Uses digital tools to specify architecture, navigation and content to meet project brief specifications</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUADIG502 Design digital applications	CUFDIG502A Design web environments	Updated to meet Standards for Training Packages. Title changed. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG502 Design digital applications

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- research digital applications and analyse how they meet audience, function and content requirements
- design specifications for digital applications that:
  - meet client and audience requirements
  - are technically feasible
  - detail all aspects of the application's permissions, search capability, architecture, content, assets, screen designs, functions, reports, production requirements and testing strategies
- present and discuss draft specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the sequence and interrelationships of stages in the process of designing digital applications
- outline issues relating to technical standards and platform functions that may impact on digital application options
- outline the impact of web standards on the design of digital applications
- describe typical formats and techniques for documenting the design of digital applications
- describe the concept of intellectual property rights and how this is managed in context of digital applications.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- project briefs on which designs can be based
- sample content.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUADIG503 Design e-learning resources

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to develop the design of e-learning resources in consultation with clients.

It applies to individuals who work in education or training organisations, or in media production companies that specialise in the development of e-learning resources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify project requirements	1.1 Refer to project briefs to identify target learner characteristics and their impact on resource design 1.2 Identify content to be incorporated, generated and managed, and how content is accessed or delivered 1.3 Identify delivery platforms including learning management systems, and assess implications for media asset formats and content modification 1.4 Consult with clients to clarify project requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2. Research and select instructional design model	<p>2.1 Analyse content to establish learning outcomes and assessment strategies</p> <p>2.2 Research a range of instructional design models and consider their suitability to meet briefs</p> <p>2.3 Identify accessibility and technical standards that may apply for the delivery platforms</p> <p>2.4 Identify learning styles of target audience and consider how these may impact design</p> <p>2.5 Evaluate a range of interactive learning and assessment activities to meet learning needs of target learners</p> <p>2.6 In consultation with relevant personnel, select the instructional design model that best meets learning needs and project requirements</p>
3. Draft design specifications	<p>3.1 Use selected instructional design model to design architecture of the e-learning resource</p> <p>3.2 Design sequences and interactivity based on content and project requirements</p> <p>3.3 Develop content templates for content experts if required</p> <p>3.4 Specify media assets as required</p> <p>3.5 Specify communication and collaboration tools as required</p> <p>3.6 Specify user interface of the e-learning resource</p> <p>3.7 Specify production requirements, including appropriate testing strategies</p> <p>3.8 Produce design specifications and instructions for design and development teams to use</p>
4. Finalise design specifications	<p>4.1 Present design specifications and discuss with clients</p> <p>4.2 Review designs against required project outcomes and target learner needs</p> <p>4.3 Review designs against creative and technical requirements</p> <p>4.4 Adjust designs as necessary after discussions with relevant personnel</p> <p>4.5 Clarify ownership of intellectual property to comply with production and organisational requirements</p> <p>4.6 Confirm with clients their acceptance of design specifications, including deliverables, milestones and timelines</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1-1.3, 2.1-2.5, 3.2-3.8, 4.2-4.5	<ul style="list-style-type: none"> <li>Identifies and interprets relevant information including applicable legislation and organisational requirements</li> <li>Integrates technical and descriptive information and ideas from a range of sources</li> <li>Interprets project briefs to inform the process of designing e-learning resources</li> </ul>
Writing	2.1, 3.1-3.8, 4.4	<ul style="list-style-type: none"> <li>Uses text, diagrammatic and graphic formats to draft and confirm requirements and specifications</li> </ul>
Oral Communication	1,4, 2.6, 4.1, 4.6	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions using language and features appropriate to the audience</li> <li>Uses questioning and listening strategies to confirm project requirements and elicit relevant feedback</li> </ul>
Navigate the world of work	4.5	<ul style="list-style-type: none"> <li>Understands and adheres to organisational and legislative requirements</li> </ul>
Interact with others	1,4, 2.6, 4.1, 4.6	<ul style="list-style-type: none"> <li>Collaborates with others throughout all stages of the design process</li> <li>Selects and uses appropriate practices and protocols to communicate with a range of audiences</li> </ul>
Get the work done	1.1-1.3, 2.1-2.6, 3.1-3.7, 4.2-4.6	<ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to planning, organising and implementing tasks required to meet requirements</li> <li>Generates complex creative ideas in alignment with the design brief</li> <li>Takes responsibility for analysing information and making decisions to ensure designs meet all requirements</li> <li>Uses digital tools to assist with the design of e-learning resources</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUADIG503 Design e-learning resources	CUFDIG503A Design e-learning resources	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG503 Design e-learning resources

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- research and select suitable instructional design models to meet project requirements
- design specifications for e-learning resources for delivery on different platforms that:
  - meet the project brief, including learner requirements
  - are technically feasible
  - detail all aspects of e-learning resource architecture, interactive learning and assessment activities, media assets, communication and collaboration tools, user interface production requirements and testing strategies
- present and discuss design specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and briefly describe instructional design learning models for e-learning
- outline target learner characteristics and how these may impact on instructional design choices
- list a range of e-learning delivery platforms, and briefly describe any particular design requirements
- outline typical media assets used for e-learning
- describe common formats and techniques for documenting design of e-learning resources
- outline the impact of web standards on the design of e-learning resources
- describe the concept of intellectual property rights and how this is managed in the context of e-learning resource development.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- project briefs on which designs can be based
- sample content.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG504 Design games

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to design technically feasible games and document production requirements.

It applies to individuals who generate and develop a game idea through to documentation of the mechanics and design. They communicate the vision for a game to the rest of the team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify project requirements	1.1 Confirm objective and outcomes of a game proposal or brief in consultation with relevant personnel 1.2 Identify factors that may impact game's design 1.3 Clarify target audience to determine format and delivery platform of the game in discussion with relevant personnel
2. Research games and generate ideas	2.1 Identify and source a full range of genres, in consultation with relevant personnel 2.2 Select and play different genres as a source of inspiration,

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>including traditional and state of the art games</p> <p>2.3 Search game literature to identify various games' objectives and game theory</p> <p>2.4 Generate a range of ideas for game designs that are technically feasible, respond to the proposal or brief, and provide creative solutions to design issues</p> <p>2.5 Discuss ideas and creative solutions in collaboration with relevant personnel</p>
3. Select a game genre	<p>3.1 Identify a range of game genres with potential to meet the game brief, and present to relevant personnel for consideration</p> <p>3.2 Select the game genre that meets the creative, technical and production requirements of proposal or brief in consultation with relevant personnel</p>
4. Draft game design document	<p>4.1 Propose a game concept that is original and compelling for users</p> <p>4.2 Establish game strategy outcomes</p> <p>4.3 Develop the structure of the game and document all elements, including style and game mechanics</p> <p>4.4 Develop criteria to determine the scope of a prototype game sequence to be used in the development phase</p> <p>4.5 Confirm the proposed prototype can test effectiveness of the game-play elements</p> <p>4.6 Develop a register of game assets in consultation with relevant personnel</p> <p>4.7 Use various presentation techniques to present a draft game design document for feedback from other team members</p>
5. Finalise game design document	<p>5.1 Review game design objectives based on feedback on the draft game design document</p> <p>5.2 Discuss and confirm additional requirements or modifications to the game design with relevant personnel</p> <p>5.3 Specify game production requirements, including appropriate testing strategies</p> <p>5.4 Produce final game design document to reflect all additional requirements or modifications</p>



## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1-1.3, 2.1- 2.4, 3.1, 3.2, 4.2-4.4, 5.1, 5.4	<ul style="list-style-type: none"> <li>• Selects and critically analyses information from a variety of sources to clarify details and inform concept development</li> <li>• Integrates detailed information and ideas from a variety of sources</li> </ul>
Writing	1.1, 1.3, 4.1-4.4, 4.6, 4.7, 5.1, 5.4	<ul style="list-style-type: none"> <li>• Uses text, diagrammatic and visual formats to develop detailed specifications and final documentation of game design analysis</li> </ul>
Oral Communication	1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 4.6, 4.7, 5.2	<ul style="list-style-type: none"> <li>• Participates effectively in spoken interactions using language and features appropriate to the audience</li> <li>• Uses questioning and listening strategies to confirm project requirements and elicit relevant feedback</li> </ul>
Numeracy	5.3	<ul style="list-style-type: none"> <li>• Uses estimation and other assessment skills and knowledge to incorporate financial and timeline calculations into production specifications</li> </ul>
Interact with others	1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 4.6, 4.7, 5.2	<ul style="list-style-type: none"> <li>• Collaborates with others throughout all stages of the design process</li> <li>• Selects and uses appropriate practices and protocols to communicate with a range of audiences</li> </ul>
Get the work done	1.1-1.3, 2.2-2.5, 3.1, 3.2, 4.1-4.7, 5.1-5.4	<ul style="list-style-type: none"> <li>• Adopts a methodical and logical approach to planning, organising and implementing tasks required to meet requirements</li> <li>• Generates complex creative ideas in alignment with the design brief</li> <li>• Takes responsibility for analysing information and making decisions to ensure designs meet all requirements</li> <li>• Uses digital tools to assist with game design</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUADIG504 Design games	CUFDIG504A Design games	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUADIG504 Design games

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- research and generate ideas for games
- design games which:
  - are original and compelling for the user
  - are technically feasible
  - meet requirements of the game proposal or brief
- document all game aspects including strategy outcomes, style, mechanics and game assets
- specify a prototype game sequence that effectively tests game-play elements
- specify testing strategies
- present and discuss design specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the objectives and theories that underpin some common games
- identify and describe common traditional and digital game genres
- describe technical parameters of various platforms and their influence on game design
- explain the term 'game mechanics' in relation to game design
- list and describe strategies to test the function and operation of games
- describe formats for documenting and presenting game designs.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- game proposals or briefs on which designs can be based
- equipment and facilities for games design.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUADIG505 Design information architecture

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to design the information architecture of an interactive media product.

It applies to individuals who work collaboratively with clients and senior team members to develop content, structure and navigation of interactive media products. They also test the prototype.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual Communication – Digital Content and Imaging

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify project requirements	1.1 Discuss design briefs with relevant personnel to clarify production requirements 1.2 Identify technical parameters of interactive media products, including the delivery platform, that may influence the architecture 1.3 Identify characteristics of target audience or users who will seek and search content 1.4 Assess content to be integrated into or generated by interactive

ELEMENT	PERFORMANCE CRITERIA
	media products
2. Classify and organise content	<p>2.1 Research and select relevant thesaurus and metadata standards or tagging methodology</p> <p>2.2 Organise and construct a content inventory, using classification techniques such as taxonomy or folksonomy, to detail levels of hierarchy</p> <p>2.3 Assign content labels that are appropriate and meaningful for target audiences</p> <p>2.4 Identify content search and browse requirements</p> <p>2.5 Discuss proposed content classification with relevant personnel to confirm it meets project requirements</p>
3. Draft information architecture design specifications	<p>3.1 Sketch overall architecture, showing relationships and pathways between interactive content</p> <p>3.2 Design forms that detail content input process, if required</p> <p>3.3 Specify search functionality and search return displays</p> <p>3.4 Construct wireframes of the content architecture and navigation pathways</p> <p>3.5 Write draft design specifications and advice for development teams</p> <p>3.6 Present draft design specifications for discussion and feedback from other team members</p> <p>3.7 Amend draft design specifications to accommodate feedback as required</p> <p>3.8 Discuss final draft design specifications with clients and adjust if necessary to meet project requirements</p>
4. Finalise information architecture designs	<p>4.1 Conduct usability testing using appropriate testing techniques</p> <p>4.2 Incorporate changes to information architecture in design specifications based on test results</p> <p>4.3 Obtain final agreement from relevant personnel for finished design</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.2-1.4, 2.1, 2.2, 2.4, 3.1-3.5, 3.7	<ul style="list-style-type: none"> <li>• Selects and critically analyses information from a variety of sources to clarify details and inform concept development</li> <li>• Integrates detailed information and ideas from a variety of sources</li> </ul>
Writing	1.1-1.4, 2.2, 2.3, 3.1, 3.2, 3.5, 3.7, 4.2	<ul style="list-style-type: none"> <li>• Develops detailed design specifications incorporating amendments and instructions for others</li> <li>• Applies labels that can easily be interpreted by target audience</li> </ul>
Oral Communication	1.1, 2.5, 3.8	<ul style="list-style-type: none"> <li>• Participates effectively in spoken interactions using language and features appropriate to the audience</li> <li>• Uses questioning and listening strategies to confirm project requirements and elicit relevant feedback</li> </ul>
Interact with others	1.1, 2.5, 3.6, 3.8, 4.3	<ul style="list-style-type: none"> <li>• Collaborates with others throughout all stages of the design process</li> <li>• Selects and uses appropriate practices and protocols to communicate with a range of audiences</li> </ul>
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.8, 4.1-4.3	<ul style="list-style-type: none"> <li>• Adopts a methodical and logical approach to planning, organising and implementing tasks required to meet requirements</li> <li>• Takes responsibility for analysing information and making decisions to ensure designs meet all requirements</li> <li>• Uses digital tools to assist with design tasks</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
CUADIG505 Design information architecture	CUFDIG505A Design information architecture	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUADIG505 Design information architecture

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- research and organise content to meet project requirements
- develop design specifications to meet the project requirements, including:
  - sketches showing relationships and pathways
  - detailed wire frames
  - written specifications and advice for developers
- conduct usability testing on information architecture concept designs
- present and discuss design specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe application of taxonomy and folksonomy content classification techniques
- describe application of metadata standards to specific products
- explain the purpose of a thesaurus in organising content
- describe usability testing techniques relevant to information architecture design
- describe typical formats and techniques for documenting information architecture designs.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- interactive media proposals or briefs on which designs can be based

- sample content
- facilities and resources for testing information architecture designs.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAGR302 Use typography techniques

### Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

### Application

This unit describes the skills and knowledge required to use typography techniques in design work.

It applies to individuals working in many industries. They may provide administrative support within an enterprise, or they may work in specialist design and printing companies where print jobs vary from brochures and corporate stationery to artwork for billboards, display banners and textile products. At this level, work would be undertaken independently, but within established guidelines.

No licensing, legislative or certification conditions apply to this unit at the time of publication.

### Unit Sector

Visual communication – graphic design

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to undertake typographic work	1.1 Identify requirements for typographic work in briefing documentation and clarify requirements with relevant personnel 1.2 Source reference material on typefaces and typography relevant to the brief 1.3 Confirm equipment, materials and work space requirements 1.4 Take into account printing or output considerations when

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	planning work 1.5 Set up work space and equipment according to safety requirements and organisational procedures
2. Test and explore a range of typographical techniques	2.1 Identify possible approaches to typography design and establish criteria for the selection of a final approach 2.2 Select materials, tools and equipment to test approaches, styles and techniques 2.3 Trial typography techniques that may meet the requirements of the brief 2.4 Evaluate trials against criteria and select the preferred design approach
3. Complete typographic work	3.1 Develop the typographic work with the selected approach according to the brief 3.2 Review work in progress against project objectives and specifications 3.3 Seek and use feedback on work in progress to make adjustments to typographic work
4. Ensure quality of typographic work	4.1 Check spelling and grammar and ensure typography meets the technical production and/or printing requirements of the brief 4.2 Back up and store files and completed documentation according to organisational requirements 4.3 Present completed work within agreed time and quality parameters

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 1.5, 3.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> <li>Interprets straightforward textual information from relevant sources to identify required information</li> <li>Carefully proof reads typography for accuracy and compliance with specifications and identifies required corrections</li> </ul>

Oral Communication	1.1, 1.3, 3.3	<ul style="list-style-type: none"> <li>• Uses simple and relevant language to confirm information and requirements and seek feedback</li> <li>• Uses listening and questioning techniques to confirm understanding</li> </ul>
Navigate the world of work	1.5, 4.2	<ul style="list-style-type: none"> <li>• Takes personal responsibility for following safe work practices and organisational requirements when planning and completing tasks</li> </ul>
Interact with others	1.1, 1.3, 3.3	<ul style="list-style-type: none"> <li>• Follows accepted communication practices and techniques to confirm requirements and request feedback</li> </ul>
Get the work done	1.2-1.4, 2.1-2.4, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> <li>• Plans and implements routine and investigative tasks in a logical sequence</li> <li>• Analyses the scope of creative exploration required and evaluates the effectiveness of outcomes against established criteria</li> <li>• Selects final approach, reviews progress and refines work with input from others</li> <li>• Finalises work to meet organisational and project requirements and within established timeframes</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAGR302 Use typography techniques	CUVGR302A Use typography techniques	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAGR302 Use typography techniques

## Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

## Performance Evidence

Evidence of the ability to:

- interpret briefs and source relevant reference information
- experiment with typography styles and techniques
- produce typography solutions that meet the creative and technical requirements of briefs and publishing processes
- perform quality checks and produce final product within timelines
- back up and store files according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the characteristics and uses of a range of typefaces
- describe work space requirements for typographic work, including selection and set-up of work space
- outline physical properties and capabilities of a range of materials, tools and equipment used for typographic work
- list typographic output devices and processes
- describe procedures for working safely with typographic equipment and materials.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- products that require the application of typographic techniques

- computers and software necessary to produce graphic designs
- opportunities for discussion and feedback.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## ICPCBF220 Produce basic converted or finished product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to cover most converting and finishing operations including how to maintain substrate operations and complete relevant finishing processes.

It applies to individuals who prepare materials and set up and run a range of equipment and machinery for cutting, embossing, folding, collating and fastening. They work under direct supervision, however have certain responsibilities in the production process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of delivery system	1.1 Delivery systems are monitored and adjusted to ensure efficient and continuous operation of the process and ensure no damage to finished product 1.2 Substrate is added to and removed from the process according to job specifications
2. Maintain basic cutting	2.1 Cutting edge and knife or die condition is monitored and adjusted to ensure quality of product meets the approved sample



ELEMENT	PERFORMANCE CRITERIA
or embossing process	<p>standard</p> <p>2.2 Cutting/embossing pressures are monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>2.3 Registration of cutting devices and knives or dies is monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>2.4 Packing of cutting/embossing devices is monitored and adjusted to ensure quality of product meets the approved sample standard</p>
3. Maintain folding process	<p>3.1 Registration and squareness of fold are monitored and adjusted to ensure quality of product meets the approved sample standard, if relevant</p> <p>3.2 Collating/inserting process is monitored and adjusted to ensure quality of product meets the approved sample standard, if relevant</p>
4. Maintain basic fastening (adhesive/mechanical/thermal) process	<p>4.1 Registration of fastening is monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>4.2 Wire straightness, length, cut-off and clinching pressures or power current and dwell time are monitored and adjusted to ensure quality of product meets the approved sample standard</p>
5. Maintain basic laminating process	<p>5.1 Registration of laminating is monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>5.2 Pressures are monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>5.3 Adhesion is monitored and adjusted to ensure quality of product meets the approved sample standard</p> <p>5.4 Basic in-line printing/coating processes are monitored and adjusted to ensure quality of product meets the approved sample standard</p>
6. Maintain production process	<p>6.1 Production process is operated in association with fellow workers, and according to enterprise procedures and planned daily schedule</p> <p>6.2 Production is maintained according to work health and safety (WHS) requirements, manufacturer's specifications and enterprise procedures</p> <p>6.3 Manual and/or automatic control is used according to job specifications</p> <p>6.4 Performance is monitored and verified using the process</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>control system according to enterprise procedures</p> <p>6.5 Production difficulties are anticipated and preventive action is taken to prevent occurrence by timely intervention</p> <p>6.6 Process adjustments to eliminate problems are reported according to enterprise procedures</p> <p>6.7 Faulty performance of equipment is identified and reported according to enterprise procedures</p> <p>6.8 Waste is sorted according to enterprise procedures</p>
7. Identify and rectify problems or faults	<p>7.1 Product and substrate are monitored and tested to ensure conformance to client requirements</p> <p>7.2 Problems in converting/finishing machine operation are identified and reported according to enterprise procedures</p> <p>7.3 Adjustments or corrections are carried out according to specified procedures and are consistent with operator's skill level</p> <p>7.4 Converting/finishing machine operation is checked to ensure correct operation</p>
8. Conduct shutdown of production process	<p>8.1 Correct shutdown sequence is followed according to manufacturer's specifications and enterprise procedures</p> <p>8.2 Shutdown is conducted in association with fellow workers and in compliance with WHS requirements</p> <p>8.3 Substrate waste is removed from operating area and recycled or disposed of, where required, according to regulatory requirements and enterprise procedures</p> <p>8.4 Machine faults requiring repair are identified and reported to designated person according to enterprise procedures</p> <p>8.5 Repair/adjustment is verified prior to resumption of operations</p>
9. Clean converting/finishing machine at end of run	<p>9.1 Cutting units are disengaged and cleaned ready for next run</p> <p>9.2 Cutting devices are sharpened according to WHS procedures</p> <p>9.3 Machine bed is cleaned ready for next run</p> <p>9.4 Cutting devices and knives are cleaned or replaced ready for next run</p> <p>9.5 All units are disengaged and cleaned ready for next run</p> <p>9.6 Adhesive or glue system is washed ready for next run, and liquid waste is disposed of according to regulatory requirements and enterprise procedures</p> <p>9.7 Transportation and delivery systems are disengaged and</p>

ELEMENT	PERFORMANCE CRITERIA
	cleaned ready for next run 9.8 Production records or other documentation are accurately completed where required by enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	6.2, 6.3, 8.1	<ul style="list-style-type: none"> <li>Recognises and interprets texts to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	6.6, 6.7, 7.2, 8.4, 9.8	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	6.1, 6.6, 6.7, 7.2, 8.2, 8.4	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies to supervisors or discuss job requirements with colleagues</li> </ul>
Navigate the world of work	2.1-2.4, 3.1, 3.2, 4.1, 4.2, 5.1-5.4, 6.1, 6.2, 6.4, 6.6-6.8, 7.2, 7.3, 8.1-8.4, 9.1-9.9	<ul style="list-style-type: none"> <li>Complies with legislative requirements and follows organisational policies and procedures relevant to own role</li> </ul>
Interact with others	6.1, 6.6, 6.7, 7.2, 8.2, 8.4	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Follows accepted practices and protocols for reporting issues to supervisors</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1, 4.2, 5.1-5.4, 6.1, 6.4, 6.5, 6.8, 7.1, 7.3, 7.4, 8.3, 8.5	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes; actively looking for early warning signs and implementing contingency plans</li> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring</li> </ul>

		and control systems
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## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems MUST include EITHER:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Monitoring and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>• reel stand and rewind</li> <li>• web control system</li> <li>• sheeting section</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery system</li> <li>• sheet pick-up and transport system</li> <li>• transfer system</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPCBF220 Produce basic converted or finished product	ICPCF220C Produce basic converted or finished product	Updated to meet Standards for Training Packages  Changes to elements and performance criteria to clarify intent	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPCBF220 Produce basic converted or finished product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- correctly use any converting or finishing equipment (involving one process or a sequence of processes) to complete TWO different jobs involving different types, sizes and weights of substrate according to manufacturer's specifications, job specifications and enterprise procedures OR in the case of standalone minor flat-bed or rotary cutting processes THREE processes must be demonstrated
- correctly maintain substrate operation and complete relevant finishing process according to job specifications and within the production timeframe
- demonstrate all safety devices on the machine
- demonstrate use of computerised control, monitoring and data entry.

If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

#### Work health and safety (WHS)

- identify WHS factors for:
  - setting up/adjusting the collating machine
  - setting up and/or operating machine transport and machine delivery systems
  - maintaining the cutting process
  - using the folding machine
  - using hot melt adhesive
  - maintaining laminating and in-line processes
  - keeping the machine clear of surface rust (condensation)
  - conducting machine shutdown procedures

- identify safety clothing for use when operating adhesive binders

### **Reel Delivery Systems Only**

- list areas of the reel stand to be monitored to ensure trouble-free operation
- identify the area of the web control system to adjust to maintain correct web tension
- identify WHS factors for straightening the wire feed of a wire stitcher

### **Sheet Delivery Systems Only**

- name THREE procedures to ensure smooth transport of sections through the machine
- list steps to ensure smooth delivery of sections
- list FOUR important factors to consider when setting the feeder
- explain the setting of the double/misfeed sheet calliper system
- name different types of sheet/section delivery systems
- list checks required when substrate is removed from the machine

### **Paper sizes and weights**

- determine largest and smallest sheet or section size that can be run through this machine
- identify which areas of the machine should be adjusted to allow for 42gsm stock
- maintenance of cutting processes
- explain indicators of the need to replace a knife and how cutting pressure is adjusted
- list FOUR requirements to maintain the cutting process to ensure the machine can be kept running without interruption

### **Cutting machine faults and problems**

- identify checks required when packing cutting devices
- explain the procedure for correcting THREE common machine faults
- list adjustments required if the cover is marked (scuffed) when trimming

### **Maintaining basic folding processes**

- list THREE areas to continuously observe to ensure smooth, trouble-free operation of the machine
- list areas of the in-line process to monitor to assure quality of the product

### **Folding machine faults and minor problem-solving**

- identify TWO causes of out-of-square folding and explain how each may be corrected
- list areas of the client's sample to be inspected to determine quality assurance
- explain communication to instigate if the:
  - job is out-of-square

- ink is too wet for production
- job does not coincide with the sample
- list parts of the machine to adjust if the sheet is creasing

### **Collating machine operation, problems and fault correction**

- list factors that govern speed the machine operates at
- list indicators the machine needs lubrication
- identify how to prevent double sheet feeds
- identify circumstances indicating the machine needs adjustment
- list FOUR items to check against the client sample to constitute an acceptable collating result

### **Maintaining basic fastening (adhesive/mechanical/thermal) process**

- list areas of the in-line process to monitor to ensure product quality
- name TWO sectors to observe to ensure the production process is trouble-free and continuous

### **Fastening operating problems and minor fault correction**

- list circumstances when the machine needs to be adjusted
- explain how adhesive application is adjusted
- explain how wire can be straightened in the wire feed
- identify TWO possible reasons welding might be unsuccessful for a high-frequency welder
- determine quality aspects to consider in a completed:
  - adhesive-bound job
  - high-frequency welded job
  - wire-stitched job
- explain how production may need to be altered to meet client requirements

### **Maintaining laminating production processes and minor fault correction**

- explain methods for assuring registration of laminating
- list areas of the in-line process to monitor to ensure a quality product
- identify TWO laminating problems that may occur during operation of the machine and adjustments or correction procedures required to ensure accurate operation
- determine quality aspects to consider in a completed laminated job, and ways production may need to be altered to meet client requirements

### **Machine shutdown procedures**



- determine checks required when waste is removed from the machine and surrounding area for disposal or recycling
- list checks required during the machine shutdown procedure
- list checks required when cutting devices or knives are cleaned or replaced ready for the next run
- identify materials to be cleaned from the machine, and areas of the machine that require cleaning at the end of the run

### **Quality assurance**

- list features to check on the finished product
- list THREE common faults that cause the finished product to be rejected, and how they can be fixed/avoided
- explain available testing procedures and why they are used
- list production records to be kept or written up, and the information that should be included

### **Information sources**

- identify machine manuals, safety and other documentation relevant to this task, where are they kept and information included in them.
- 

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to and use of relevant facilities, and equipment and materials used to produce a converted or finished product.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPCBF465 Set up and produce hand-bound book

### Modification History

Release	Comments
Release 2	This version released with ICP Printing and Graphic Arts Training Package Version 2.0.  Version created to fix typographical error
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to produce hand-bound books including set up and assembly of materials, and techniques involving adhesive binding/tipping, sewing, forwarding, blocking and hand finishing.

It applies to individuals who may assemble, bind and cover books, other publications and printed products by hand or machine, with limited responsibility to ensure the production process is maintained.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for job	1.1 Job specifications are read and interpreted from job documentation

ELEMENT	PERFORMANCE CRITERIA
	1.2 All necessary materials are assembled according to job specifications
2. Complete adhesive binding/tipping	2.1 Sheets are fanned and masked every 3-4 mm 2.2 Thin even coating of adhesive is applied on area of sheet designated for tipping 2.3 Correct adhesive is applied to achieve a good bond 2.4 Tipped sheet is accurately positioned
3. Number book	3.1 Sheets are placed in correct sequence and numbered correctly according to job specifications 3.2 Numbering machine is set for appropriate number of copies 3.3 Sheets are knocked up squarely without damage
4. Index book	4.1 Index is spaced correctly and evenly 4.2 Durable square, clean and neat cut tabs or cut-outs are constructed 4.3 Headings are constructed legible and permanent
5. Apply adhesive binding/padding by hand	5.1 Product is knocked up squarely to spine and head with boards inserted between pads 5.2 Spine folds are completely removed from sections in guillotine 5.3 Adequate spine margin is preserved 5.4 Appropriate number of saw cuts are made in work 5.5 Edge of spine is roughened sufficiently to improve adhesion 5.6 Thin even application of appropriate adhesive is applied 5.7 Book is fanned before gluing (except for pads) to ensure increased surface coverage 5.8 Thoroughness of adhesive is assessed after book has dried
6. Sew sections	6.1 Appropriate sewing supports are selected and spaced according to job specifications 6.2 Consistent thread tension is maintained during sewing 6.3 Sections are aligned at the head 6.4 Swelling is monitored and controlled
7. Forward book	7.1 Spine is glued, rounded and backed 7.2 Spine lining is attached

ELEMENT	PERFORMANCE CRITERIA
	7.3 Text block is covered (board attached) 7.4 Text block is cased in
8. Block book	8.1 Image is blocked into required position according to job specifications
9. Hand finish book	9.1 Hand finish book according to job specifications 9.2 Typeface size and type are appropriate 9.3 Design is in keeping with the period of publication 9.4 Embellishment is evenly applied

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 6.1, 8.1, 9.1	<ul style="list-style-type: none"> <li>Recognises and interprets text and diagrams to establish job requirements from information contained in specifications</li> </ul>
Numeracy	2.1, 3.1, 3.2, 5.3, 5.4	<ul style="list-style-type: none"> <li>Uses mathematical concepts to estimate measurement, calculate quantities and to ensure correct sequence of number sheets</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.3, 3.1-3.3, 4.1-4.3, 5.1-5.8, 6.1-6.4, 7.1-7.4, 8.1, 9.1-9.4	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Makes routine decisions directly related to completion of set tasks</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPCBF465 Set up and produce hand-bound book Release 2	ICPCBF465 Set up and produce hand-bound book Release 1	Updated to fix typographical error	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF465 Set up and produce hand-bound book

## Modification History

Release	Comments
Release 2	This version released with ICP Printing and Graphic Arts Training Package Version 2.0.  Version created to fix typographical error
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly set up and produce at least THREE hand-bound books within the accepted production timeframe, according to job specifications and enterprise procedures; use a range of substrates and pulling down and section sewing on the multi-section books (minimum of ten sections).

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Work health and safety (WHS)

- explain WHS concerns relating to hand binding

### Adhesive binding/tipping

- explain 'viscosity'
- explain the role of grain direction in relation to the tipping operation
- identify recommended tipping width for endpapers and the recommended adhesive to use in tipping

### Numbering

- explain what needs to be checked when the numbering machine is:

- set for duplicate/triplicate numbering
- re-inked
- explain how a given number is set on the machine

### **Indexing**

- list different types of indices and ways to reinforce an index
- explain how an index is evenly and correctly spaced down the sheet

### **Adhesive binding/padding**

- identify adhesives not recommended for padding, and explain why some of these adhesives are not suitable
- explain the terms ‘pH’, ‘viscosity’, ‘open time’, ‘tack’, ‘specific adhesion’, ‘molecular adhesion’ and ‘mechanical adhesion’
- list techniques to ensure permanent adhesion of the padded sheets
- name ways the padding operation can be accelerated

### **Sewing**

- identify different methods of hand sewing
- describe important considerations to be addressed when setting up for sewing
- describe the importance of using a sewing frame
- identify the ‘cord’ (calliper) thread suitable for sewing 8pp sections
- describe checks to make when sewing thread is joined during the sewing operation
- identify checks to make when the sewing operation is finished off
- describe the result of sewing being too loose/too tight

### **Book forwarding**

- describe the important result to achieve when gluing the book spine, and what occurs if the spine glue is too thick/too thin
- explain how to recognise a correct round in a book spine
- outline problems likely if too much round is applied to the spine
- outline problems likely if insufficient round is applied to the spine
- name different spine linings and reasons for spine linings
- describe special techniques applied to 2-on 2-off spine linings
- explain the important considerations to be given to spine linings
- identify the correct direction of the grain in spine linings
- describe the result if the grain direction in the spine lining is incorrect
- describe how to recognise a good corner
- identify the recommended turn-in
- identify steps to ensure a clean job
- describe how to ‘trim-out’ a case
- explain the correct board calliper on a book
- identify the micron board recommended on a book 5mm thick
- explain what to monitor when casing-in a book

### **Blocking**

- explain which procedures ensure a good blocking result
- describe the checks to do when positioning type on a book spine, and when positioning type on the front of a book
- explain ‘blind blocking’

### **Hand finishing**

- name methods of hand finishing a book cover
- explain criteria used to ensure an appropriate typeface is selected
- explain criteria used to ensure the design chosen corresponds with the era of the book
- explain what considerations to give to hand finishing a book
- describe the result of uneven impressions

### **Information sources**

- identify manuals and safety documentation relevant to this task, where they are kept, and the information included in them.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to:

- special purpose tools, equipment, materials
- industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPCBF467 Restore books

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to determine the condition and appropriate materials and techniques required to restore a book.

It applies to individuals who apply solutions to a defined range of problems relating to the restoration and production of hand bound books.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Converting, Binding and Finishing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess physical condition of book to be rebound/restored	1.1 Physical construction and binding style of the book are identified 1.2 Areas of damage and weakness are identified and recorded
2. Identify and select treatment options	2.1 Paper and cover cleaning options are assessed 2.2 Paper and cover repair options are assessed 2.3 Ethical/rarity/value cost alternatives are evaluated 2.4 Treatment options are discussed with owner

ELEMENT	PERFORMANCE CRITERIA
3. Assemble materials for binding	3.1 Materials and equipment are assembled according to job specifications 3.2 Binding equipment is set up according to job specifications
4. Dissect/pull down book	4.1 Original page securing method and section structure are determined 4.2 Cover/endpapers, threads and stitches are removed with minimal damage to sections and text 4.3 Sheets and sections are cleaned with minimal damage 4.4 Dog-ears are straightened with old joints flattened 4.5 Book is pressed
5. Treat paper	5.1 Paper is cleaned using dry or wet methods as appropriate 5.2 Paper is de-acidified if necessary by most appropriate method 5.3 Paper is repaired and/or reinforced using appropriate methods 5.4 Paper is resized if required 5.5 New paper is tinted to resemble original if requested 5.6 Wire stitches or sewing threads are removed 5.7 Original adhesive is removed without damaging the book
6. Resew book	6.1 Appropriate sewing supports are selected and spaced according to job specifications 6.2 Consistent thread tension is maintained during sewing 6.3 Sections are aligned at the head 6.4 Swelling is monitored and controlled 6.5 Headbands are re-sewn if necessary
7. Forward book by hand	7.1 Old spine and sides and turn-ins are lifted and reattached if rebacking is necessary 7.2 Edges are knocked up into original alignment 7.3 Round and back spine are glued 7.4 Spine lining is attached 7.5 Appropriate corner repairs on coverboards are carried out 7.6 Boards are reattached 7.7 New covering material is tinted to resemble original if requested

ELEMENT	PERFORMANCE CRITERIA
	7.8 Text blocks are covered or rebacked 7.9 Endpapers are pasted down or hinge realigned 7.10 Book is opened after pressing
8. Finish book by hand	8.1 Book is hand finished according to job specifications 8.2 Typeface size and type are appropriate 8.3 Design is in keeping with period of publication 8.4 An even embellishment is applied

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	3.1, 3.2, 6.1, 8.1	<ul style="list-style-type: none"> <li>Recognises and interprets text and diagrams to establish job requirements from information contained within specifications</li> </ul>
Writing	1.2	<ul style="list-style-type: none"> <li>Completes required records using clear and precise language</li> </ul>
Oral Communication	2.4	<ul style="list-style-type: none"> <li>Uses appropriate language to provide information to clients</li> <li>Uses questioning and uses listening skills to confirm understanding</li> </ul>
Numeracy	2.3, 5.4	<ul style="list-style-type: none"> <li>Uses mathematical calculations to analyse cost alternatives against the value of the product and to determine appropriate paper size during treatment</li> </ul>
Interact with others	2.4	<ul style="list-style-type: none"> <li>Uses collaborative techniques to engage clients in discussions</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.3, 3.1, 3.2, 4.1-4.3, 5.1-5.5, 6.1, 6.2, 6.4, 6.5, 7.1, 7.5, 7.7, 7.9, 8.1-8.4	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Analyses alternatives to make decisions directly related to completion of set tasks</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPCBF467 Restore books	ICPCF467C Restore books	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPCBF467 Restore books

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly assess the physical condition and restore TWO books (one requiring rebacking and one requiring rebinding) according to job specifications, enterprise procedures and production timeframes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Determine physical condition of a book to be rebound/restored

- identify factors that render a book unsuitable for restoration/rebinding and possible options to suggest
- explain areas of a book most commonly in need of attention
- explain how areas of weakness and damage are identified and recorded
- identify and select treatment options
- explain available paper and cover cleaning options
- list methods of repairing a tear in paper
- describe how to replace a missing corner of a book page
- identify situations when there is a need to reback a book
- describe steps to repair a coverboard corner
- explain methods of treating aged leather

### Assemble materials for binding

- explain work health and safety (WHS) factors for restoring books

- name tools used when gold finishing books
- name adhesives used in book restoration and repair, and describe under what circumstances each is used
- identify possible covering materials and indicate where each is used
- explain styles of book edge decoration
- name and describe methods of tanning leather
- explain how covering material is selected for a given job
- explain what to monitor when paring leather and when sharpening knives for leather paring
- name types of leather commonly used in bookbinding
- explain the term 'skiver'

### **Dissecting/pulling down**

- list different page securing methods
- explain how to remove endpapers with minimal damage
- explain how to clean sections without damage
- define the terms 'dog-ears' and 'joints'
- describe special care to take when removing wire stitches/sewing thread
- identify and describe different methods of removing adhesive from the book spine
- identify types of adhesive that might be found on book spines

### **Section sewing**

- name methods of hand sewing and important considerations when setting up for sewing
- explain why a sewing frame is used
- describe how thickness of thread is chosen
- explain what to check when sewing thread is joined during the sewing operation and when the sewing operation is finished off
- explain the result if sewing is too loose/too tight
- describe hand-worked headband styles

### **Book forwarding**

- explain the important result to achieve when gluing the spine of the book, and the outcome if the spine glue is too thick/too thin
- explain how to recognise a correct spine shape
- describe problems likely if too much round or insufficient round is applied to the spine
- name different spine linings and styles they are used on
- state reasons for spine linings
- explain special techniques applied to 2-on 2-off spine linings
- explain important considerations for spine linings
- describe how to recognise a good corner

- explain the recommended turn-in
- list steps to ensure a clean job
- explain ‘trimming-out’
- explain what determines the correct board calliper on a book
- identify what micron board is recommended on a book 5mm thick
- explain to monitor when casing-in a book

### **Hand finishing**

- name methods of hand finishing a book cover
- identify criteria used to ensure an appropriate typeface is selected
- outline criteria used to ensure the design chosen corresponds with the era of the book
- describe the result of uneven impressions
- describe the method to correct an error in finishing the title

### **Quality assurance**

- describe quality aspects found in a competently restored book
- list steps to ensure cost effectiveness of book restoration
- explain what can be done to maintain the rarity component of a book
- identify machine manuals and safety documentation relevant to this task, where they are kept, and the information included in them.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the converting, binding and finishing field of work and include access to special purpose tools, equipment and materials used to restore books.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPDMT581 Manage multimedia production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to manage the multimedia production cycle.

It applies to individuals who are responsible for the entire production cycle including researching requirements, designing and developing products, quality testing and liaising with clients.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Digital media technologies

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Design production cycle for multimedia product	1.1 Management components of production cycle are identified and coordinated to achieve defined outcome 1.2 Concepts for multimedia integration are put forward and their sequence planned 1.3 Prototype sequences are designed and tested according to job specifications 1.4 Multimedia production is undertaken that conforms to product



ELEMENT	PERFORMANCE CRITERIA
	specifications 1.5 Final product is tested for conformance to specifications and released to client
2 Define attributes of interactive multimedia products	2.1 Attributes of hypermedia are defined and incorporated into given productions when required 2.2 Attributes of hypertext are defined and incorporated into given productions when required 2.3 Linear and interactive information structures are distinguished and incorporated into productions when required
3 Manage research	3.1 Client specifications are researched and checked with client to deliver desired outcome 3.2 Files, documents, images and footage relevant to project requirements are sourced and their functions documented and sequenced 3.3 Liaison with clients is undertaken, records of interviews kept, and specifications monitored within management of project to achieve required outcomes 3.4 Files, documents, images and footage relevant to specific projects are filed for future reference, with regard for client confidentiality
4 Manage multimedia process	4.1 Order of process procedure is determined and documented to deliver desired outcome 4.2 Costs are determined, checked with client and documented to deliver desired outcome 4.3 Quality outcomes are determined and documented, and quality system is established to monitor quality of product 4.4 Product is tested against specifications prior to client release 4.5 Endorsement of product by client is gained to ensure specifications have been fulfilled

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance	Description
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	<b>Criteria</b>	
Reading	1.1, 1.3, 1.4, 2.1-2.3, 3.1-3.3, 4.4, 4.5	<ul style="list-style-type: none"> <li>Interprets and evaluates technically specific textual information from a range of sources to identify and manage requirements</li> </ul>
Writing	1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1-4.3	<ul style="list-style-type: none"> <li>Prepares required documentation for designing, managing and monitoring multimedia production using appropriate language and structure</li> <li>Records accurate notes from discussions with clients</li> </ul>
Oral Communication	3.1, 3.3, 4.2	<ul style="list-style-type: none"> <li>Delivers or seeks information using language and technical references suitable to audience</li> <li>Uses listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	4.2	<ul style="list-style-type: none"> <li>Uses mathematical skills to calculate production costs and budgetary constraints</li> </ul>
Interact with others	1.5, 3.1, 3.3, 4.2, 4.5	<ul style="list-style-type: none"> <li>Identifies the requirements of important communication exchanges, selecting appropriate communication methods and protocols to suit the purpose and audience</li> </ul>
Get the work done	1.1-1.4, 2.1-2.3, 3.2-3.4, 4.1, 4.3-4.5	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Takes responsibility for planning, organising and implementing processes and systems to manage and protect project related information</li> <li>Uses systematic, analytical processes to test and evaluate products against required outcomes</li> <li>Uses features of digital systems and tools for multimedia production or management</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPDMT581 Manage multimedia production	ICPMM581C Manage multimedia production	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPDMT581 Manage multimedia production

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- manage multimedia production in TWO separate projects over at least a THREE month period and produce a portfolio that demonstrates:
  - how all components of the production cycle were monitored and managed
  - concepts used for multimedia integration
  - how content was sourced and managed
  - prototype sequences developed and their attributes
  - how product testing was undertaken
  - measures used to establish and maintain effective liaison with clients.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the typical management components of a production cycle
- identify factors to take into account when considering multimedia integration
- describe the steps involved in designing, building and testing a prototype
- define hypermedia and hypertext, and explain the similarities and differences between the two
- explain the difference between linear and interactive information structures
- explain how quality outcomes are determined
- identify appropriate methods for sourcing and storing content.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the digital media technologies field of work and include access to:

- resources, equipment and materials for multimedia production and management
- relevant workplace documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPDMT582 Manage multimedia projects

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to manage multimedia projects including research, client liaison, and budgetary and milestone considerations.

It applies to individuals who supervise others and have responsibility for a range of resources and outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Digital media technologies

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Develop project plan	1.1 Elements of project plan are identified according to principles of project management 1.2 Planning tools are identified for project 1.3 Time and budget factors are identified and incorporated into plan
2 Manage resources and time	2.1 Hardware resources relevant to specific multimedia tasks are identified, evaluated and incorporated to achieve required outcome 2.2 Time management is integrated into project planning and monitoring

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3 Human resources are incorporated and supported within project framework to achieve required outcome</p> <p>2.4 Teamwork elements are identified and developed to achieve required outcome</p>
3 Identify legal issues	<p>3.1 Copyright principles and conventions relevant to digital data are identified and legal precedents noted</p> <p>3.2 Copyright issues relating to multimedia authoring, digital imaging and digital sound are explained and strategies are devised to account for relevant contingencies</p> <p>3.3 Copyright ownership of multimedia authoring, digital imaging and digital sound is established prior to commencing brief</p> <p>3.4 Applications of law with reference to multimedia product warranties, software licences, consultants, sponsors and distribution are determined appropriate for job to be undertaken and relevant to industry sector</p>
4 Manage research	<p>4.1 Files, documents, images and footage relevant to project requirements are sourced and their functions documented and sequenced</p> <p>4.2 Liaison with clients is undertaken, records of interviews kept and specifications monitored within management of project to achieve required outcomes</p> <p>4.3 Files, documents, images and footage relevant to specific projects are filed for future reference with regard for client confidentiality</p>
5 Determine and manage multimedia budgets	<p>5.1 Estimation models of costs are identified and applied to range of multimedia products</p> <p>5.2 Budget plans are established and checked against estimations to deliver accurate costings</p> <p>5.3 Tendering processes and costs are determined and implemented to deliver required outcome within designated timeframes and available budgets</p> <p>5.4 Project costs are determined, documented and monitored continuously to comply with business commitments and legal obligations</p> <p>5.5 Business transactions are undertaken ethically and according to law</p> <p>5.6 Multimedia project budget estimates and expenditure are contrasted and documented to assist in future business dealings</p>

ELEMENT	PERFORMANCE CRITERIA
6 Manage project outcomes	<p>6.1 Multimedia inputs are combined to form definitive master</p> <p>6.2 Master product is duplicated and distributed according to client specifications</p> <p>6.3 Project outcomes are refined to meet quality standards</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 3.1-3.4, 4.1, 5.3, 5.5, 6.3	<ul style="list-style-type: none"> <li>Interprets and compares complex information from a range of sources and extracts content relevant to purpose</li> </ul>
Writing	1.1-1.3, 3.1, 4.2, 5.4, 5.6, 6.3	<ul style="list-style-type: none"> <li>Prepares required documentation for planning and monitoring projects using appropriate language and structure</li> <li>Records accurate notes from discussions with clients for future reference</li> </ul>
Oral Communication	3.2, 4.2	<ul style="list-style-type: none"> <li>Clearly explains requirements using language and technical references suitable to the audience</li> <li>Uses listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	1.3, 2.2, 5.1-5.4, 5.6	<ul style="list-style-type: none"> <li>Uses mathematical skills to determine project budget and timelines for completion</li> <li>Calculates costs including comparing and contrasting estimates</li> </ul>
Navigate the world of work	3.1-3.4, 5.4, 5.5	<ul style="list-style-type: none"> <li>Establishes and adheres to organisational, legal and regulatory obligations and responsibilities and passes on relevant requirement to others</li> </ul>
Interact with others	3.2, 4.2, 6.2	<ul style="list-style-type: none"> <li>Identifies the requirements of important communication exchanges, selecting appropriate communication methods and protocols to suit the purpose and audience</li> </ul>
Get the work done	1.1-1.3, 2.1-2.4, 3.2, 4.1-4.3, 5.1-5.4, 6.1-6.3	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Takes responsibility for planning, organising and implementing processes and systems to manage,</li> </ul>



		monitor and protect project related information <ul style="list-style-type: none"> <li>• Anticipates potential problems and has contingency plans ready for implementation</li> <li>• Uses features of digital systems and tools to manage multimedia products</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPDMT582 Manage multimedia projects	ICPMM582C Manage multimedia projects	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPDMT582 Manage multimedia projects

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- manage TWO separate multimedia projects from start-up to completion and produce a portfolio that demonstrates:
  - use of suitable tools to develop a project plan, monitor progress and deliver the project outcomes
  - how time and budget factors were managed
  - how legal requirements were identified and managed
  - how content was sourced and managed to ensure confidentiality and compliance with regulatory requirements
  - how resource requirements were identified, accessed and managed
  - how effective liaison with clients and the team was established and maintained.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and describe typical elements of a multimedia project plan
- explain how time and budget factors are taken into account when planning and implementing a project
- identify resource requirements for a multimedia project and describe the role of each resource including:
  - hardware
  - software
  - human resources
- identify appropriate methods for sourcing and storing content

- explain methods for creating, duplicating and distributing a multimedia master
- list and describe legal or ethical considerations relevant to multimedia development including:
  - copyright issues relating to multimedia authoring and use of digital data, images and sound
  - product warranties
  - software licences
  - use of consultants or sponsors
  - distribution
- explain which estimation models might be used in multimedia production
- explain what is involved with tendering processes.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the digital media technologies field of work and include access to:

- resources, equipment and materials for managing a multimedia project
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN262 Produce foil stamped product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to produce a foil stamped product using a gold blocking or hot foil machine in accordance with product quality standards.

It applies to individuals who work under direct supervision but are responsible for preparing materials, monitoring and cleaning equipment and machinery and ensuring the production process is maintained.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of delivery systems	1.1 Delivery systems are monitored and adjusted to ensure efficient and continuous operation, without damage to finished product 1.2 Substrate is added to and removed from process according to job instructions
2. Maintain production process	2.1 Production process is operated in association with fellow workers and according to company specifications and planned daily schedule 2.2 If necessary, location of objects into fixtures/jigs is monitored

ELEMENT	PERFORMANCE CRITERIA
	<p>and adjusted</p> <p>2.3 Foil transfer system is monitored and adjusted to ensure quality of printed product meets the approved proof standard</p> <p>2.4 Basic in-line printing/converting/binding/finishing process(es) are monitored and adjusted to ensure quality of product meets the approved proof standard</p> <p>2.5 Production is maintained within work health and safety (WHS) requirements and company and manufacturer's specifications</p> <p>2.6 Manual and/or automatic control is used as per specification</p> <p>2.7 Performance is monitored and verified using the process control system according to enterprise procedures</p> <p>2.8 Foil performance and position of print are monitored and adjusted throughout production run</p> <p>2.9 Waste is sorted according to enterprise procedures</p>
3. Identify and rectify problems	<p>3.1 Production difficulties are anticipated and preventive action is taken to prevent occurrence by timely intervention</p> <p>3.2 Process adjustments to eliminate problems are reported according to enterprise procedures</p> <p>3.3 Faulty performance of equipment is identified and reported according to enterprise procedures</p> <p>3.4 Problems in foil stamping machine operation are identified and reported according to enterprise procedures</p> <p>3.5 Adjustments or corrections are carried out according to specified procedures and consistent with operator's skill level</p> <p>3.6 Foil stamping machine operation is checked to ensure correct operation</p>
4. Conduct shutdown of production process	<p>4.1 Correct shutdown sequence is followed according to manufacturer's specifications and enterprise procedures</p> <p>4.2 Shutdown is conducted in association with fellow workers and in compliance with WHS requirements</p> <p>4.3 Unused foil is correctly labelled and stored according to manufacturer/supplier specifications and enterprise procedures</p> <p>4.4 Waste is removed from operating area and recycled or disposed of, where required, according to regulatory requirements and enterprise procedures</p> <p>4.5 All product is removed from operating area</p> <p>4.6 Machine faults requiring repair are identified and reported to</p>

ELEMENT	PERFORMANCE CRITERIA
	designated person according to enterprise procedures 4.7 Repair/adjustment is verified prior to resumption of operations
5. Clean printing machine at end of print run	5.1 Units are cleaned ready for next run 5.2 Transportation and delivery systems are disengaged and cleaned ready for next run 5.3 Production records or other documentation are accurately completed, where required by enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	4.1	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	4.3, 4.6, 53	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	4.1, 4.2, 4.6	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies</li> </ul>
Navigate the world of work	4.1, 4.2, 4.4, 4.6, 5.1-5.5	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role including achieving outcomes more efficiently and effectively</li> <li>Recognises and follows all procedures for cleaning and maintenance of equipment Incorporating regulatory requirements and enterprise procedures</li> </ul>
Interact with others	4.1, 4.2, 4.6	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Understands what to communicate, with whom and how, in routine work situations, identifying relevant information and ideas</li> </ul>
Get the work done	4.1, 4.2, 4.4-4.7	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Recognises and anticipates an increasing range of</li> </ul>

		<p>familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</p> <ul style="list-style-type: none"> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>
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## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems MUST include EITHER:	<ul style="list-style-type: none"> <li>reel</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>sheet</li> </ul>
Monitoring and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>reel stand and rewind section</li> <li>web control system</li> <li>sheeting section</li> <li>set off / marking prevention system</li> <li>in-line loading</li> <li>in-line injection</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>feeder and delivery</li> <li>sheet pick-up and transport system</li> <li>transfer systems</li> <li>set off / marking prevention system</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN262 Produce foil stamped product	ICPPR262C Produce foil stamped product	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRN262 Produce foil stamped product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- operate a gold blocking or hot foil stamping machine ensuring an efficient production flow that maintains product quality standards. Any production problems are anticipated and rectified with minimum downtime. The machine is correctly shut down and cleaned according to work health and safety (WHS) guidelines
- demonstrate use of control, monitoring and data entry systems
- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- produce TWO foil stamped products (if possible including at least one in-line process if relevant) according to job specifications and enterprise procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Maintaining in-feed and delivery of reel or sheet or 3D object transportation section

- identify WHS concerns when operating a transportation system

### For reel systems only

- explain why tracking the web is important to position and register
- identify implications if web is not spliced correctly
- list identification used for web splices
- describe precautions to ensure rewound product is of consistent, acceptable quality

### For sheet systems only

- explain why sheets are fanned before loading into the press
- describe impact printing double sheets has on the foil stamped product
- list components which, if sheeted, can be adjusted to ensure correct delivery
- explain how printed material below acceptable standard is identified
- describe aspects of loading and ejection that need to be monitored

### **Maintaining the foil stamping process**

- identify major WHS concerns when foil stamping
- describe considerations that contribute to determining the ideal press speed
- explain at what interval the product should be checked for consistency
- identify the cause of non-image areas of the print filling in
- describe remedial action if the edges of the print are jagged
- explain why the use of anti-set off spray is not recommended when foil stamping
- describe how to adjust the machine to correct a shift in image position on the object

### **Shutdown and cleaning of the press**

- identify dangers of solvents and solutions used to clean the press and printing dyes
- describe how dyes should be stored following printing
- list the effect of poorly stored dyes
- identify parts of the machine to be thoroughly cleaned following the print run
- list components to be inspected for wear following the print run
- identify records important for following or repeat prints

### **Information sources**

- locate machine manuals, safety and other documentation relevant to this task and outline information included.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN271 Set up for basic coating

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to set up and adjust rollers and the reel or sheet systems for coating a range of aqueous coatings, UV varnishes and machine varnishes.

It applies to individuals who work under direct supervision and prepare material, and monitor and run equipment and machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm job specifications	1.1 Job requirements are read and interpreted from job documentation or production control system 1.2 Set up is carried out correctly in minimum time with minimum wastage 1.3 Availability of all job related components is checked
2. Set up delivery systems	2.1 Delivery systems and are set up and adjusted according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	2.2 Substrate is removed from process according to job instructions
3. Select and prepare coating	3.1 Coating is selected according to job specifications and end-user requirements 3.2 Quality and suitability of coating is checked and appropriate action is taken 3.3 Coatings and additives are prepared according to work health and safety (WHS) requirements, and manufacturer's/supplier's instructions with suitable precautions to minimise waste 3.4 Correct weight/volume of coating is prepared to match requirements of the job specification and coating process 3.5 Check the viscosity of coating is correct for the job 3.6 Coating formulation is appropriately recorded
4. Set up machine for coating	4.1 Appropriate rollers/cylinders are selected and secured to the machine and set 4.2 Application system is set up and adjusted according to job specifications 4.3 Coating delivery system is set up with correct flow and return flow determined by air pressure or pump speeds, and adjusted according to job specifications 4.4 Coating blanket is cut or a plate installed for non-image areas 4.5 Blanket or plate packing is checked for job suitability 4.6 Coating temperature is checked for job suitability 4.7 Drying system is set up and adjusted according to job specifications
5. Conduct proof run	5.1 Material to be used for proof is organised correctly 5.2 Machine is set up and operated to produce a specified proof according to work health and safety (WHS) requirements, manufacturer's specifications and enterprise procedures 5.3 Proof is visually inspected and/or tested or laboratory testing organised according to enterprise procedures 5.4 Production does not commence without client authority, where appropriate 5.5 Results are interpreted and adjustment changes are carried out according to product and machine specifications 5.6 Adjustments are carried out according to product and machine

ELEMENT	PERFORMANCE CRITERIA
	specifications

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 3.1, 3.3, 3.4, 4.2, 4.3, 4.7, 5.2, 5.4-5.6	<ul style="list-style-type: none"> <li>Recognises and evaluates text to establish job requirements from information contained within relevant systems</li> </ul>
Writing	3.6	<ul style="list-style-type: none"> <li>Completes workplace forms accurately</li> </ul>
Oral Communication	2.1-2.5, 3.1-3.5, 4.1, 4.3, 4.4, 5.2, 5.3, 5.7, 6.2-6.6	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions to confirm or clarify understandings</li> </ul>
Numeracy	4.4	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Navigate the world of work	3.1-3.5, 4.1-4.3, 4.5-4.7, 5.1-6.6	<ul style="list-style-type: none"> <li>Complies with legislative requirements and follows organisational policies and procedures relevant to own role</li> <li>Understands roles and responsibilities for task and makes basic decisions on work completion requirements, seeking assistance when needed</li> </ul>
Interact with others	3.1, 3.3, 3.4, 4.2, 4.3, 4.7, 5.2, 5.3, 5.5, 5.6	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Get the work done.	1.1-1.3, 3.1-3.5, 4.1-4.7, 5.1-5.3, 5.5, 5.6	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined tasks</li> <li>Implements actions as per instructions, making slight adjustments if necessary</li> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems must include EITHER:	<ul style="list-style-type: none"> <li>• reel</li> </ul> OR <ul style="list-style-type: none"> <li>• sheet</li> </ul>
Monitoring and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>• unwind and rewind reels</li> <li>• web control system</li> <li>• print web viewing devices</li> <li>• set off / marking prevention devices</li> </ul> OR <ul style="list-style-type: none"> <li>• feeder and delivery</li> <li>• sheet pick up and transportation system</li> <li>• transfer and control systems</li> <li>• set off / marking prevention devices</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN271 Set up for basic coating	ICPPR271C Set up for basic coating	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN271 Set up for basic coating

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- set up rollers and reel or sheet systems for coating a range of aqueous coatings, UV varnishes and machine varnishes and conduct a proof run and adjust settings to ensure production speeds are attained
- demonstrate use of control, monitoring and data entry systems
- demonstrate all safety devices on the machine
- set up for TWO basic coating operations (one spot coating and one overall coating and, if possible, including at least one in-line process) according to manufacturer's and job specifications, and enterprise procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Interpret job specifications

- identify where information about the type of required coating is located on the work ticket
- explain actions to be taken if vital information is missing from the job ticket
- outline checks to be done prior to set up (availability of materials etc.)

### For reel systems only

- list major work health and safety (WHS) concerns when setting up the reel transportation system
- outline safety risks associated with the machine's rewind section
- explain how low web tension and inefficient web splices impacts the print
- identify how the machine recognises if there has been a web break
- describe effect of excessive web tension at the rewind section of the machine

- discuss how to determine reel position for the job

### **For sheet systems only**

- list major WHS concerns when setting up the sheet transportation system
- discuss how to determine sheet position for the job
- explain how appropriate front lays are selected
- list reasons for a two-sheet cut-out on most feeders
- identify how the machine recognises if a sheet is missing or late
- identify how the coating side of the material is chosen
- identify why a register check is carried out

### **Delivery system**

- identify impact of too much vacuum on slow-down wheels has on the job
- describe what determines position of register or bustle wheels
- outline impact of excessive jogging on the stack

### **Coating preparation**

- list WHS concerns relevant to use of coatings
- list THREE types of coating
- describe how suitability of coating for the job is determined
- outline how ability of the coat to adhere to the product is determined
- explain how to determine how much coating is required
- describe range of viscosities to be run with on aqueous coatings
- outline the impact of incorrect viscosity
- explain how to adjust viscosity of a coating

### **Machine set-up**

- explain methods the coating uses to solidify
- explain what is required to dry UV coating
- explain printing principles used to apply aqueous coating
- describe what temperature the drier should be set at to dry aqueous coating
- outline how to determine which image carrier (plate or blanket) to use

### **Proofing and adjustments**

- describe how position of the coating is checked against the print
- discuss the impact skeleton wheels have on the coating surface
- outline how the amount of gloss on the surface can be measured
- identify who is responsible for the final OK on the job
- describe the impact of not enough coating on a sheet
- describe the impact a UV coating has on a wet print

### **Information sources**

- identify machine manuals, safety and other documentation relevant to this task, where are they kept and the information contained.



## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- a printing machine or dedicated coating machines with manual, semi-automated, fully automated or computerised process control.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRN272 Produce basic coated product

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to safely operate a reel or sheet-fed machine, ensuring efficient production and maintaining quality standards.

It applies to individuals working in the printing and graphic arts industry performing a range of mainly routine tasks, who work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Maintain operation of delivery systems	1.1 Delivery systems are monitored and adjusted to ensure efficient and continuous operation and ensure no damage to finished product 1.2 Substrate is added to and removed from process according to job instructions
2. Maintain coating process	2.1 Roller condition is monitored and adjusted to ensure quality of printed product meets the approved proof standard

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Coating system is monitored and adjusted to ensure quality of product meets the approved proof standard</p> <p>2.3 Drying systems are monitored and adjusted to ensure quality of product meets the approved proof standard</p> <p>2.4 Quality and viscosity of varnish are monitored and adjusted as necessary to ensure quality of product</p>
3. Maintain production process	<p>3.1 Basic or complex in-line printing/converting/binding/finishing processes are monitored and adjusted to ensure quality of product meets the approved proof standard if required</p> <p>3.2 Delivery is monitored and adjusted to ensure quality and efficient product delivery if required</p> <p>3.3 Production process is operated in association with fellow workers and according to company specifications and planned daily schedule</p> <p>3.4 Production is maintained within work health and safety (WHS) requirements and company and manufacturer's specifications</p> <p>3.5 Manual and/or automatic control is used as per specification</p> <p>3.6 Performance is monitored and verified using the process control system according to enterprise procedures</p> <p>3.7 Coating performance, register and position of coating are monitored and adjusted throughout production run</p> <p>3.8 Production difficulties are anticipated and preventive action is taken to prevent occurrence by timely intervention</p> <p>3.9 Process adjustments to eliminate problems are reported according to enterprise procedures</p> <p>3.10 Waste is sorted according to enterprise procedures</p>
4. Identify and rectify problems	<p>4.1 Faulty performance of equipment is identified and reported according to enterprise procedures</p> <p>4.2 Problems in coating machine are identified and reported according to enterprise procedures</p> <p>4.3 Adjustments or corrections are carried out according to specified procedures and consistent with operator's skill level</p> <p>4.4 Coating machine operation is checked to ensure correct operation</p>
5. Conduct shutdown of production process	<p>5.1 Correct shutdown sequence is followed according to manufacturer's specifications and enterprise procedures</p> <p>5.2 Shutdown is conducted in association with fellow workers and</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>in compliance with WHS requirements</p> <p>5.3 Solid and liquid waste is removed from operating area and recycled or disposed of, where required, according to regulatory requirements and enterprise procedures</p> <p>5.4 Product is removed from operating area</p> <p>5.5 Machine faults requiring repair are identified and reported to designated person according to enterprise procedures</p> <p>5.6 Repair/adjustment is verified prior to resumption of operations</p>
6. Clean and wash coating machine	<p>6.1 Cylinders, plate and roller surfaces are cleaned ready for next run</p> <p>6.2 Coating delivery system is washed ready for next run, and liquid waste is disposed of according to company and regulatory requirements</p> <p>6.3 In-line slitting units are cleaned ready for next run</p> <p>6.4 Transportation and delivery systems are disengaged and cleaned ready for next run</p> <p>6.5 Production records or other documentation are accurately completed where required by enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	3.3-3.5, 4.3, 5.1	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	3.3, 3.9, 4.1, 4.2, 6.5, 6.5	<ul style="list-style-type: none"> <li>Enters routine data associated with production processes and enterprise procedures</li> </ul>
Oral Communication	3.3-3.5, 3.9, 4.1-4.3, 5.1, 5.2, 5.5	<ul style="list-style-type: none"> <li>Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies</li> </ul>
Numeracy	6.5	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Navigate the	2.1-2.4, 3.1-3.4, 3.6,	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols</li> </ul>

world of work	3.9, 3.10, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.5	<ul style="list-style-type: none"> <li>and meets expectations associated with own role</li> <li>Recognises and follows all procedures for cleaning and maintenance of equipment Incorporating regulatory requirements and enterprise procedures</li> </ul>
Interact with others	3.3-3.5, 4.1-4.3, 5.1, 5.2, 5.5	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.4, 3.3-3.8, 3.10, 4.1-4.4, 5.1-5.6, 6.1-6.4	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Delivery systems MUST include EITHER:	<ul style="list-style-type: none"> <li>reel</li> </ul> OR <ul style="list-style-type: none"> <li>sheet</li> </ul>
Monitoring and adjusting MUST include EITHER:	<ul style="list-style-type: none"> <li>reel stand and rewind section</li> <li>web control system</li> <li>sheeting section</li> </ul> OR <ul style="list-style-type: none"> <li>feeder and delivery</li> <li>sheet pick-up and transport system</li> <li>transfer system</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPPRN272 Produce basic coated product	ICPPRN272C Produce basic coated product	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN272 Produce basic coated product

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- correctly produce TWO basic coating jobs (one spot coating and one overall coating and, if possible, including at least one in-line process) according to job specifications, enterprise procedures and work health and safety (WHS) requirements
- safely shut down and clean either reel- or sheet-fed machine and, if possible, rectify any problems with minimum downtime.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline required action if vital information is missing from the job ticket
- list checks undertaken prior to set-up

### For reel systems only

- identify WHS concerns related to loading and handling heavy reels
- describe effect on the print of excessive tension on the rewinding reel
- outline the result if the web is not spliced correctly
- outline precautions to ensure rewind product is consistent, acceptable quality

### For sheet systems only

- identify importance of sheets being fanned before loading into the press
- explain importance of setting and checking the double sheet detector during the print run
- describe components that can be adjusted to ensure correct delivery if sheeted

- explain the effects of anti-set-off spray on the finished job, and level the coating should be maintained at in the pan
- outline the process if printed material is below acceptable standard
- explain major WHS concerns when coating and action taken if the aqueous coating is smudged in the machine delivery section
- outline effect the UV lamp has on UV coating
- explain dangers of solvents and solutions used to clean the coating system, plates, cylinders and press
- identify parts of the machine to be thoroughly cleaned following coating of the job
- identify components to be inspected for wear following the print run
- explain records important for following or repeat prints
- identify machine manuals, safety and other documentation relevant to this task, where are they kept, and the information contained.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- reel- or sheet-fed machine.
- special purpose tools, equipment and materials

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPPRN284 Use colour management systems

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to identify and apply fundamental theory of colour including terminology, colour modes and analysis of light and colour.

It applies to individuals who generally work under direct supervision and assist with digital production workflow.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify need for colour management	1.1 Varied colour representations across devices are recognised and recorded according to job requirements 1.2 Colour inconsistencies between input, display and output devices, and printed products are identified and addressed 1.3 Components of colour management systems are identified and correctly used
2. Use colour modes and libraries	2.1 Colour modes and libraries are used according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Images are converted between colour modes using processes that ensure best reproduction according to job specifications</p> <p>2.3 Colour libraries are selected and used within software applications according to job specifications</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1-2.3	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	1.1, 1.3	<ul style="list-style-type: none"> <li>Completes job documentation in a style appropriate to audience and purpose</li> </ul>
Oral Communication	1.3, 2.1-2.3	<ul style="list-style-type: none"> <li>Receives and passes on straightforward messages</li> </ul>
Navigate the world of work	1.3, 2.1-2.3	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols associated with own role including appropriate work health and safety (WHS) requirements associated with immediate role</li> </ul>
Interact with others	1.3, 2.1-2.3	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</li> </ul>
Get the work done	1.1-1.3, 2.1-2.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload including identifying and rectifying familiar problems</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN284 Use colour management	ICPPR284A Introduction to	Updated to meet Standards for	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
systems	colour management	Training Packages  Renamed to reflect industry practice	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRN284 Use colour management systems

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- recognise variations and inconsistencies in colour representation across devices
- identify and use components of a colour management system
- select and convert images to appropriate colour modes
- select colour libraries that comply with specific job specifications
- locate and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify components of a colour management system and their application
- explain terminology associated with colour management
- identify standard lighting conditions for matching colour
- describe effects of different lighting conditions on monitors, proofing and printing
- explain measurement of light intensity and colour temperature
- identify differences between red, blue, green (RGB), cyan, magenta, yellow, black (CMYK), lab colour and spot colour
- list different rendering intents and their application
- describe under-colour removal (UCR) and grey component replacement (GCR) and the effect they have on an image
- explain different pantone libraries and their application
- identify work health and safety (WHS) issues to consider when managing colour for digital production.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- industry software packages used for colour management production.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP224 Produce pages using a page layout application

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to compose pages based on a client brief using a high-end application, and covers how to arrange basic elements on a page, finalise artwork and check quality.

It applies to individuals in the printing and graphic art industry who design and prepare layouts and artwork, and manipulate images and texts to meet production requirements. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Arrange elements on page	1.1 Client copy and images are assembled to conform to design brief 1.2 Text is prepared and required fonts and font sizes are used 1.3 Basic elements are created and arranged on page to conform to design brief 1.4 Elements are copied and pasted according to design brief 1.5 'Help' function is accessed if required and solution to queries

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	found 1.6 Document set-up is completed to conform to design brief
2 Finalise artwork	2.1 Pages and combined elements are composed correctly to suit specified page size 2.2 Margins and borders incorporate a bleed allowance
3 Check quality	3.1 Text is reviewed for possible errors and omissions, and errors are discussed with client or supervisor 3.2 Basic elements are arranged maintaining overall layout balance and correct tonal quality 3.3 Hardcopy proof is printed and rechecked for errors, omissions and overall layout balance 3.4 Trim marks and margins are correctly placed 3.5 Necessary changes are made and reviewed on screen and re-proofed as required 3.6 Job is saved according to enterprise procedures 3.7 Proof or PDF is created to present to client

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1-1.6, 3.1, 3.3, 3.5	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Writing	1.2	<ul style="list-style-type: none"> <li>Gathers information from range of sources to record using headings, instructions and layout that meet audience needs and text purpose</li> </ul>
Oral Communication	3.1	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary, including technical language relevant to role and context</li> </ul>
Numeracy	1.3, 2.1, 2.2, 3.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate familiar mathematical problem-solving strategies to solve problems in familiar contexts</li> </ul>

Navigate the world of work	3.6	<ul style="list-style-type: none"> <li>Recognises and follows organisational and legislative requirements associated with own role</li> </ul>
Interact with others	3.1	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to confirm or clarify client requirements</li> </ul>
Get the work done	1.1-1.5, 2.1, 2.2, 3.1-3.4, 3.7	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks</li> <li>Applies analytical processes to resolve problems</li> <li>Initiates standard procedures when responding to familiar problems within immediate context</li> <li>Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to create and save files in required format</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRP224 Produce pages using a page layout application	ICPPP224C Produce pages using a page layout application	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPRP224 Produce pages using a page layout application

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- prepare TWO different sets of page layouts according to a client's design brief and the listed performance criteria
- demonstrate ability to find and use information relevant to task from a variety of information sources
- demonstrate ability to communicate ideas and information, and clarify information with client or supervisor.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline consideration given to the printing process during design phase
- identify problems that can occur if printing process isn't considered during design stage
- define substrate size consideration during imposition
- outline how planning occurs for multiple colours and graphics during imposition
- describe considerations given to ensuring own health and safety when using a keyboard
- discuss importance of saving documents in particular areas of a computer or network
- outline how to find a document on a computer or network
- list steps involved in changing and saving templates
- explain value of style guides and style sheets.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to:

- special purpose tools, equipment and materials
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPRP281 Design basic carton

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to design cartons using and adapting existing templates.

It requires the individual to design a basic carton using known templates that meet the job specifications and then produce an accurate sample before the final design is sent for output.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry. They generally work under direct supervision, and use limited practical skills and fundamental knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Pre-Press

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Assess brief requirements	1.1 All relevant information in the brief is checked, e.g. carton type, dimensions, material 1.2 All relevant requirements of the brief are assessed in line with enterprise specifications

ELEMENT	PERFORMANCE CRITERIA
2 Select and modify template	<p>2.1 Appropriate template is selected on the Computer Aided Design (CAD) system</p> <p>2.2 Height, width and depth and gluing flap dimensions are adjusted according to the client brief</p> <p>2.3 Requirements for knife setting and stripping in production are checked and position is designed to have correct grain direction and maximise use of material</p>
3 Use plotter to cut sample	<p>3.1 Plotter is set up ready for downloading design</p> <p>3.2 Cutting and creasing depths are set</p> <p>3.3 Material is positioned correctly</p> <p>3.4 Plotter is operated safely according to manufacturer's specifications and enterprise procedures</p> <p>3.5 Routine machine maintenance is carried out as required</p>
4 Assemble sample	<p>4.1 Sample is cut by hand</p> <p>4.2 Cut sample is folded and glued by hand ensuring angles and construction are correct</p> <p>4.3 Originals and elements are selected, scaled and cropped appropriately to fit allocated grid space</p>
5 Check and adjust design	<p>5.1 Sample is checked to ensure conformance to the client brief</p> <p>5.2 Design is adjusted if necessary to meet job specifications</p>
6 Output design	<p>6.1 Design is saved ready for downloading to forme cutter</p> <p>6.2 Design is outputted as keyline for artwork or as film</p> <p>6.3 Relevant paperwork is completed according to enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 3.4, 5.1, 5.2	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant</li> </ul>

		procedures and specifications
Writing	6.3	<ul style="list-style-type: none"> <li>Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary</li> </ul>
Numeracy	1.1, 2.2, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Navigate the world of work	1.2, 3.4, 6.3	<ul style="list-style-type: none"> <li>Complies with legislative requirements and follows organisational policies and procedures relevant to own role</li> </ul>
Get the work done	1.1, 2.1-2.3, 3.1-3.3, 3.5, 4.1-4.3, 5.1, 5.2, 6.1, 6.2	<ul style="list-style-type: none"> <li>Determines priorities and sequences steps involved in clearly defined, familiar tasks and identifies and assembles resources required</li> <li>Takes responsibility for planning and organising own workload, and Initiates standard procedures when responding to familiar problems within immediate context</li> <li>Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRP281 Design basic carton	ICPPP281C Design basic carton	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP281 Design basic carton

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce TWO different carton designs and samples using existing templates to meet job brief and client specifications
- find and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline work health and safety (WHS) concerns of using computers and plotters
- list Computer Aided Design (CAD) programs available for carton design
- outline the process to correctly align a cut out positioned in a design
- list products these cartons can be used for (sleeves, full flap, auto lock, crash lock, trays)
- explain how to determine if the design is appropriate for its end use
- outline aspects of product sizing and tolerances that should be rechecked
- list carton designs suitable for machine and hand-packing
- outline constraints on design and positioning on the forme caused by knife making and production
- list manuals, safety and other documentation relevant to this task, identify where they are kept and what information is included.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to special purpose tools, equipment and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP333 Electronically combine complex images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to undertake complex electronic combining of images. It requires the individual to assess and combine complex images, perform edits to ensure they conform to job specifications, solve technical problems and prepare the final output.

It applies to individuals working in a pre-press environment, who are required to be competent in more than one graphics application.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Assess and combine complex images	1.1 Components of complex images for reproduction are electronically evaluated for combining 1.2 Operations are planned for combining digital information from any electronic source to effect job specifications 1.3 Correct masking technique is used to combine the job economically 1.4 Combined images are manipulated, retouched and corrected



ELEMENT	PERFORMANCE CRITERIA
	electronically to conform to job specifications
2 Edit complex image	2.1 Images are retouched to conform to job specifications 2.2 Images are contoured to conform to job specifications 2.3 Colour correction is undertaken to conform to job specifications 2.4 Tonal correction is undertaken to conform to job specifications
3 Solve technical combining problems	3.1 Technical problems relevant to combining images are resolved by reassessing elements for combining or amendment of the design 3.2 Complex images are combined with potential to be reproduced according to the job brief
4 Prepare information for output devices	4.1 Disk capacity is checked for space before final assembly 4.2 Limitations of system to achieve required output are assessed 4.3 Appropriate colour profiles are applied according to job specifications
5 Manage combining system	5.1 Electronic combining system is managed effectively to facilitate storage, retrieval and outputting of data 5.2 Combining software and files are maintained to ensure an operative system

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.1-2.4, 3.2, 4.3	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Get the work done	1.1-1.4, 2.1-2.4, 3.1, 3.2, 4.1-4.3, 5.1, 5.2	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment</li> <li>Understands purposes, specific functions and key features of common digital systems and tools and</li> </ul>

		operates them effectively to complete tasks
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRP333 Electronically combine complex images	ICPPP333C Electronically combine complex images	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP333 Electronically combine complex images

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce TWO jobs that combine and manipulate complex elements to be reproduced following job brief, and according to the listed performance criteria
- transfer underlying skill of combining across the design and pre-press sectors (it is important the substrate for reproduction is identified and competencies demonstrated with a clear identification of printing processes)
- find and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain why settings need to be varied to suit subsequent printing processes or electronic output
- list factors used in determining scan resolution
- outline limitations of a Charge-Coupled Device (CCD) scanner when compared to a Photo Multiplier scanner
- list factors involved in calibrating the monitor
- outline the process of converting from an Red Green Blue (RGB) colour model to a stet colour model
- explain meaning of Native format
- list characteristics of EPS and TIFF formats
- explain meaning of Raster Image Processing (RIP)
- explain the process of RIP calibration
- name two advantages of Open Prepress Interface (OPI)
- explain difference between a bitmapped and a vector image

- state purpose of calculation menu [or equivalent] in systems work
- outline specific limitations of digital cameras
- locate manuals, safety and other documentation relevant to this task and outline information included in these documents.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to special purpose tools, equipment and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP386 Undertake digital proofing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to undertake digital proofing.

It applies to individuals working as pre-press tradespeople in the printing and graphic arts industry. They typically apply solutions to a range of problems associated with the print medium. They may provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Calibrate proofing device	1.1 Machine calibration is checked for conformance to job specifications 1.2 Appropriate International Colour Consortium (ICC) profiles are applied to meet colour requirements 1.3 Paper for output is matched to profile
2 Produce proofs from digital data	2.1 Image is retrieved from the database using industry software 2.2 Data file is checked for structural compatibility with capability

ELEMENT	PERFORMANCE CRITERIA
	<p>of the Raster Image Processor (RIP)</p> <p>2.3 Special colours are sent to the RIP where appropriate</p> <p>2.4 Proof is produced according to job specifications and workflow procedures</p> <p>2.5 Proof is evaluated against job specifications using a densitometer, and checked against changes and original working data</p> <p>2.6 Proof is prepared for client submission</p> <p>2.7 Proof is used as a contract proof only if RIP is the same for both proof and film, and if client accepts it as such</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 2.4, 2.5	<ul style="list-style-type: none"> <li>Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications</li> </ul>
Oral Communication	2.7	<ul style="list-style-type: none"> <li>Participates effectively in spoken interactions to confirm client acceptance</li> </ul>
Numeracy	2.5	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Navigate the world of work	2.4	<ul style="list-style-type: none"> <li>Follows organisational policies and procedures relevant to own role</li> </ul>
Interact with others	2.7	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to confirm client acceptance</li> </ul>
Get the work done	1.2, 1.3, 2.1-2.6	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload and assembles resources required</li> <li>Utilises a broad range of features within digital applications to improve personal productivity, optimising software functions for specific purposes</li> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRP386 Undertake digital proofing	ICPPP386C Undertake digital proofing	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP386 Undertake digital proofing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- transfer underlying skills of proofing across the design and pre-press sectors
- identify the substrate for reproduction and ensure quality of image is suitable for the printing process
- produce image file(s) compatible with a Raster Image Processor (RIP) including an example with special colours
- produce proofs to job specifications and client submission using quality control devices and colour evaluation charts.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify types of digital colour proofing systems
- describe method of producing the colour image and
- variations that may occur when different imaging methods are used

## Production of colour proofs

- explain the procedure for outputting the image and production of a colour proof, i.e. transfer of files and use of specific assembly software
- list constraints on file structure imposed by RIP
- describe the function of an International Colour Consortium (ICC) profile
- list differences that various RIPs can have on output



### **Use of quality control devices for colour appraisal**

- describe how a densitometer is used for proof evaluation
- explain the function of calibration software for the output device
- explain the purpose of colour evaluation charts and how they are used

### **Evaluation of the proof**

- list criteria for evaluating a colour proof
- explain differences that can occur between preliminary proofs and a contract proof
- Information sources
- identify manuals, safety and other documentation relevant to this task, their location; and describe the information included
- identify other available sources of information.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to special purpose tools, equipment and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPRP411 Undertake a complex design brief

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to produce advanced graphic design from negotiated design briefs to production of complex finished artwork.

It applies to individuals who work in the graphic pre-press sector of the printing and graphic arts industry. They may take responsibility for production flow and provide leadership to others to ensure completion of the brief.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

ICPPRP311	Develop a detailed design concept.
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## Unit Sector

Pre-Press

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Negotiate a complex design contract	1.1 Communication with client results in development of a complex design brief, and client agreement is secured

ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Job analysis and research are undertaken to source cost-efficient design production procedures</p> <p>1.3 Possible design options are analysed to meet optional printing processes and substrates</p> <p>1.4 Individual design stages of brief are timed and costed to determine accurate parameters of cost</p> <p>1.5 Quotation is prepared using accurate estimates to communicate fees required to undertake brief to client</p> <p>1.6 Client approval to proceed is obtained</p>
2 Plan design process	<p>2.1 Appropriate production processes are planned and scheduled to meet brief specifications for the printing substrate</p> <p>2.2 Materials are sourced and ordered to conform to brief requirements</p> <p>2.3 Design team members are briefed and work roles allocated to keep design process organised and on time</p>
3 Render a complex graphic design	<p>3.1 Complex graphic design concept is rendered electronically or manually to conform to the brief</p> <p>3.2 Adjustments or recommendations are made to enhance the design according to brief in consultation with client</p> <p>3.3 Production processes of the design concept for colour, production run, substrates and costs are assessed according to requirements of the brief</p> <p>3.4 Specifications for reproducing the finished artwork are annotated to define specified printing processes and substrates</p>
4 Ensure feasibility of production	<p>4.1 Type options are checked to meet specified printing processes and substrates</p> <p>4.2 Reproduction feasibility of multiple colour vignettes is analysed to meet specified printing processes and substrates</p> <p>4.3 Line and tone are combined and dot complexity of photography is analysed to meet specified printing processes and substrates</p> <p>4.4 Feasibility of complex imposition and folds are calculated to meet specified printing processes and substrates</p> <p>4.5 Foils and embossing are checked to meet specified printing processes and substrates</p>
5 Solve technical problems	<p>5.1 Materials and/or format are reviewed to ensure most suitable are selected to prevent design and production problems</p>

ELEMENT	PERFORMANCE CRITERIA
	5.2 Technical problems are resolved by re-design or amendment of the brief in consultation with client to acceptable standards
6 Ensure quality output	<p>6.1 Standards for reproduction are documented to form a reference bank for the design process</p> <p>6.2 Design solutions are filed and stored ready for retrieval according to enterprise procedures</p> <p>6.3 Internal performance standards are evaluated to identify potential reforms for future enterprise procedures</p> <p>6.4 Future actions are determined to incorporate accurate cost and time analyses into future briefs</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 2.2, 3.1-3.4	<ul style="list-style-type: none"> <li>Recognises, interprets and evaluates information from range of sources to establish job requirements</li> </ul>
Writing	1.1, 1.5, 1.6, 3.4, 5.2, 6.1	<ul style="list-style-type: none"> <li>Writes technical/design briefs or complex work instructions based on client and stakeholder requirements</li> </ul>
Oral Communication	1.1, 1.5, 1.6, 2.3, 3.2, 5.2	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary, including technical language relevant to role and context in team briefings</li> <li>Participates effectively in spoken interactions with clients to confirm or clarify understanding</li> </ul>
Numeracy	1.4, 1.5, 4.4	<ul style="list-style-type: none"> <li>Interprets and analyses a range of mathematical information used in familiar and routine tasks</li> </ul>
Navigate the world of work	6.1-6.3	<ul style="list-style-type: none"> <li>Follows organisational policies and procedures relevant to own role</li> </ul>
Interact with others	1.1, 1.5, 1.6, 2.3, 3.2, 5.2	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to confirm or clarify client requirements</li> <li>Shares knowledge, experience information and resources with others as an integral part of work relationships</li> </ul>
Get the work	1.1-1.3, 1.5, 2.1, 2.2, 3.1-3.4, 4.1-4.5, 5.1,	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> </ul>

done	5.2, 6.1-6.4	<ul style="list-style-type: none"> <li>Plans, identifies and assembles resources required to complete tasks</li> <li>Analyses benefits, costs, risks and feasibility from a broad range of perspectives, and may think laterally to redesign aspects to address potential issues</li> <li>Responds to predictable problems and implements standard or logical solutions</li> <li>Draws on a broad understanding of context, and uses a combination of analysis and intuition to decide whether an idea is feasible</li> <li>Reflects on outcomes of decisions to identify changes to improve future outcomes</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRP411 Undertake a complex design brief	ICPPP411C Undertake a complex design brief	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPRP411 Undertake a complex design brief

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop a clear design brief by agreement, and prepare a quotation
- produce a complex design which meets reproduction and client requirements
- produce finished art from complex design briefs that use different printing processes
- provide evidence that each stage, from initial negotiation of the brief to final print production, has been carried out satisfactorily.
- use computer hardware and software to produce concepts and pre-press artwork.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe how design requirements influence selection of THREE printing processes, operations or electronic media
- explain how design factors influence cost of printed job
- identify how printing substrates are selected and affects inks and printing substrates have on design
- explain how colour and typeface selection impact design
- explain how colour breakdown and sequence is managed in print to meet production and budget requirements
- identify how substandard or unsuitable artwork from external sources affects print quality and how faulty artwork is rectified
- describe common technical problems when a design is printed and how they are resolved, such as image on double page spread or finger marks on dark solids
- describe procedures for special effects printing
- explain how artwork is matched to customer's specifications as outlined on the job sheet

- list manuals, safety and other documentation relevant to this task, and where they are kept, and what sort of information is included
- list other sources of available information.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Pre-Press field of work and include access to special purpose tools, equipment and industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPPTD301 Manipulate 3D files in preparation for 3D printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Application

This unit describes the skills and knowledge required to assess and rectify errors and convert files to a usable format for three-dimensional (3D) printing.

It applies to individuals in a range of industry sectors who have technical skills in 3D printing technologies and provide 3D printing services to internal or external clients.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Three-Dimensional Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess design file	<p>1.1 Receive file and identify and document precision, quality, and materials requirements for 3D file in accordance with client specifications</p> <p>1.2 Review and document faults, imperfections and errors of file and assess against client specifications</p> <p>1.3 Provide recommendations to client, and agree on alterations to be undertaken</p>



2. Determine work requirements	<p>2.1 Select software required to perform adjustments according to file requirements</p> <p>2.2 Calculate and document time and cost of work required to rectify identified faults, imperfections and errors</p> <p>2.3 Evaluate and document potential waste, build and support materials</p> <p>2.4 Inform client of work requirements and obtain approval for planned work</p>
3. Prepare a precision 3D print file	<p>3.1 Manipulate file to remove imperfections and errors</p> <p>3.2 Prepare output file according to printer specifications</p> <p>3.3 Review file quality with client and obtain sign off</p> <p>3.4 Save file in a format appropriate for 3D printing according to organisational policies and procedures</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Analyses graphic files and specifications to determine requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Names data files using appropriate naming conventions</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Presents complex information using clear and persuasive language, and appropriate tone and pace for the audience and purpose</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Performs mathematical calculations appropriate to graphics software to ensure accuracy, scale and tolerances are being met</li> <li>Estimates works requirements</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with client</li> <li>Uses problem solving techniques to evaluate errors and manipulate graphics images</li> <li>Uses digital technologies and applications to manage and manipulate data</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPPTD301 Manipulate 3D files in preparation for 3D printing	ICPPRP495 Manipulate 3D graphics files in preparation for 3D printing	Updates to elements, performance criteria and assessment requirements	Not equivalent

## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPTD301 Manipulate 3D files in preparation for 3D printing

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Performance Evidence

The candidate must demonstrate they can perform the following according to the standards defined in the elements, performance criteria and foundation skills of this unit.

The candidate must demonstrate the ability to manipulate 3D files in accordance with workplace procedures to meet required outcomes a minimum of 2 times. This includes demonstrating the ability to:

- communicate with client to identify needs
- confirm client requirements for three-dimensional (3D) print output
- determine work requirements and obtain client approvals
- recognise faults, imperfections and errors in 3D printer files
- use software to rectify errors in 3D printer files
- save files in required format.
- 

## Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks in the context of the work role:

- common manifold errors in 3D printer graphics, including the effect on:
  - proposed printed material
  - printing technology
  - wall thickness
  - file resolution limits
  - conversion between software
  - support structure
- possible errors, including:
  - reversed surfaces
  - components without volume

- internal edge and face errors
- the relationship between 3D modelling software and 3D image software, including:
  - file types
  - function of the software
  - main image editing tools
  - scale and units
- "Cartesian coordinate system" and how it relates to 3D graphics file manipulation
- the purpose of "slicing" in the preparation of G-Code for 3D object build
- the effect of setting resolution and deposition thickness in 3D graphics on 3D print output quality
- work health and safety (WHS) requirements and workplace procedures relevant to 3D printing technologies
- intellectual property and copyright laws and requirements in relation to 3D printing.
- 

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the pre-media field of work and include access to:

- a range of model files and image files with errors
- a computer with industry-standard 3D software packages
- a 3D printer or 3D printer specifications
- organisational policies and procedures relating to use and storage of data and files.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPTD302 Set up and produce 3D prints

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

### Application

This unit describes the skills and knowledge required to produce three-dimensional (3D) objects for internal and external clients using a 3D printer.

It applies to individuals employed in a range of industry sectors who use 3D files and scanning data to produce 3D objects for a range of applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Three-Dimensional Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the print requirements	1.1 Determine object requirements against client specifications and confirm with client 1.2 Evaluate available printer and materials to determine preferred options to meet client specifications 1.3 Calculate print construction time and cost and obtain client approval to proceed with preferred options 1.4 Upload data files into the printer software and check 3D model to ensure it meets specifications

ELEMENT	PERFORMANCE CRITERIA
	<p>1.5 Assess quality of data file and discuss possible adjustments with client</p> <p>1.6 Adjust file as required and save in required printer format</p>
2. Prepare the 3D printer	<p>2.1 Select personal protective equipment (PPE) and fit in accordance with work health and safety (WHS) procedures</p> <p>2.2 Conduct pre start checks on the 3D printer to ensure correct operation according to manufacturer operating procedures</p> <p>2.3 Adjust printer settings for specified tolerances and in accordance with client specifications</p> <p>2.4 Load printer with specified construction material in accordance with client specifications</p> <p>2.5 Install and prepare printer build platform according to manufacturer operating procedures</p>
3. Operate and monitor the 3D printer	<p>3.1 Operate printer in accordance with manufacturer operating procedures and WHS procedures</p> <p>3.2 Check sensor displays and readings to ensure that they remain within the correct operating parameters specified in the manufacturer operating procedures</p> <p>3.3 Monitor printing process to check that object is forming as per client specifications, and adjust as necessary</p> <p>3.4 Monitor consumables and recharge as required</p> <p>3.5 Report errors and faults in operation to relevant personnel for maintenance or repair</p>
4. Remove and prepare model for client	<p>4.1 Remove printed 3D object from the printer bed according to manufacturer operating procedures</p> <p>4.2 Remove support framework using appropriate tools, chemicals and PPE, and according to manufacturer operating procedures</p> <p>4.3 Clean and prepare 3D object in accordance with client specifications</p>
5. Reset printer ready for next job or shutdown	<p>5.1 Clean printer and worksite in accordance with organisational policies and procedures and manufacturer operating procedures after each print</p> <p>5.2 Determine reset or shutdown requirements based on print queue, and reset or shutdown printer according to organisational and manufacturer operating procedures</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Analyses graphics files and other documentation to determine 3D printing requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Names data files according to specified naming conventions</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Participates in verbal exchanges using active listening and questioning to convey and clarify printing information</li> <li>Presents complex information using clear and persuasive language, and appropriate tone and pace for the audience and purpose</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Uses mathematical processes to estimate time</li> <li>Performs mathematical calculations to check and adjust software to reflect appropriate tolerances for printing</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>Understands roles and responsibilities for tasks and makes basic decisions on work completion parameters</li> <li>Complies with organisational and manufacturer procedures and in accordance with work health and safety (WHS) procedures</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Makes routine decisions and implements standard procedures for routine tasks</li> <li>Accepts responsibility for addressing less predictable problems and initiates standard procedures in response, applying problem solving processes</li> <li>Uses familiar digital technologies and systems to control equipment, access information, enter data and save files</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPTD302 Set up and produce 3D print	ICPPRN395 Set up and produce 3D print	Updates to elements, performance criteria and assessment	Not equivalent

		requirements	
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## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPPTD302 Set up and produce 3D prints

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Performance Evidence

The candidate must demonstrate they can perform the following according to the standards defined in the elements, performance criteria and foundation skills of this unit.

The candidate must demonstrate the ability to produce at least two 3D prints in accordance with work health and safety requirements and workplace procedures to meet required outcomes. This includes demonstrating the ability to:

- communicate with client to identify needs
- interpret specifications and confirm client requirements for a three-dimensional (3D) printed object
- prepare data files, printer and materials to suit the requirements of print job
- prepare, operate and shut down a 3D printer according to manufacturer and organisational requirements.

## Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks in the context of the work role:

- features of common 3D printers including:
  - files types used
  - level of precision
  - basic operation
  - common applications
  - hazards associated with use
  - construction materials
  - printing technologies
- features of common materials for 3D prints including:
  - properties
  - performance

- durability
- cost
- required processing time
- post processing required
- colour quality
- types of post processing including:
  - curing
  - sanding
  - spray painting
  - gluing
  - assembling
  - inserting threads
- the impact that the file type and graphics quality has on the output of the printed object
- printer parameters including:
  - scale and build platform size
  - number of models to output
  - print speed
- work health and safety (WHS) considerations for consumables used in current 3D printers
- work health and safety (WHS) requirements for working with technologies currently used for 3D printing
- purpose and process for using and safely removing structure supports in 3D printing
- steps in cleaning a 3D object
- intellectual property and copyright laws and requirements in relation to 3D printing.
- 

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing and graphic arts field of work and include access to:

- a 3D printer
- organisational and manufacturer operating procedures
- 3D printer ready files
- consumables necessary to print 3D models
- relevant personal protective equipment (PPE).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guides are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPPTD303 Set up and produce 3D scans

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

### Application

This unit describes the skills and knowledge required to set up and operate a three-dimensional (3D) scanner to scan 3D objects and output data to a specified data file type.

It applies to individuals working in a variety of industry sectors, who utilise 3D images for graphical, artistic and manufacturing applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Three-Dimensional Printing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare object to be scanned	1.1 Select appropriate scanner based on availability, and the type and complexity of object to be scanned 1.2 Identify and document output requirements of scan in accordance with client specifications 1.3 Treat surface of object in accordance with scanner's operating requirements 1.4 Orientate object in accordance with organisational policies and

	procedures
2. Prepare scanner	<p>2.1 Check and adjust scanner in readiness for operation according to manufacturer operating procedures</p> <p>2.2 Report any malfunctions to designated personnel for repair or maintenance in accordance with organisational policies and procedures</p> <p>2.3 Select resolution of the scanner in accordance with client requirements</p>
3. Operate scanner	<p>3.1 Operate scanner according to manufacturer operating procedures and organisational work health and safety (WHS) procedures</p> <p>3.2 Monitor scanner settings and adjust as required in accordance with manufacturer operating procedures</p> <p>3.3 Check data and images to ensure quality meets client requirements</p> <p>3.4 Convert scanner output files into specified file format</p> <p>3.5 Shut down and reset scanner according to organisational policies and procedures and manufacturer operating procedures</p>
4. Prepare output file ready for end user	<p>4.1 Import scan data into secondary software according to organisational policies and procedures</p> <p>4.2 Align scan data to real world planes according to client specifications</p> <p>4.3 Present data files to the client and confirm requirements have been met</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Analyses graphics files and other documentation to determine scanning requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Names data files according to naming conventions</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Effectively participates in verbal exchanges using active listening and questioning to convey and clarify information</li> </ul>

n	
Numeracy	<ul style="list-style-type: none"> <li>• Uses mathematical processes to estimate size</li> <li>• Performs mathematical calculations to check and adjust software to reflect appropriate tolerances for scanning</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>• Understands roles and responsibilities for tasks and makes basic decisions on work completion parameters</li> <li>• Complies with legislative and organisational requirements</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>• Understands what to communicate, with whom and how, in routine work situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes</li> <li>• Makes routine decisions and implements standard procedures to address problems</li> <li>• Uses familiar digital technologies and systems to control equipment, access information, enter data and save files</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPTD303 Set up and produce 3D scans	ICPPRP398 Set up and produce a 3D scan	Updates to elements, performance criteria and assessment requirements	Not an equivalent unit

## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPTD303 Set up and produce 3D scans

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Performance Evidence

The candidate must demonstrate they can perform the following according to the standards defined in the elements, performance criteria and foundation skills of this unit.

The candidate must demonstrate the ability to produce at least two 3D scans in accordance with work health and safety requirements and workplace procedures to meet required outcomes. This includes demonstrating the ability to:

- communicate with client to identify needs
- determine scan requirements from client specifications and object criteria
- select an appropriate scanner and prepare the surface of the object
- prepare the scanner and orientate the object effectively
- scan the object safely and efficiently
- create files from scanner to client specifications.

## Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks in the context of the work role:

- common three-dimensional (3D) scanner technologies and their respective applications, capabilities and limitations
- current industries where 3D scanning is used
- workplace procedures and safety requirements when using 3D scanners
- importance of adjusting or considering scale, units of measurement, calibration, distance from subject, tolerance, and resolution for efficient 3D scans
- output file types for various applications, including but not limited to, the following file extensions:
  - STL - standard triangle language/standard tessellation language file format
  - OBJ - geometry definition file format
  - PLY - polygon file format

- VRML - virtual reality modelling language file format
- XYZ/PTX - point cloud file formats
- AMF - additive manufacturing file format
- file conversion process required to prepare files for various applications
- intellectual property and copyright laws and requirements in relation to 3D printing.
- 

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing and graphic arts field of work and include access to:

- a 3D model
- a 3D scanner
- specifications for scanner output files
- organisational and manufacturer operating procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Application

This unit describes the skills and knowledge required to apply problem solving techniques, undertake operational maintenance and implement solutions required of three-dimensional (3D) printing.

It applies to individuals, employed in a range of industry sectors, who provide 3D printing services and who are required to perform routine maintenance and troubleshooting in addition to their main duties.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Three-Dimensional Printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply operational maintenance techniques	1.1 Interpret and undertake operational maintenance according to manufacturer specifications 1.2 Identify and address potential risks, hazards and environmental issues and implement control measures 1.3 Select and wear personal protective equipment (PPE) for work

	<p>activities in accordance with work health and safety (WHS) procedures</p> <p>1.4 Identify and obtain equipment required for maintenance according to organisational policies and procedures</p> <p>1.5 Carry out routine maintenance activities according to manufacturer specifications</p> <p>1.6 Create and maintain a record of maintenance undertaken</p> <p>1.7 Identify and document recommended spare parts required according to manufacturer specifications</p>
2. Identify and document faults and current conditions	<p>2.1 Identify and record hardware, software, user or procedural faults as they occur</p> <p>2.2 Assess findings and define faults to be investigated</p> <p>2.3 Develop a register for the purposes of documenting current conditions of hardware, software or operating procedures</p>
3. Research and consider solutions to faults	<p>3.1 Conduct research to identify and document potential solutions to faults according to organisational policies and procedures and manufacturer specifications</p> <p>3.2 Develop and evaluate potential solutions to determine approach to rectification in accordance with organisation's policies and procedures</p> <p>3.3 Present recommended solution to designated persons for confirmation or escalation as required</p>
4. Implement solution	<p>4.1 Plan and prepare for implementation of solution</p> <p>4.2 Gather equipment and resources required for the implementation of selected solution</p> <p>4.3 Apply agreed techniques to respond to identified issue</p> <p>4.4 Test hardware, software and procedures to determine whether solution was successful in resolving identified fault</p> <p>4.5 Evaluate implemented solution for efficiency and record findings</p>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Interprets familiar textual information from a range of sources to identify faults, compare technical specifications, and identify solutions to new and emerging issues</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Develops materials and resources using simple vocabulary to record information in a sequential manner for client engagement as well as internal reference</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Presents complex information using clear and persuasive language, and appropriate tone and pace for the audience and purpose</li> <li>Participates in verbal exchanges using active listening and questioning to convey and clarify printing information</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>Understands roles and responsibilities for tasks and makes decisions on work required</li> <li>Complies with organisational and manufacturer procedures and specifications</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>Understands what to communicate, with whom and how, in work situations</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and implementing routine and complex tasks</li> <li>Uses problem solving techniques to evaluate faults as they occur</li> <li>Initiates standard diagnostic and maintenance procedures when responding to familiar and unfamiliar problems</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPPTD304 Apply problem solving techniques to 3D printing	Not applicable	New Unit	Not applicable

## Links

Companion Volume Implementation Guides are available from VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 3.0.

## Performance Evidence

The candidate must demonstrate they can perform the following according to the standards defined in the elements, performance criteria and foundation skills of this unit.

The candidate must demonstrate the ability to undertake routine maintenance and trouble shoot and rectify problems for a 3D printer in accordance with work health and safety requirements and workplace procedures to meet required outcomes. This includes demonstrating the ability to:

- undertake routine maintenance on a 3D printer according to manufacturer specifications a minimum of 2 times
- determine the cause of a routine malfunction a minimum of 2 times
- produce documentation that records faults and recommends solutions to problems
- prepare, operate and shut down a 3D printer according to manufacturer and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks in the context of the work role:

- current hardware, software and procedures
- current industry maintenance and service practices, processes and procedures
- current operating systems
- solutions to common faults in hardware and software
- features of common 3D printers including:
  - basic operation

- common applications
- hazards associated with use
- construction technology
- work health and safety (WHS) considerations for consumables used in current 3D printers
- workplace procedures and WHS requirements for working with technologies currently used for 3D printing.
- 

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing and graphic arts field of work and include access to:

- a 3D printer
- manufacturer's operating procedures
- relevant personal protective equipment (PPE)
- organisational and manufacturer operating procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guides are available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSCP374 Operate a semi-automatic screen printing machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to produce a print on a range of common substrates, using semi-automatic equipment and screening techniques.

It applies to individuals working in the printing and graphic arts industry who may have to set up and operate power-driven or hand-operated screen printing machines. They may have to provide leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Screen printing

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify job requirements	1.1 Substrate is checked against job specifications with any irregularities reported and rectified where possible 1.2 Ink is checked against job specifications 1.3 Stencil is checked against job specifications
2 Prepare machine to print	2.1 Substrate position and stencil registration are adjusted according to job specifications

ELEMENT	PERFORMANCE CRITERIA
	<p>2.2 Ink is applied to screen in quantity required for screen size</p> <p>2.3 Equipment is kept clean and spills are minimised</p>
3 Produce proof print	<p>3.1 Proof print is run off and checked for colour, strength, registration, adhesion, clarity, gloss level, drying or curing, artwork detail and other technical aspects according to job specifications</p> <p>3.2 Adjustments are made according to product and machine specifications</p> <p>3.3 Belt speed and energy required are set to achieve desired curing or drying properties</p> <p>3.4 Appropriate approval to commence production is sought prior to commencement</p>
4 Run job and monitor print quality	<p>4.1 Printing speed production is adjusted to maximise quality and output</p> <p>4.2 Print quality is continuously evaluated and adjusted as required</p> <p>4.3 Effects of ink alterations during run are monitored and any discrepancy is notified according to enterprise procedures</p> <p>4.4 Workplace documentation is completed as required</p> <p>4.5 Curing and drying are constantly monitored and adjusted according to manufacturer or supplier and job specifications</p>
5 Carry out routine user maintenance	<p>5.1 Equipment is cleaned according to enterprise procedures</p> <p>5.2 Fault conditions are identified and reported according to enterprise procedures</p>
6 Stack production output	<p>6.1 Output is checked for thorough drying or curing before stacking</p> <p>6.2 Job identification is labelled and recorded</p> <p>6.3 Job status and progress are checked against job specifications and any necessary action is taken</p>
7 Conduct shutdown of production process	<p>7.1 Material is transferred to correct destination in safe manner</p> <p>7.2 Excess ink, screens, squeegees and flood coaters are removed and cleaned according to work health and safety (WHS) requirements and manufacturer or supplier specifications</p> <p>7.3 Waste materials and chemicals are disposed of according to manufacturer or supplier specifications, regulatory requirements and enterprise procedures</p> <p>7.4 Equipment and surrounding areas are cleaned according to manufacturer or supplier specifications and enterprise procedures</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>7.5 Tools and equipment are stored and maintained according to manufacturer or supplier to ensure ease of access and operator safety</p> <p>7.6 Correct procedure for dealing with spilt chemicals is demonstrated according to WHS requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 4.4, 4.5, 6.2, 6.3, 7.3-7.5	<ul style="list-style-type: none"> <li>Establishes job requirements and correct processes from relevant information</li> </ul>
Writing	1.1, 4.3, 4.4, 5.2, 6.2	<ul style="list-style-type: none"> <li>Records information relating to job outcomes and machinery problems</li> </ul>
Oral Communication	1.1, 3.4	<ul style="list-style-type: none"> <li>Checks the progress and quality of the job with supervisor</li> </ul>
Numeracy	2.2, 3.3, 4.1, 4.5	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations to determine drying time and optimum belt speed</li> </ul>
Navigate the world of work	4.5, 5.1, 5.3, 6.2, 7.1-7.6	<ul style="list-style-type: none"> <li>Complies with organisational, legal and regulatory requirements related to own work with specific reference to safety</li> </ul>
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.2, 4.2, 4.3, 4.5, 5.1, 5.2, 6.1, 6.3	<ul style="list-style-type: none"> <li>Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks</li> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency</li> <li>Automatically implements standard procedures for routine decisions</li> <li>Recognises and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>



## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPSCP374 Operate a semi-automatic screen printing machine	ICPSP374C Operate a semi-automatic screen printing machine	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSCP374 Operate a semi-automatic screen printing machine

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- complete TWO different jobs on a semi- automatic machine according to relevant job, manufacturer, enterprise and health and safety requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the process for recording and reporting any substrate irregularities
- describe the process for checking ink compatibility and stencil compatibility
- discuss limitations when setting the substrate position and the precautions required when applying ink to the screen
- describe the products and materials that are used to keep the equipment clean
- describe health and safety concerns when producing a semi-automatic print
- outline the quality control devices that are used to check the print standards and variables or tolerances to note when checking the print against the proof
- describe the relationship between ink film thickness and ink density and acceptable maximum and minimum ink densities
- discuss the properties that determine belt speed and heat unit settings for curing
- identify the person responsible for final approval before commencing the production run
- outline the process for quality inspection during printing and the frequency of inspection
- discuss the importance of monitoring ink during the print run
- discuss the purpose of workplace documentation
- outline health and safety concerns in relationship to monitoring drying or curing systems
- describe the maintenance that should be carried out on this machine and the importance of reporting faulty equipment

- describe stacking, storing and handling processes and the importance of labelling and recording processes
- describe the health and safety practices that must be adhered to when reclaiming screens
- describe the importance of keeping equipment and surrounding areas clean, including the cleaning of screens and squeegees
- describe the correct procedures for disposing of liquid waste
- outline the processes for storing screens to minimise damage
- identify required manuals, safety and other documentation and briefly outline the relevant information in each source.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the screen printing field of work and include access to cleaning chemicals and semi-automatic screen printing machines.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP311 Prepare ink and additives (advanced)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to prepare inks and additives for special colour work or other special purpose inks.

It applies to individuals who perform a range of defined tasks relating to the printing and screen printing industry, and who may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

ICPSUP211	Prepare ink and additives
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### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select ink for special colour work or other	1.1 Inks and additives are selected according to job specifications 1.2 Quality and suitability of inks or additives are checked and

ELEMENT	PERFORMANCE CRITERIA
specialised purpose	<p>appropriate action is taken to meet quality standards of client requirements and enterprise and industry standards</p> <p>1.3 Inks are selected according to end-use of product, suitability of substrate, adhesion, physical and chemical resistance, light fastness, drying method and print process</p>
2. Maintain and calibrate equipment	<p>2.1 Equipment is inspected to ensure it is functional, and where necessary appropriate remedial action is taken prior to commencement</p> <p>2.2 Equipment is calibrated, cleaned and adjusted according to manufacturer's/supplier's instructions</p>
3. Prepare ink for special colour work or other specialised purpose	<p>3.1 Inks and additives are prepared according to work health and safety (WHS) requirements and manufacturer's/supplier's instructions with suitable precautions to minimise waste</p> <p>3.2 Correct colour and weight/volume of ink are calculated, mixed and prepared to match requirements of the job specification and the printing machine to be used</p> <p>3.3 Formulation of ink and approved colour is appropriately recorded</p>
4. Store and handle ink	<p>4.1 Inks and additives are appropriately stored, handled and labelled according to manufacturer's/supplier's instructions to prevent damage and hazards to personnel</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 3.1, 3.2, 4.1	<ul style="list-style-type: none"> <li>Recognises and interprets textual information to establish job requirements from relevant information</li> </ul>
Writing	3.3, 4.1	<ul style="list-style-type: none"> <li>Uses clear, specific and industry-related terminology to complete and update workplace documentation</li> </ul>
Numeracy	2.2, 3.1-3.3	<ul style="list-style-type: none"> <li>Uses basic mathematical formula to calculate whole numbers and decimals to determine supplies quantities</li> </ul>
Navigate the world of	1.2, 3.1, 4.1	<ul style="list-style-type: none"> <li>Recognises and follows organisational and legislative requirements associated with own role</li> </ul>

work		
Get the work done	1.1-1.3, 2.1, 2.2, 3.1, 4.1	<ul style="list-style-type: none"> <li>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>• Initiates standard procedures when responding to familiar problems within immediate context</li> <li>• Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP311 Prepare ink and additives (advanced)	ICPSU311C Prepare ink and additives (advanced)	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP311 Prepare ink and additives (advanced)

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- prepare at least TWO different lots of ink and additives that require special colour matching and match colour sample by manual and electronic means
- select suitable ink types for different substrates
- meet client requirements, job specifications, enterprise and industry standards when selecting, preparing, storing and handling ink or additives, and using equipment.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify manuals, safety and other documentation needed for this task and briefly outline the relevant information in each source

#### WHS requirements

- outline work health and safety (WHS) requirements for operating machinery or equipment
- identify health hazards of using inks, solvents and additives
- list pollution and environmental issues to be considered when working with inks and additives
- summarise the enterprise procedures for working safely

#### Ink/additives and test substrate compatibility

- describe substrate characteristics and the end use of the substrate
- explain why ink colour fastness needs to be determined and considered
- explain how to determine whether ink will adhere to the substrate
- explain how to test compatibility of solvents, monomers and additives with ink

### **Ink quantity and match sample by hand/computer**

- explain the formula for calculating the correct quantity of ink
- outline details required to calculate ink quantity
- list any computer-based packages used to calculate ink quantity

### **Ink and check consistency and colour**

- explain the effect of ink coverage on screen mesh, machine and squeegee
- describe the software program(s) used for matching colours and required inputs
- describe ideal conditions for matching colours
- explain the effect white mixed in colour has on finished colour light fastness
- describe methods for checking and adjusting ink colour and consistency
- list machine characteristics and other parameters that affect ink deposit and consequently colour
- describe effects of viscosity changes in ink

### **Ink type and record information**

- explain procedures for recording formulation, by hand or by computer
- identify who approves the mixed colour prior to commencing production
- identify the process for recording the recipe for the colour

### **Storage, handling and labelling**

- explain systems for labelling mixed inks
- describe environmental conditions in place for ink storage
- explain where to find manufacturer's specifications and MSDSs.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to inks and additives.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPSUP351 Undertake basic production scheduling

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to schedule production for a small work unit.

It applies to individuals who perform a range of defined tasks relating to pre-press, printing, screen printing, converting or finishing. They may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify production requirements and capacities	1.1 Printing, converting and finishing production data is identified 1.2 Inventory capacities and requirements are identified 1.3 Procurement and supply requirements and constraints are identified 1.4 Production capacity for the workgroup is identified 1.5 Production constraints for the workgroup are identified 1.6 Standard times for the workgroup are identified

ELEMENT	PERFORMANCE CRITERIA
2. Prepare production schedule for small work unit	<p>2.1 Scheduling is done in conjunction with overall scheduling of other units and processes</p> <p>2.2 Production schedule is prepared according to production, inventory, procurements, time constraints and supply capacities and requirements</p> <p>2.3 Schedule is documented according to enterprise procedures</p> <p>2.4 Schedule is modified as required</p>
3. Monitor production	<p>3.1 Production is monitored</p> <p>3.2 Any necessary changes in scheduling, and reasons for this, are reported according to enterprise procedures</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3	<ul style="list-style-type: none"> <li>Recognises text within job specifications and follows written instructions</li> </ul>
Writing	2.1-2.4, 3.2	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Numeracy	1.2, 1.4, 1.6	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges numerical information sequentially</li> </ul>
Navigate the world of work	2.3, 3.2	<ul style="list-style-type: none"> <li>Takes personal responsibility for adherence to enterprise policies procedures and standards</li> </ul>
Get the work done	1.1-1.6, 2.1, 2.2, 3.1	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising and implementing tasks to achieve required outcomes, taking a range of factors into consideration</li> <li>Monitors outcomes of plans to inform decisions about possible changes</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICPSUP351 Undertake basic production scheduling	ICPSU351C Undertake basic production scheduling	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP351 Undertake basic production scheduling

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- effectively schedule production for a small unit in pre-press, printing, screen printing, converting or finishing according to enterprise procedures
- produce a portfolio that documents ONE month's scheduling activities and covers identifying production requirements and capacities, preparing a production schedule and monitoring production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Production requirements and capacities

- describe the relationship between job requirements and production processes
- list and describe special production requirements and possible problems that special requirements may cause
- outline criteria used to determine availability of machines, materials and labour
- explain work health and safety (WHS) concerns to consider when planning production

### Checking stock levels

- explain how stock levels are checked
- identify information to obtain from outside suppliers that will allow job priorities to be established
- describe the system used to select suppliers

### Preparation and documentation of the production schedule

- explain how to determine production workflow

- identify the system used to work out job priorities
- describe the purpose of documenting production workflow
- explain how to communicate schedules to the workforce

### **Revising schedules**

- outline how to monitor and amend production schedules
- describe the factors to consider if a production schedule is being revised.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP352 Plan operational processes

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop and plan for new, or to modify existing, operational or production processes.

It applies to individuals who perform a range of defined tasks relating to the printing and graphic arts industry, and may also provide some leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify production requirements	1.1 Overall production schedule is examined to identify production requirements 1.2 Material requirements are identified according to production requirements 1.3 Current processes are identified in consultation with other staff
2. Review customer order specifications	2.1 Customer order specifications are obtained and examined 2.2 Supporting production data is examined

ELEMENT	PERFORMANCE CRITERIA
	2.3 Production process to be used is determined based on information supplied in production plan
3. Determine process operations	<p>3.1 Existing process operations are reviewed in consultation with management</p> <p>3.2 Existing problems are clarified with team and customers</p> <p>3.3 Work operations required are identified in consultation with team</p> <p>3.4 Suitable machinery or equipment is identified in consultation with team</p> <p>3.5 Cost and duration are estimated against production estimates</p> <p>3.6 Recommendations on possible solutions are made and documented</p>
4. Determine production sequence	<p>4.1 Steps required for the process are identified</p> <p>4.2 Material and equipment requirement lists are prepared and documented</p> <p>4.3 Quality assurance steps and specifications are identified</p> <p>4.4 Process steps are documented and clearly represented</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 3.1-3.6, 4.1-4.3	<ul style="list-style-type: none"> <li>Recognises relevant text within job specifications, plans and production data</li> </ul>
Writing	1.1-1.3, 3.1-3.6, 4.1-4.4	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	3.1-3.4	<ul style="list-style-type: none"> <li>Clearly explains requirements using language appropriate to audience and environment</li> </ul>
Numeracy	3.5	<ul style="list-style-type: none"> <li>Uses basic mathematical calculations related to budget and workplace scheduling</li> </ul>
Interact with	3.2-3.4	<ul style="list-style-type: none"> <li>Cooperates with others as part of familiar routine activities, and contributes to specific activities</li> </ul>

others		requiring joint responsibility and accountability
Get the work done	1.2, 2.1, 2.3, 3.2, 3.6, 4.1, 4.2	<ul style="list-style-type: none"> <li>Plans and organises tasks required to achieve outcomes, including acquiring necessary resources and workplace scheduling</li> <li>Takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP352 Plan operational processes	ICPSU352C Plan operational processes	Updated to meet Standards for Training Packages	No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



# Assessment Requirements for ICPSUP352 Plan operational processes

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce a portfolio that includes documentation showing planning of operational processes (either a new process or modification of an existing process) in any ONE of pre-press, printing, screen printing, converting, binding and finishing, corrugating or laminating.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Production requirements

- summarise production plan information that will aid in determining a suitable production process
- explain the relevance of production schedules, material requirements and customer requirements to process operations
- describe the possible impacts of changes to process technology or product on existing production areas including:
  - whether existing machinery or equipment can be utilised
  - special provisions needed for new equipment or machinery
  - expected production life of equipment

### Reviewing, testing and costing

- explain the method used to review existing processes
- explain the methods used to estimate costs and cost savings
- explain the role of test and trials in identifying suitable processes

### Determining production sequence

- explain how steps for the process and equipment and material requirements are identified and documented
- explain how quality assurance requirements are identified

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP482 Troubleshoot and optimise materials and machinery

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to experiment with and extend the use of materials, and undertake non-routine adjustment and tuning of machinery to meet efficiency targets.

It applies to individuals who perform a broad range of skilled tasks and services to customers in the printing and graphic arts industry. They may also provide some leadership and guidance to others in the application and planning of the skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Review material behaviour	1.1 Evaluation of material or product structure is conducted to identify options for production 1.2 Material handling options are chosen to ensure best performance of materials during production 1.3 Options are assessed to determine most effective/efficient method of production, ensuring highest quality and yield from materials

ELEMENT	PERFORMANCE CRITERIA
	1.4 Test run confirms correct options, or the need for further adjustment or trialling to meet quality standards 1.5 Options and recommendations are documented for future reference according to enterprise procedures
2. Tune and adjust machinery	2.1 Idiosyncrasies of machines are reviewed and adjustments or tuning undertaken to compensate or exploit the idiosyncrasy, within the manufacturer's specifications 2.2 Options are assessed to determine most effective/efficient method of production, ensuring highest quality and yield from machinery 2.3 Test run confirms correct options and settings, or the need for further adjustment or tuning to meet quality standards 2.4 Options and recommendations are documented for future reference according to enterprise procedures 2.5 Instruction is provided to machine operator or finisher on new practices, if required
3. Troubleshoot machinery and material problems	3.1 Corrective or preventive action is recommended and implemented where appropriate 3.2 Changes are communicated to relevant personnel in a logical and easily understood manner 3.3 Changes are monitored to confirm improvement to production efficiency 3.4 Ongoing problems are reported according to enterprise procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1, 2.4	<ul style="list-style-type: none"> <li>Recognises text within job specifications and organisational documentation and follows written instructions</li> </ul>
Writing	1.5, 2.4, 2.5, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>

Oral Communication	2.5, 3.2	<ul style="list-style-type: none"> <li>Clearly explains requirements using language appropriate to audience and environment</li> </ul>
Numeracy	1.3, 1.4, 2.2, 2.3	<ul style="list-style-type: none"> <li>Uses mathematical calculations to confirm equipment settings and adjustments</li> </ul>
Navigate the world of work	1.5, 2.4, 3.4	<ul style="list-style-type: none"> <li>Follows organisational procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Interact with others	3.4	<ul style="list-style-type: none"> <li>Uses appropriate communication protocols and conventions to report issues</li> </ul>
Get the work done	1.1-1.4, 2.1-2.3, 3.1, 3.3	<ul style="list-style-type: none"> <li>Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals</li> <li>Uses systematic, analytical processes to solve problems; setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>Utilises features of digital tools or systems to improve productivity</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP482 Troubleshoot and optimise materials and machinery	ICPSU482C Troubleshoot and optimise materials and machinery	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP482 Troubleshoot and optimise materials and machinery

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- recommend and implement new practices that extend every day use of materials and machinery, and troubleshoot problems with material and machinery
- produce a portfolio that demonstrates each element has been carried out (including records of standards and monitoring procedures, and evidence they are being effectively carried out)
- confirm production efficiencies through discussions with senior management and review of workplace documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Examine design and identification of materials and suitable processes

- explain need to implement change
- identify required changes to existing production areas
- explain how the operation can be integrated into existing organisational processes
- identify materials required in addition to existing ones
- outline alternatives to the chosen process
- explain the decision for choosing a particular process

### Review customer and production requirements

- explain the review conducted, to assess the process for suitability for customer requirements
- list different materials that can be used to produce the same results without production problems

- identify production plan information to aid in determining the process

### **Review existing operations and problems**

- describe the impact the process will have on existing operations
- explain how training can be integrated into existing process operations
- describe how the process can eliminate existing production problems

### **Identify operations and machinery**

- explain how to optimise existing machinery or equipment
- describe special provisions that will be necessary to extend the use of equipment
- calculate the expected production life of this equipment and machinery
- identify technology that could see this equipment outdated
- identify technology that could improve this equipment or machinery
- summarise work health and safety considerations for operating machinery.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to machinery and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## ICPSUP488 Ensure process improvements are sustained

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to ensure gains made by using improved methods, processes and equipment are sustained as the new standard for the team's area of work, and so prevent regression to former practices or digression to less efficient practices.

It applies to individuals who work in an environment where continuous improvement in a manufacturing enterprise is being undertaken.

Improvement initiatives can be made by any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to the team leader.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Support

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Ensure corrective actions are implemented	1.1 Liaise with relevant people 1.2 Negotiate solutions to allow implementation 1.3 Ensure the supply of resources (equipment, modifications, consumables, people)



ELEMENT	PERFORMANCE CRITERIA
	1.4 Ensure workforce has relevant competency levels 1.5 Monitor implementation of corrective action 1.6 Make required adjustments
2. Analyse physical effort requirements of job	2.1 Ensure procedures reflect improvements 2.2 Ensure training and assessment systems reflect improvements 2.3 Liaise with relevant people to ensure their support for the new modified system(s)
3. Determine time/effort components of physical effort	3.1 Determine an appropriate audit period/cycle 3.2 Agree on relevant measures/indicators for the improvement 3.3 Measure performance at agreed time(s), using agreed measures 3.4 Investigate the cause(s) of underperformance 3.5 Take appropriate corrective action to improve performance 3.6 Re-audit the improvement on an agreed basis

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1, 2.2, 3.1	<ul style="list-style-type: none"> <li>Interprets workplace documents related to outcomes of the job</li> </ul>
Writing	2.1, 2.2, 3.3, 3.6	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	1.1, 1.2, 2.3, 3.2	<ul style="list-style-type: none"> <li>Provides clear explanations using language appropriate to audience and environment</li> <li>Participates in a verbal exchange of ideas and solutions</li> </ul>
Numeracy	1.3, 3.1-3.3	<ul style="list-style-type: none"> <li>Performs calculations required to ensure adequate resource levels</li> <li>Uses mathematical processes to develop and measure performance</li> </ul>
Interact with others	1.1, 1.2, 2.3, 3.2	<ul style="list-style-type: none"> <li>Uses collaborative techniques to engage personnel in consultations and negotiations to reach agreeable outcomes</li> </ul>

Get the work done	1.2-1.6, 2.2, 3.1, 3.3-3.6	<ul style="list-style-type: none"> <li>• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer term operational and strategic goals</li> <li>• Uses systematic, analytical processes to solve problems; setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>• Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</li> <li>• Reviews decisions to identify whether goals were met</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP488 Ensure process improvements are sustained	ICPSU488C Ensure process improvements are sustained	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## Assessment Requirements for ICPSUP488 Ensure process improvements are sustained

### Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- identify a process improvement (either from multiple small changes, or from one large change implemented over a period of several months) and:
  - describe the overall process relative to improvements being made
  - arrange all resources required for implementation
  - modify or develop procedures and training systems needed to support successful implementation
  - develop performance measurement tools and use these to measure performance after an agreed period of time
  - investigate causes of underperformance and implement action to improve performance
- document how the process has resulted in sustained improvements in the workplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain ways that improvements can be made
- explain the role of procedures and training in improving processes
- identify appropriate methods of measuring performance
- explain how business performance goals are relevant in determining best measures of improved performance.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to:

- an environment in which a process improvement can be implemented and reviewed
- relevant documents, including records and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP553 Prepare production costing estimates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to cost and estimate production processes.

It applies to individuals who perform a broad range of skilled tasks relating to the printing and graphic arts industry, and may also provide leadership and guidance to others in the application and planning of the skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify costing estimate requirements	1.1 Labour hours, times and other statistics required are identified and applied in calculations 1.2 Available machine hours are identified and applied in calculations 1.3 Economical batch sizes are identified 1.4 Material requirements are identified and applied in calculations
2. Prepare costing	2.1 Costing estimates are calculated using material, labour and

ELEMENT	PERFORMANCE CRITERIA
estimates	machine costs 2.2 Cost estimate details are calculated
3. Compare estimates with actual costs	3.1 Actual costs are compared with estimates 3.2 Costing basis is adjusted as appropriate

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> <li>Recognises text within job specifications and work processes related to outcomes of the job</li> </ul>
Writing	1.1-1.4, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> <li>Uses factual information and industry related terminology to complete required workplace documentation</li> </ul>
Numeracy	1.1-1.4, 2.1, 2.2, 3.1, 3.2	<ul style="list-style-type: none"> <li>Uses mathematical calculations and techniques to deal with numerical information, and prepare estimates and costing models</li> </ul>
Get the work done	1.1-1.4	<ul style="list-style-type: none"> <li>Takes responsibility for gathering information required to perform estimates</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP553 Prepare production costing estimates	ICPSU553C Prepare production costing estimates	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP553 Prepare production costing estimates

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- prepare an estimate of production costs that takes into account labour, machine and material requirements
- compare estimated costs against actual cost and adjust costing methods, if required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Statutory requirements

- outline the legal requirements that affect costing of operations

### Production processes and operations

- describe information required before costing/estimating can be done accurately
- describe the references and resources on materials and suppliers required to help in costing/estimating
- explain how choice of materials affects cost
- list ways of minimising production costs on any given job
- explain the relationship between costing and set up and changeover times for processes

### Different costing/estimating methodologies

- explain why a particular costing/estimating method was chosen
- outline alternative methods and when it might be appropriate to use them
- describe factors that might be adjusted in the estimations if they consistently do not match costs

### Sampling and quality control techniques



- describe effects that quality control has on costing

### **Production records**

- describe why it is necessary to keep accurate production records
- outline how often a review of production records against actual costs should occur
- identify production monitoring systems that can be used to accurately assess costs.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to:

- an environment that allows the preparation of production costing estimates and actual costs
- appropriate sources of production data
- suitable equipment and tools to assist with calculations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# ICPSUP583 Troubleshoot and optimise the production process

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to troubleshoot and optimise the production process. This unit focuses on systems analysis and design.

It applies to individuals who perform a broad range of skilled tasks relating to the printing and graphic arts industry, and who may also provide leadership and guidance to others in the application and planning of the skills. They evaluate and recommend changes to the production process, and adjust and tune machinery to make efficiency gains.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Support

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate production for efficiency purposes	<p>1.1 Machine operations, staff and production process organisation are evaluated on an ongoing basis to make production efficiency gains</p> <p>1.2 Production schedule is analysed according to production output, inventory, procurements, time constraints, supply capacities and requirements</p> <p>1.3 Quality standards and safe work practices are examined to</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>ensure compliance</p> <p>1.4 Changeover/make ready processes are reviewed for production efficiency gains</p> <p>1.5 Recommendations covering the above areas are developed and documented</p>
2. Optimise production efficiency	<p>2.1 Compliance to specified requirements is checked to ensure efficiency is maintained</p> <p>2.2 Non-compliance is identified and investigated to determine causes</p> <p>2.3 Production standards or machines are set and/or changed according to enterprise procedures</p> <p>2.4 Changeover/make ready times and processes are monitored to ensure times are maintained or improved</p> <p>2.5 Production schedule is monitored and adjusted according to production output, inventory, procurements, time constraints and supply capacities and requirements to ensure efficiency is maintained</p>
3. Troubleshoot production efficiency problems	<p>3.1 Corrective or preventive action is implemented where appropriate</p> <p>3.2 Changes are communicated to relevant personnel in a logical and easily understood manner</p> <p>3.3 Changes are monitored and adjusted to confirm improvement to production efficiency</p>
4. Troubleshoot material and machining problems	<p>4.1 Evaluation of material or product structure is conducted to identify options for production and required tuning and adjustments are completed</p> <p>4.2 Idiosyncrasies of machines are reviewed and adjustments or tuning undertaken to compensate or to exploit the idiosyncrasy within the manufacturer's specifications</p> <p>4.3 Options are assessed to determine most effective/efficient method of production, ensuring highest quality and yield from materials and ease of production</p> <p>4.4 Options and recommendations are documented for future reference according to enterprise procedures</p>
5. Document changes and remedies	<p>5.1 Changes to production process are documented according to enterprise procedures</p> <p>5.2 Adjustments to machines are recorded according to enterprise</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>procedures</p> <p>5.3 Documentation is circulated according to enterprise procedures, if required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.2, 4.4, 5.1-5.3	<ul style="list-style-type: none"> <li>Interprets and comprehends information in a range of texts including relatively complex workplace policies and procedures</li> <li>Examines records to determine compliance</li> </ul>
Writing	1.5, 2.3, 2.5, 3.3, 4.1, 4.4, 5.1, 5.2	<ul style="list-style-type: none"> <li>Uses clear, specific and industry related terminology to complete and update workplace documentation</li> </ul>
Oral Communication	3.2	<ul style="list-style-type: none"> <li>Provides clear explanations using language appropriate to audience and environment</li> </ul>
Numeracy	1.4, 2.4, 2.5, 4.2, 4.3	<ul style="list-style-type: none"> <li>Uses simple mathematical calculations and arranges numerical information sequentially when dealing with time constraints and machine optimisation</li> </ul>
Navigate the world of work	1.3, 2.1, 2.3, 4.4, 5.1-5.3	<ul style="list-style-type: none"> <li>Takes full responsibility for compliance with organisational policies and procedures</li> <li>Understands how own role meshes with others and contributes to broader work goals</li> </ul>
Interact with others	3.2, 5.3	<ul style="list-style-type: none"> <li>Identifies requirements of important communication exchanges, selecting appropriate channels, format, and content to suit purpose and audience</li> </ul>
Get the work done	1.1, 1.2, 1.5, 2.2-2.4, 3.1, 3.3, 4.1-4.3	<ul style="list-style-type: none"> <li>Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to operational and strategic goals</li> <li>Uses systematic, analytical processes to solve problems in complex, non-routine situations; setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>Recognises and anticipates an increasing range of familiar problems and develop contingency plans for implementation, as required</li> </ul>

		<ul style="list-style-type: none"> <li>Reflects on how digital systems and tools are used, or could be used to achieve work goals</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP583 Troubleshoot and optimise the production process	ICPSU583C Troubleshoot and optimise the production process	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

# Assessment Requirements for ICPSUP583 Troubleshoot and optimise the production process

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- recommend and implement new, more efficient production processes and troubleshoot problems within the production process that affect efficiency gains
- produce a portfolio that demonstrates each element has been carried out (including records of standards and monitoring procedures, and evidence of effectiveness)
- create production efficiencies – confirmed through discussions with senior management and review of workplace documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

### Setting quality standards

- describe how inspection criteria for print quality are set
- explain why quality of artwork/film has a bearing on quality of the printed product
- list quality standards set by the customer
- explain how quality standards determine inspection specifications

### Identifying production requirements and capacities

- describe job requirements that determine production processes
- explain how to identify special production requirements and possible problems
- list criteria used to determine availability of machines, materials and labour
- identify work health and safety (WHS) concerns to consider when planning production

### Causes of failure

- list common causes of failure in each production area that need to be monitored

- list procedures implemented to minimise the effect of failure.

### **Revising schedules**

- explain how production schedules are monitored and amended
- describe consideration given to revising production schedules to take customer requirements and job complexity into account

### **Evaluating re-work methods**

- outline who is responsible for evaluating re-work of unacceptable items
- identify the method of re-work that has been determined
- list criteria set to monitor re-work
- describe requirements established for inspection of re-working material to customer's specifications

### **Determining unacceptable items and evaluating production procedures**

- identify what causes unacceptable items
- describe records kept on acceptable and rejected items
- describe records kept on the reason for rejection
- determine the cause for the rejection and explain how the problem has been rectified

### **Quality improvements**

- explain information that needs to be monitored to maintain standards
- identify who should be involved in monitoring quality standards
- explain how enterprise improvements affect quality standards.

## **Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>

## AUMAQA001 Apply quality assurance techniques

### Modification History

Release	Comment
Release 1	Unit updated to reflect the new standards for Training Packages Replaces AUMAQA4001 Apply quality assurance techniques
Release 2	Amendments made to the unit to include OHS requirements. Reference to SNR updated to NVR in Assessment Conditions to reflect new Standards for Registered Training Organisations.

### Application

This unit describes the performance outcomes required to apply quality assurance techniques required in an automotive manufacturing environment.

It involves the application of skills and knowledge during the design, development and production of automotive plant, tools, equipment and systems at a production worker level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Competency Field

Manufacturing - Common

### Unit Sector

Quality

### Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Interpret and apply workplace quality	1.1 <b><i>Instructions</i></b> and plans are interpreted to identify processes and materials to complete work tasks



Elements	Performance Criteria
standards	<p>1.2 Workplace quality standards are interpreted and applied to work tasks</p> <p>1.3 Process improvement tools are used either individually or in a team to identify design, development and production quality problems</p>
2. Monitor and report on quality	<p>2.1 Finished materials and products are checked for quality against workplace quality standards and according to <b><i>workplace procedures</i></b></p> <p>2.2 Non-conforming materials and products are identified and reported</p> <p>2.3 Quality problems are analysed to identify the root cause using analytical tools</p> <p>2.4 Strategies to improve quality are developed and recommended according to workplace procedures</p>

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> <li>identify and review quality improvement plans</li> <li>interpret instructions and plans, relevant legislation, regulations, standards, codes of practice, safe work practices and workplace procedures.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>legibly record and report quality improvement progress.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>communicate between production and quality team members</li> <li>discuss quality improvement plans with team leader and clarify quality assurance requirements.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>use analytical tools, instructions and plans</li> <li>calculate materials to complete work tasks.</li> </ul>
Digital literacy skills to:	<ul style="list-style-type: none"> <li>use computers and computer software, such as email, databases, spreadsheets and word processing.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>work effectively with diverse team members.</li> </ul>

## Range of Conditions

and occupational health and safety (OHS) This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<b><i>Instructions</i></b> must include:	<ul style="list-style-type: none"> <li>• engineering specifications and drawings</li> <li>• operator instruction systems (OIS) or workplace equivalent</li> <li>• process control plans (PCPs) or workplace equivalent</li> <li>• standard operating procedures (SOPs) or workplace equivalent.</li> </ul>
<b><i>Workplace procedures</i></b> must include:	<ul style="list-style-type: none"> <li>• quality standards</li> <li>• use of tools and equipment</li> <li>• work health and safety (WHS) and occupational health and safety (OHS) requirements</li> <li>• workplace recording and reporting.</li> </ul>

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bd587669-08b3-4cd5-85f0-f9fa0c6304c1>

# Assessment Requirements for AUMAQA001 Apply quality assurance techniques

## Modification History

Release	Comment
Release 1	Unit updated to reflect the new standards for Training Packages Replaces AUMAQA4001 Apply quality assurance techniques
Release 2	Amendments made to the unit to include OHS requirements. Reference to SNR updated to NVR in Assessment Conditions to reflect new Standards for Registered Training Organisations.

## Performance Evidence

Before competency can be determined, individuals must have competently applied quality standards on a minimum of three occasions.

Individuals must demonstrate they can:

- comply with workplace production standards and quality assurance techniques
- apply workplace procedures relating to quality assurance techniques
- communicate effectively with team leaders and team members to ensure quality assurance
- document quality improvement activity and techniques
- complete quality improvement reports.

## Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- quality processes
- workplace procedures relating to quality assurance techniques
- process improvement tools
- processes and procedures for implementing quality improvement activities, including:
  - processes and required resources from a quality improvement plan
  - identifying and allocating tasks from the quality improvement plan
  - recording and reporting procedures for monitoring progress of quality improvement plan activities
- types, layout and application of quality improvement activity reports.

## Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the application of quality assurance techniques.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive manufacturing workplace or simulated workplace
- tools, equipment and machinery required when producing motor vehicles
- workplace procedures relating to quality assurance techniques
- quality improvement plan
- process control plans (PCPs) or workplace equivalent.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bd587669-08b3-4cd5-85f0-f9fa0c6304c1>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bd587669-08b3-4cd5-85f0-f9fa0c6304c1>

## BSBCMM401 Make a presentation

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

### Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Communication – Interpersonal Communication

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select techniques to evaluate presentation effectiveness</p>
2 Deliver a presentation	<p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> <p>2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</p> <p>2.4 Use persuasive communication techniques to secure audience interest</p> <p>2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</p> <p>2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding</p>
3 Review the presentation	<p>3.1 Implement techniques to review the effectiveness of the presentation</p> <p>3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation</p> <p>3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 1.3, 2.2	<ul style="list-style-type: none"> <li>Reviews and analyses documents to identify information relevant to a specific presentation</li> </ul>
Writing	1.1, 3.3	<ul style="list-style-type: none"> <li>Develops material to convey ideas and information to target audience in an engaging way</li> </ul>
Oral	1.4, 2.1, 2.2, 2.3,	<ul style="list-style-type: none"> <li>Presents information using words and non-verbal features appropriate to the audience and context</li> </ul>

Communication	2.4, 2.5, 2.6, 3.2	<ul style="list-style-type: none"> <li>• Uses listening and questioning techniques to gather information required to develop or modify presentations</li> <li>• Interprets audience reactions and changes words or non-verbal features accordingly</li> </ul>
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	<ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols to encourage interaction or to present information</li> <li>• Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals</li> <li>• Recognises the need to alter personal communication style in response to the needs or expectations of others</li> </ul>
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	<ul style="list-style-type: none"> <li>• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes</li> <li>• Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas</li> <li>• Uses the main features and functions of digital tools to complete work tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBCMM401 Make a presentation

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.



Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBCUS301 Deliver and monitor a service to customers

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Customer Service

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify customer needs	1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection

ELEMENT	PERFORMANCE CRITERIA
	<p>of preferred options</p> <p>1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals</p>
2 Deliver a service to customers	<p>2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements</p> <p>2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery</p> <p>2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements</p> <p>2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements</p> <p>2.5 Identify and use available opportunities to promote and enhance services and products to customers</p>
3 Monitor and report on service delivery	<p>3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements</p> <p>3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements</p> <p>3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements</p> <p>3.4 Regularly seek customer feedback and use to improve the provision of products and services</p> <p>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2 2.1, 2.3, 2.4, 3.1, 3.5	<ul style="list-style-type: none"> <li>Comprehends textual information to determine customer service requirements</li> <li>Proofreads texts for clarity of meaning and accuracy of grammar and punctuation</li> </ul>

Writing	2.3, 3.5	<ul style="list-style-type: none"> <li>Completes responses to customer complaints in required format</li> <li>Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively</li> </ul>
Oral Communication	1.1, 1.3, 1.4, 2.2, 2.3, 2.4	<ul style="list-style-type: none"> <li>Provides information or advice using structure and language to suit the audience</li> <li>Asks questions and listens to gain information or confirm understanding</li> </ul>
Navigate the world of work	1.2, 2.1-2.4, 3.1, 3.2	<ul style="list-style-type: none"> <li>Recognises, understands and applies organisational policies and procedures relevant to role</li> </ul>
Interact with others	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships</li> <li>Adjusts personal communication style in response to the opinions, values and particular needs of others</li> </ul>
Get the work done	1.2, 2.3, 2.5, 3.1-3.5	<ul style="list-style-type: none"> <li>Plans and implements systems to gather and organise information</li> <li>Monitor actions and progress against goals and implements adjustments as appropriate</li> <li>Uses problem-solving skills to analyse and respond to customer complaints or enquiries</li> <li>Identifies and follows up on opportunities to improve work practices and outcomes</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS301 Deliver and monitor a service to customers	BSBCUS301B Deliver and monitor a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

### Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBCUS401 Coordinate implementation of customer service strategies

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0  Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to advise, carry out and evaluate customer service strategies.

It applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems, and who may provide guidance or delegate work related tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Customer Service

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Advise on customer service needs	1.1 Clarify and accurately assess customer needs using appropriate communication techniques



ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Diagnose problems matching service delivery to customers and develop options for improved service within organisational requirements</p> <p>1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery</p> <p>1.4 Use business technology and/or online services to structure and present information on customer service needs</p>
2 Support implementation of customer service strategies	<p>2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups</p> <p>2.2 Identify and allocate available budget resources to fulfil customer service objectives</p> <p>2.3 Promptly action procedures to resolve customer difficulties and complaints within organisational requirements</p> <p>2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups</p>
3 Evaluate and report on customer service	<p>3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements</p> <p>3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups</p> <p>3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies</p> <p>3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.3, 3.1	<ul style="list-style-type: none"> <li>Reviews textual information and comprehends details that relate to the interests or requirements of the client and organisation</li> </ul>
Writing	1.4, 3.3, 3.4	<ul style="list-style-type: none"> <li>Creates a range of formal texts using structure, grammar and clear and specialised language to</li> </ul>

		describe customer needs, maintain information and support a particular position
Oral Communication	1.1, 1.3, 2.1, 2.4, 3.2	<ul style="list-style-type: none"> <li>• Uses pace, intonation, intelligible pronunciation and listening and questioning techniques to interact effectively with others</li> </ul>
Numeracy	2.2	<ul style="list-style-type: none"> <li>• Recognises and interprets numerical information and performs calculations on familiar mathematical information</li> </ul>
Navigate the world of work	1.2, 2.3, 3.1, 3.2	<ul style="list-style-type: none"> <li>• Recognises and applies organisational protocols and meets expectations associated with own work</li> </ul>
Interact with others	1.1, 1.3, 2.1, 2.4, 3.2, 3.3	<ul style="list-style-type: none"> <li>• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>• Uses a range of strategies to establish a sense of connection and build rapport with customers</li> <li>• Collaborates with others contributing knowledge and skills to achieve joint outcomes</li> </ul>
Get the work done	1.2, 1.4, 2.3, 3.1- 3.4	<ul style="list-style-type: none"> <li>• Applies formal and logical processes when planning and implementing tasks</li> <li>• Applies standard procedures when responding to familiar problems within own work context</li> <li>• Uses digital technologies to access, organise, present and store information relevant to own role</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS401 Coordinate implementation of customer service strategies Release 2	BSBCUS401 Coordinate implementation of customer service strategies Release 1	Updated to clarify assessment conditions	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## Assessment Requirements for BSBCUS401 Coordinate implementation of customer service strategies

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- identify the needs and priorities of the organisation in delivering services to customers
- diagnose problems in delivery of customer service
- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery including:
  - budgeting
  - promotion to staff
  - documentation and follow up.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the principles of customer service
- explain sources of information and techniques for identifying customer needs and reviewing customer satisfaction
- explain the organisational business structure, products and services related to customer service
- describe product and service standards and best practice models.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment
- business technology
- organisational policies and procedures for customer service
- examples of customer complaints and feedback
- client satisfaction data
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBCUS501 Manage quality customer service

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Customer Service

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan to meet internal and external customer	1.1 Investigate, identify, assess, and include the needs of customers in planning processes

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
requirements	1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services	2.1 Deliver products and services to customer specifications within organisation's business plan 2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service	3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services 3.3 Develop, procure and use resources effectively to provide quality products and services to customers 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups 3.5 Manage records, reports and recommendations within the organisation's systems and processes

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> <li>Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services</li> </ul>
Writing	1.2, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"> <li>Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience</li> </ul>
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	<ul style="list-style-type: none"> <li>Clearly articulates systems and standards in a team environment using language suitable to diverse audiences</li> <li>Uses listening and questioning techniques to obtain</li> </ul>

		feedback and confirm understanding
Numeracy	1.2	<ul style="list-style-type: none"> <li>Interprets and comprehends mathematical information in organisation's business and customer service plans.</li> </ul>
Navigate the world of work	2.1, 2.2, 3.1, 3.5	<ul style="list-style-type: none"> <li>Recognises and applies organisational protocols and meets expectations associated with own work</li> </ul>
Interact with others	1.1, 2.3, 3.4	<ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers</li> <li>Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes</li> <li>Provides support in field of expertise to team</li> </ul>
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	<ul style="list-style-type: none"> <li>Develops and implements plans using logical processes and monitors and evaluates progress against stated goals</li> <li>Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution.</li> <li>Uses digital technology to access, organise and present information in a format that meets requirements</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS501 Manage quality customer service Release 2	BSBCUS501 Manage quality customer service Release 1	Updated to clarify assessment conditions	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBCUS501 Manage quality customer service

## Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0  Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs

- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBDES302 Explore and apply the creative design process to 2D forms

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of two-dimensional (2D) forms.

It applies to individuals who apply the creative design process to the development of 2D forms. The unit underpins many other specialised design units.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Design – Design Process

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Source information on 2D design	1.1 Identify and access relevant sources of information on 2D design 1.2 Evaluate and collate information to build knowledge of 2D design
2 Explore the creative design process for 2D forms	2.1 Use creative thinking techniques to generate a range of ideas and options 2.2 Use experimentation to explore and challenge a range of

ELEMENT	PERFORMANCE CRITERIA
	<p>different ideas</p> <p>2.3 Challenge assumptions, reflect on ideas and refine approaches</p> <p>2.4 Consciously change perspective, and evaluate ideas and situations in new ways</p>
3 Communicate concepts or ideas through application of design processes to 2D forms	<p>3.1 Investigate and reflect on how a particular concept or idea might be communicated in 2D</p> <p>3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea</p> <p>3.3 Apply a creative design process to produce a range of 2D concept realisations</p> <p>3.4 Reflect on own application of design process and success in communicating the concept or idea</p> <p>3.5 Seek and obtain feedback from others about the 2D form and its success in communicating the concept or idea</p> <p>3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1	<ul style="list-style-type: none"> <li>Interprets textual information from relevant sources to determine and adhere to requirements</li> </ul>
Writing	2.1, 3.6	<ul style="list-style-type: none"> <li>Produces a range of text types using appropriate vocabulary, grammatical structure and referencing conventions</li> </ul>
Oral Communication	2.1, 2.2, 2.3, 3.5	<ul style="list-style-type: none"> <li>Participates in verbal exchanges using vocabulary, style and tone appropriate to audience</li> <li>Uses listening techniques to clarify understanding</li> </ul>
Numeracy	3.1, 3.3, 3.5	<ul style="list-style-type: none"> <li>Performs mathematical calculations to produce 2D designs</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.4, 3.1-3.4, 3.6	<ul style="list-style-type: none"> <li>Plans and organises tasks required to achieve required outcomes</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifies ideas in use in other contexts and considers how they might be applied in own context</li> <li>• Selects new ideas that may improve a process in immediate work context</li> <li>• Takes responsibility for routine low-impact decisions within familiar situations</li> <li>• Evaluates effectiveness of decisions on how well they meet stated goals</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES302 Explore and apply the creative design process to 2D forms	BSBDES302A Explore and apply the creative design process to 2D forms	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBDES302 Explore and apply the creative design process to 2D forms

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- produce a range of samples or concept realisations which demonstrate creative thinking techniques and experimentation processes based on available resource materials
- review own work to determine future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify creative thinking techniques that can be used as part of the design process
- describe the elements and principles of design as applied to two-dimensional (2D) forms
- list materials, tools and equipment required for the design of 2D forms in the relevant work context
- describe the notion of individual interpretation and choice within the design process
- explain the particular challenges that may arise in the design of 2D forms.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to the materials, resources and equipment needed to apply design processes to 2D forms.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBDES601 Manage design realisation

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to manage the process of taking a design from concept to final realisation or production. It has a strong focus on planning, implementation and monitoring skills, combined with a sound knowledge of design and production issues and challenges in a given context.

It applies to individuals working in any industry context or design discipline who take responsibility for turning design concept into reality – a product or service of value to the end-user. This person could be an individual designer-maker or a designer working as part of a larger design/production team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Design – Design Process

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Plan realisation of design	1.1 Collect, analyse and maintain relevant information on the design 1.2 Discuss and agree on standards of work and monitoring requirements with appropriate stakeholders 1.3 Develop clear plan and schedule for design realisation,



ELEMENT	PERFORMANCE CRITERIA
	including key roles and responsibilities linked to timelines and budget
2 Implement and monitor realisation of design	<p>2.1 Organise and/or allocate resources to achieve realisation of design within required standards, timeframes and budget</p> <p>2.2 Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources</p> <p>2.3 Maintain accurate, relevant and complete documentation in accordance with agreed standards</p> <p>2.4 Monitor process to ensure integrity of design is maintained at all times, including through the process of challenging and interrogating own design work</p> <p>2.5 Promptly identify difficulties or problems that arise in relation to realisation of design and take action to rectify situation</p>
3 Liaise and negotiate with stakeholders	<p>3.1 Establish and maintain appropriate communication channels with relevant stakeholders</p> <p>3.2 Proactively seek and provide information to facilitate effective design realisation</p> <p>3.3 Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances</p> <p>3.4 Negotiate and agree on revisions with relevant parties in a professional manner, to enhance quality of outcome</p>
4 Complete design process	<p>4.1 Finalise design outcomes in accordance with terms and conditions</p> <p>4.2 Seek feedback from key stakeholders on finished design and make final adjustments as agreed</p> <p>4.3 Evaluate completed design in relation to own work and overall process, to inform future practice</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description

Reading	1.1, 2.3	<ul style="list-style-type: none"> <li>Collates and analyses textual information from a range of sources relevant to the design realisation</li> </ul>
Writing	2.3, 3.1, 3.2, 4.3	<ul style="list-style-type: none"> <li>Produces documentation using appropriate structure, language and context to articulate own ideas and positions</li> </ul>
Oral Communication	1.2, 3.2-3.4, 4.2	<ul style="list-style-type: none"> <li>Articulates clearly using specific language and appropriate tone to convey information</li> <li>Uses active questioning and listening techniques to confirm understanding</li> </ul>
Numeracy	1.3, 2.1	<ul style="list-style-type: none"> <li>Interprets and uses numeric information in budgets and to determine work schedules</li> </ul>
Navigate the world of work	2.3, 3.3, 4.1	<ul style="list-style-type: none"> <li>Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of plans, decisions and outcomes</li> <li>Adheres to organisational policies and procedures</li> </ul>
Interact with others	1.2, 2.2, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how</li> <li>Fosters a collaborative culture within own sphere of influence, facilitating a sense of cohesion and commitment</li> </ul>
Get the work done	1.1, 1.3, 2.1, 2.4, 2.5	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising tasks to meet workplace deadlines, including those tasks that require liaison with other people</li> <li>Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the design process</li> <li>Uses each experience to reflect on how variables impact outcomes to inform future practices</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES601 Manage design realisation	BSBDES601A Manage design realisation	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBDES601 Manage design realisation

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce a design according to all brief requirements
- demonstrate highly-developed interpersonal and negotiation skills to deliver the finished product.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key responsibilities of relevant personnel in this context
- describe best practices when dealing with setbacks in the production process
- explain production processes in a particular industry context or discipline including required materials, tools and equipment.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- resources, tools, materials and equipment required for realising a design in a specific context
- a design concept that the candidate can take to realisation stage
- other people to reflect the collaborative nature of the work.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBFLM309 Support continuous improvement systems and processes

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

It applies to individuals with roles of responsibility who use initiative, organisational and communication skills to influence the ongoing development of the organisation.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Management and Leadership – Frontline Management

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Contribute to continuous improvement systems and processes	1.1 Actively encourage and support team members to participate in decision-making processes and to assume responsibility and exercise initiative

ELEMENT	PERFORMANCE CRITERIA
	<p>1.2 Communicate the organisation's continuous improvement processes to individuals and teams</p> <p>1.3 Effectively utilise mentoring and coaching to ensure that individuals/teams are able to support the organisation's continuous improvement processes</p>
2 Monitor and report specified outcomes	<p>2.1 Utilise the organisation's systems and technology to monitor team progress and to identify ways in which planning and operations could be improved</p> <p>2.2 Apply continuous improvement techniques and processes to improve customer service</p>
3 Support opportunities for further improvement	<p>3.1 Communicate agreed recommendations for improvements in achieving the business plan to team members</p> <p>3.2 Document and use work performance to identify opportunities for further improvement</p> <p>3.3 Maintain records, reports and recommendations for improvement within the organisation's systems and processes</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	1.3	<ul style="list-style-type: none"> <li>Contributes to ongoing organisational improvement by mentoring others to support continuous improvement processes</li> </ul>
Reading	2.1, 3.3	<ul style="list-style-type: none"> <li>Interprets everyday workplace documentation</li> </ul>
Writing	1.2, 3.1-3.3	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation</li> </ul>
Oral Communication	1.1-1.3, 3.1	<ul style="list-style-type: none"> <li>Articulates information in a positive manner using appropriate terminology, tone and style appropriate to context and audience</li> <li>Uses questioning and listening techniques to exchange and clarify information</li> </ul>

Navigate the world of work	1.2, 3.3	<ul style="list-style-type: none"> <li>Understands the nature and purpose of own role and associated responsibilities and how own role meshes with others and contributes to broader work goals</li> <li>Takes responsibility for adherence to organisational processes and systems</li> </ul>
Interact with others	1.2, 1.3	<ul style="list-style-type: none"> <li>Shares information and resources, offers assistance voluntarily and facilitates effective group interactions</li> </ul>
Get the work done	2.1, 2.2, 3.2, 3.3	<ul style="list-style-type: none"> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> <li>Evaluates effectiveness of decisions in terms of how well they meet stated goals</li> <li>Uses a range of digitally based technology and applications to organise, monitor, manage and communicate relevant information effectively</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFLM309 Support continuous improvement systems and processes	BSBFLM309C Support continuous improvement systems and processes	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBFLM309 Support continuous improvement systems and processes

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- perform actions to support continuous improvement including:
  - using work performance to identify improvement
  - adjusting plans to reflect changes
  - communicating effectively with all stakeholders
  - using technology to monitor operational progress
  - applying suitable recordkeeping processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques relating to:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- describe the benefits of continuous improvement
- list quality approaches which the organisation may implement
- explain methods that can be used in continuous improvement
- outline barriers to continuous improvement
- explain recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBINN201 Contribute to workplace innovation

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to make a pro-active and positive contribution to workplace innovation.

It applies to individuals working in any industry or community context, in both small and large organisations who take a pro-active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, they apply discretion, judgement and effective interpersonal skills in order to contribute to workplace innovation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Creativity and Innovation – Innovation

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Identify opportunities to do things better	1.1 Be aware of own role in workplace innovation 1.2 Proactively identify opportunities for improvement in own area of work 1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2 Discuss and develop ideas with others	2.1 Identify people who could provide input into ideas for improvements 2.2 Select the best way of approaching people to begin sharing ideas 2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations 2.4 Review and select ideas for follow up based on feedback and further review
3 Address the practicalities of change	3.1 Take action to implement routine changes in consultation with others and within scope of own responsibility 3.2 Identify and articulate issues and practical processes for implementing proposed ideas 3.3 Present ideas and practical suggestions to the appropriate people about how improvements could be made

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.3, 2.4, 3.2	<ul style="list-style-type: none"> <li>Categorises, interprets and reviews information from a range of sources to generate ideas relevant to the workplace</li> </ul>
Writing	3.2, 3.3	<ul style="list-style-type: none"> <li>Communicates information using clear language and formats appropriate for the audience</li> </ul>
Oral Communication	2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Actively participates in verbal exchanges of ideas and elicits the view and opinions of others by listening and questioning</li> <li>Uses clear and relevant language to clarify workplace issues and promote ideas</li> </ul>
Numeracy	1.3, 3.2	<ul style="list-style-type: none"> <li>Performs basic mathematical calculations to estimate time and cost in relation to implementation of ideas</li> </ul>
Navigate the world of work	1.1, 1.2, 3.1	<ul style="list-style-type: none"> <li>Understands responsibilities of own role</li> </ul>
Interact with	2.3, 3.1-3.3	<ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when discussing or presenting ideas to others</li> </ul>

others		<ul style="list-style-type: none"> <li>Seeks and takes into account perspectives and opinions of others</li> </ul>
Get the work done	1.2, 1.3, 2.1, 2.2, 2.4, 3.1-3.3	<ul style="list-style-type: none"> <li>Plans and implements routine tasks making limited decisions and seeking assistance, when necessary</li> <li>Uses analytical or lateral thinking processes to identify improvements or new ways of approaching tasks</li> <li>Identifies and anticipates operational problems and develops possible solutions</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN201 Contribute to workplace innovation	BSBINN201A Contribute to workplace innovation	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBINN201 Contribute to workplace innovation

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation
- communicate the ideas and seek input from others in order to identify how the ideas could be implemented
- implement routine changes within scope of responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the role of individuals in suggesting and making improvements and the importance of pro-active involvement
- list the positive impacts and the challenges of change and innovation
- provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility
- give examples of the types of changes that are within and outside own scope of responsibility
- list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- explain how to prepare and communicate ideas for improvement to maximise likelihood of support.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBINN301 Promote innovation in a team environment

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Creativity and Innovation – Innovation

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas



ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.2, 4.2	<ul style="list-style-type: none"> <li>Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities</li> </ul>
Writing	2.2, 3.3, 4.4	<ul style="list-style-type: none"> <li>Uses clear language and formats appropriate for the audience to highlight and present specific information</li> </ul>
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> <li>Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning</li> <li>Uses clear language to clarify rules and roles relating to team activities in formal and informal situations</li> </ul>
Numeracy	1.2, 4.2	<ul style="list-style-type: none"> <li>Interprets numeric information relevant to team activities</li> </ul>
Navigate the world of work	1.1, 3.1, 3.2, 3.5	<ul style="list-style-type: none"> <li>Understands the nature and purpose of own role and how it affects others in the work context</li> </ul>
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	<ul style="list-style-type: none"> <li>Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members</li> <li>Recognises the importance of establishing and building effective working relationships</li> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	<ul style="list-style-type: none"> <li>Plans, sequences and prioritises tasks for efficient and effective outcomes</li> <li>Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking</li> <li>Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others</li> <li>Reflects on outcomes and further explores own and the team's role in implementing innovation</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBINN301 Promote innovation in a team environment

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identify improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications

- feedback.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBIPR401 Use and respect copyright

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to use and respect copyright. It covers maintaining control over the copyright owner's work, commercialising copyright material, preventing the unauthorised use of an original work and using other party's original work legitimately.

It applies to people who may be authors, creators or other owners of works covered by copyright. It also applies to employees who have a role in ensuring that their organisation's copyright is protected and/or that their organisation uses others' copyright appropriately to benefit the organisation without infringing the rights of copyright owners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Regulation, Licensing and Risk – Intellectual Property

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify extent of copyright protection for original works	1.1 Research copyright and its application to original works 1.2 Identify legislative requirements governing copyright 1.3 Determine the copyright owner of original works within or used by the organisation 1.4 Research the rights of the copyright owner, including moral

ELEMENT	PERFORMANCE CRITERIA
	<p>rights</p> <p>1.5 Determine whether a copyright notice is required</p> <p>1.6 Identify sources of information and advice regarding copyright issues and use copyright professionals where required</p>
<p>2. Ensure that copyright protection is effective when using original works</p>	<p>2.1 Identify material within the organisation that may attract copyright</p> <p>2.2 Identify and review organisation policies and procedures to ensure that own and others' original works are protected against direct or indirect infringement of copyright</p> <p>2.3 Implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others</p> <p>2.4 Provide advice to relevant personnel about the legal and economic implications of copyright infringement</p> <p>2.5 Evaluate and make recommendations for the commercialisation potential of copyright material</p> <p>2.6 Research issues that need to be considered when licensing or selling copyright rights, including the use of copyright collection societies</p>
<p>3. Monitor policies and procedures for use of own copyright materials by other parties</p>	<p>3.1 Monitor policies and procedures to ensure that the organisation's copyright is respected locally and internationally</p> <p>3.2 Create and maintain documentation in relation to copyright agreements where established</p> <p>3.3 Implement procedures to limit or deter infringement of organisation's copyright and/or encourage the proper use of the organisation's copyright</p> <p>3.4 Make recommendations to appropriate personnel when real or potential infringements of organisation's copyright may require further action</p>
<p>4. Monitor policies and procedures for legitimate use of others' copyright materials</p>	<p>4.1 Research when permission is needed to use copyright material belonging to others</p> <p>4.2 Advise appropriate personnel about restrictions on and licensing requirements for the use of others' copyright material, and implement training if required</p> <p>4.3 Advise appropriate personnel of legislative exceptions that allow use of copyright material without permission</p> <p>4.4 Monitor policies and procedures covering organisational use of others' copyright material to ensure it is to the benefit of the</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>organisation</p> <p>4.5 Monitor organisational use of others' copyright material to reduce the risk of infringement</p> <p>4.6 Take action to minimise damage if infringement of others' copyright material occurs</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.2, 2.6, 3.1, 4.1, 4.4	<ul style="list-style-type: none"> <li>• Researches and analyses complex texts, including legislation, to identify relevant information</li> <li>• Monitors and reviews organisational policies and procedures to ensure compliance with legislative requirements</li> </ul>
Writing	1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 3.2, 3.4, 4.1, 4.3	<ul style="list-style-type: none"> <li>• Summarises research findings relevant to the organisation</li> <li>• Records and maintains copyright documentation according to organisational and legislative requirements</li> <li>• Reviews and updates organisational policies and procedures to ensure compliance with legislative requirements</li> </ul>
Oral Communication	1.3, 1.6, 2.4, 2.5, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> <li>• Provides advice using language and terminology appropriate to audience</li> <li>• Obtains information from others by listening and questioning</li> </ul>
Navigate the world of work	1.2, 2.2, 2.3, 3.1, 3.3, 4.4	<ul style="list-style-type: none"> <li>• Identifies and complies with legislative requirements associated with own role</li> <li>• Implements, monitors and reviews policies and procedures to ensure organisational compliance with legislative requirements</li> </ul>
Interact with others	1.3, 1.6, 2.4, 2.5, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> <li>• Follows accepted communication practices when seeking or providing advice about intellectual property</li> </ul>
Get the work	1.1-1.6, 2.1-2.3, 2.5, 2.6, 3.1-3.4, 4.1,	<ul style="list-style-type: none"> <li>• Plans, organises and implements tasks needed to ensure compliance with organisational and legislative</li> </ul>



done	4.4-4.6	<p>requirements</p> <ul style="list-style-type: none"> <li>• Systematically gathers and analyses information to decide on action needed to prevent or address copyright infringements</li> <li>• Uses digital technologies or tools to access and record information</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBIPR401 Use and respect copyright	BSBIPR401 Use and respect copyright	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBIPR401 Use and respect copyright

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- review and interpret information to determine how copyright applies in the organisation
- implement and review organisational policies and procedures to ensure that own and others' original works are protected
- recommend actions to address risks and infringements
- communicate advice or recommendations about copyright to a range of stakeholders
- identify the need for training on copyright and implement training as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative framework for copyright and its application to the organisation
- list and describe the types of works that attract copyright
- identify sources of information and advice on copyright
- explain methods to limit or deter unauthorised use of copyright material
- explain direct and indirect infringement
- give examples of action to take if infringement occurs
- give examples of when authorisation for use of copyright material is needed and how to obtain it
- outline different types of licenses and how they apply to the organisation
- outline options for commercialisation of copyright and potential benefits for the organisation.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – intellectual property field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBIPR601 Develop and implement strategies for intellectual property management

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to obtain a strategic advantage from developing and implementing strategies for the management of intellectual property. It covers the evaluation of approaches to the management of intellectual property and focuses on establishing, implementing, evaluating and monitoring an organisation's intellectual property strategy.

It applies to directors or managers who take an active role in recognising and securing intangible assets which contribute to the organisation's profitability, productivity and market leadership. These managers and coordinators may work in a range of contexts and may have responsibility for managing people, systems or processes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Regulation, Licensing and Risk – Intellectual Property

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Evaluate approaches to the management of intellectual property	1.1 Analyse strategic and operational plans to determine intellectual property requirements 1.2 Identify sources of information and advice regarding approaches

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>to the best practice management of intellectual property</p> <p>1.3 Determine the implications and potential strategic advantage from protection of intellectual property</p> <p>1.4 Determine the implications and potential strategic advantage from adopting a collaborative approach to intellectual property</p> <p>1.5 Determine the implications and potential strategic advantage from adopting an open source approach to intellectual property</p>
<p>2 Establish a strategy for managing intellectual property</p>	<p>2.1 Develop an intellectual property strategy for management and use of own and others' intellectual property in line with the organisation's strategic goals or plans</p> <p>2.2 Examine requirements and options for commercialisation or effective use of intellectual property</p> <p>2.3 Establish required documentation for the management of the intellectual property strategy</p> <p>2.4 Develop strategies for addressing intellectual property infringement</p> <p>2.5 Ensure intellectual property strategy complies with legislative requirements and organisational policies</p> <p>2.6 Communicate intellectual property strategy to key stakeholders within the organisation and externally</p>
<p>3 Evaluate proposed intellectual property strategy</p>	<p>3.1 Obtain legal and other professional advice regarding the proposed intellectual property management strategy</p> <p>3.2 Identify and evaluate the benefits from the proposed intellectual property management strategy</p> <p>3.3 Identify and evaluate the disadvantages, costs and risks of the proposed intellectual property management strategy</p> <p>3.4 Adjust strategy according to legal advice and evaluation</p> <p>3.5 Establish, document and present the business case for adopting the proposed intellectual property management strategy to senior management, directors and other key stakeholders</p>
<p>4 Implement and monitor the intellectual property management strategy</p>	<p>4.1 Work with others to ensure the implementation of the strategy</p> <p>4.2 Monitor and evaluate the strategy and its implementation and report to senior management, directors and other key stakeholders</p> <p>4.3 Make changes to strategy and its implementation as required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 2.1-2.3, 2.5, 3.2-3.4, 4.2, 4.3	<ul style="list-style-type: none"> <li>Identifies and analyses complex texts to determine legislative, regulatory and business requirements</li> <li>Evaluates, interprets and uses content obtained from various sources to develop or review strategies</li> </ul>
Writing	1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 3.2-3.5, 4.2, 4.3	<ul style="list-style-type: none"> <li>Records and summarises information in accordance with organisational or regulatory requirements</li> <li>Composes and edits texts, selecting appropriate vocabulary, structure and format for audience and purpose</li> <li>Prepares correspondence and documentation according to organisational formats and protocols</li> </ul>
Oral Communication	2.6, 3.5, 4.1, 4.2	<ul style="list-style-type: none"> <li>Presents information using language and non-verbal features appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>
Numeracy	3.3, 4.2	<ul style="list-style-type: none"> <li>Reviews and analyses numerical data embedded in organisational documentation</li> </ul>
Navigate the world of work	2.1, 2.5	<ul style="list-style-type: none"> <li>Modifies or develops strategies to meet organisational goals, and ethical and legislative requirements</li> <li>Understands and applies knowledge of legislative and regulatory requirements in the conduct of own work</li> </ul>
Interact with others	2.6, 3.5, 4.1, 4.2	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Plays a lead role in situations requiring effective collaboration, demonstrating the ability to engage and motivate others to achieve required outcomes</li> </ul>
Get the work done	1.1-1.5, 2.1-2.4, 3.1-3.5, 4.2, 4.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising, implementing and reviewing processes to ensure effective implementation of intellectual property strategy</li> <li>Systematically gathers and analyses all relevant information and evaluates options in order to make decisions about intellectual property strategies</li> <li>Evaluates outcomes of decisions to identify opportunities for improvement</li> </ul>

		<ul style="list-style-type: none"> <li>• Uses analytical and lateral thinking to review current practices and develop new ideas</li> <li>• Uses a range of digital technologies to access, analyse, organise, present and share information</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBIPR601 Develop and implement strategies for intellectual property management	BSBIPR601A Develop and implement strategies for intellectual property management	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBIPR601 Develop and implement strategies for intellectual property management

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify and analyse information from a range of sources to determine
  - legislation, regulations and organisational policies and procedures relevant to intellectual property (IP)
  - IP requirements in relation to organisational strategic or operational goals
  - current industry best practice of IP management
  - implications and/or strategic advantage of adopting particular approaches to managing IP
- develop and evaluate a strategy for managing intellectual property that complies with legislative requirements and organisational policies, goals or plans
- develop and present a business case to decision makers
- implement, monitor and evaluate the strategy and its implementation and make improvements as appropriate
- consult and communicate effectively with stakeholders to establish, evaluate or implement the strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe types of intellectual property as they relate to the organisation
- give examples of options for commercialisation of IP
- outline typical barriers to making and implementing strategic decisions about IP and possible strategies to address them
- explain the typical advantages and disadvantages of alternative approaches to managing intellectual property



- identify relevant legislation and regulations relating to the organisation's intellectual property rights and responsibilities
- outline internal and external sources of information and advice relevant to intellectual property.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – intellectual property field of work and include access to:

- relevant legislation, standards and codes
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU306 Design and produce business documents

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and prepare resources	1.1 Select and use appropriate technology and software applications to produce required business documents 1.2 Select layout and style of publication according to information and organisational requirements 1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles

ELEMENT	PERFORMANCE CRITERIA
	1.4 Discuss and clarify format and style with person requesting document/publication
2. Design document	<p>2.1 Identify, open and generate files and records according to task and organisational requirements</p> <p>2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information</p> <p>2.3 Use a range of functions to ensure consistency of design and layout</p> <p>2.4 Operate input devices within designated requirements</p>
3. Produce document	<p>3.1 Complete document production within designated timelines according to organisational requirements</p> <p>3.2 Check document produced to ensure it meets task requirements for style and layout</p> <p>3.3 Store document appropriately and save document to avoid loss of data</p> <p>3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production</p>
4. Finalise document	<p>4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output</p> <p>4.2 Make any modifications to document to meet requirements</p> <p>4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage</p> <p>4.4 Print and present document according to requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	2.1, 2.2, 3.2, 3.4, 4.1	<ul style="list-style-type: none"> <li>Recognises and interprets textual information from a range of sources to determine and adhere to requirements</li> <li>Applies strategies to self-correct and verify clarity and conformity of information</li> </ul>

Writing	2.2, 2.3, 3.1, 4.2, 4.3	<ul style="list-style-type: none"> <li>Develops documents using required format, accurate spelling and grammar and terminology specific to requirements</li> <li>Organises content to support purposes and audience of material, using clear and logical language</li> </ul>
Oral Communication	1.4	<ul style="list-style-type: none"> <li>Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques</li> </ul>
Navigate the world of work	1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>
Interact with others	1.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts</li> </ul>
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4	<ul style="list-style-type: none"> <li>Uses basic features and functions within applications to access, store, organise data and perform routine work tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU306 Design and produce business documents

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify appropriate technology for production requirements

- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

## **Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBLDR403 Lead team effectiveness

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership - Leadership

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance	Description
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	Criteria	
Writing	1.1, 4.2	<ul style="list-style-type: none"> <li>Prepares workplace plans that communicate intent and elicits feedback clearly and effectively</li> </ul>
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	<ul style="list-style-type: none"> <li>Engages in discussions or provides information using structure and language appropriate to the audience and situation</li> </ul>
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with team members</li> <li>Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others</li> <li>Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others</li> </ul>
Get the work done	1.1-1.3, 3.2	<ul style="list-style-type: none"> <li>Develops, implements and monitors plans and processes to ensure team engagement and effectiveness</li> <li>Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages  Title change  Minor edits to clarify intent of performance criteria	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBLDR403 Lead team effectiveness

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

- workplace innovation
- workplace productivity.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT402 Implement operational plan

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

ELEMENT	PERFORMANCE CRITERIA
	<p>operational performance</p> <p>1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others</p> <p>1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</p>
2. Implement resource acquisition	<p>2.1 Recruit and induct employees within organisation's policies, practices and procedures</p> <p>2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel</p>
3. Monitor operational performance	<p>3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets</p> <p>3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval</p> <p>3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.4	<ul style="list-style-type: none"> <li>Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others</li> </ul>
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	<ul style="list-style-type: none"> <li>Identifies, interprets, analyses and reviews textual information related to the operational plan and</li> </ul>

		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	<ul style="list-style-type: none"> <li>Communicates relationships between ideas and information, matching style of writing to purpose and audience</li> <li>Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats</li> </ul>
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience</li> </ul>
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance</li> </ul>
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> <li>Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	<ul style="list-style-type: none"> <li>Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>Evaluates effectiveness of decisions in terms of how well they met stated goals</li> <li>Recognises and addresses an increasing range of familiar problems by implementing contingency plans</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
operational plan	operational plan	Training Packages.  Edits to clarify intent of Performance Criteria.	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT402 Implement operational plan

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT403 Implement continuous improvement

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
processes	<p>making processes, assume responsibility and exercise initiative</p> <p>1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback</p> <p>1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes</p>
2. Monitor and review performance	<p>2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>2.2 Improve customer service through continuous improvement techniques and processes</p> <p>2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation</p>
3. Provide opportunities for further improvement	<p>3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan</p> <p>3.2 Document work performance to aid the identification of further opportunities for improvement</p> <p>3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.2, 2.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes</li> </ul>
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Selects vocabulary, grammatical structures and conventions appropriate to text</li> <li>Researches, plans and prepares continuous improvement documentation for relevant stakeholders</li> </ul>
Oral	1.2, 1.3, 2.3	<ul style="list-style-type: none"> <li>Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit</li> </ul>

Communication		the audience
Navigate the world of work	2.1	<ul style="list-style-type: none"> <li>Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Interact the work of others	1.2, 1.3, 2.3, 3.1	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion</li> </ul>
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload to achieve required outcomes</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>Evaluates effectiveness of decisions in terms of how well they meet stated goals</li> <li>Uses digital applications to access and filter data, extract, organise, integrate and share relevant information</li> <li>Recognises the potential of new approaches to enhance work practices and outcomes</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT403 Implement continuous improvement

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT516 Facilitate continuous improvement

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and leadership – Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

ELEMENT	PERFORMANCE CRITERIA
	<p>appropriate</p> <p>1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders</p> <p>1.3 Ensure that change and improvement processes meet sustainability requirements</p> <p>1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes</p> <p>1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems</p>
2. Monitor and adjust performance strategies	<p>2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved</p> <p>2.2 Adjust and communicate strategies to stakeholders according to organisational procedures</p>
3. Manage opportunities for further improvement	<p>3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts</p> <p>3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement</p> <p>3.3 Consider areas identified for further improvement when undertaking future planning</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> <li>Identifies and extracts relevant information from a range of complex texts</li> <li>Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement</li> </ul>
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	<ul style="list-style-type: none"> <li>Develops complex texts related to continuous improvement processes according to organisational requirements</li> </ul>



		<ul style="list-style-type: none"> <li>Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience</li> </ul>
Oral Communication	1.1, 1.2, 1.4, 2.2	<ul style="list-style-type: none"> <li>Presents information to a range of audiences using appropriate structure and language</li> <li>Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders</li> <li>Confirms understanding through questioning and active listening</li> </ul>
Navigate the world of work	1.1-1.3, 2.1, 2.2	<ul style="list-style-type: none"> <li>Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals</li> <li>Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Interact with others	1.1, 1.2, 1.4, 2.2	<ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction</li> </ul>
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes</li> <li>Uses analytical and lateral thinking to review current practices and develop ideas for improvement</li> <li>Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT516 Facilitate continuous improvement

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT517 Manage operational plan

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

ELEMENT	PERFORMANCE CRITERIA
	<p>integral part of the operational planning process</p> <p>1.3 Ensure the operational plan includes key performance indicators to measure organisational performance</p> <p>1.4 Develop and implement contingency plans for the operational plan</p> <p>1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required</p> <p>1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams</p>
2. Plan and manage resource acquisition	<p>2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures</p> <p>2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures</p> <p>2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services</p>
3. Monitor and review operational performance	<p>3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation</p> <p>3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups</p> <p>3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> <li>Identifies and extracts relevant information from a range of complex texts</li> <li>Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan</li> </ul>
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	<ul style="list-style-type: none"> <li>Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements</li> <li>Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience</li> </ul>
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	<ul style="list-style-type: none"> <li>Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features</li> <li>Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders</li> <li>Confirms understanding through questioning and active listening</li> </ul>
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	<ul style="list-style-type: none"> <li>Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan</li> </ul>
Navigate the world of work	2.1, 2.2, 3.4, 3.6	<ul style="list-style-type: none"> <li>Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment</li> <li>Appreciates the implications of legal responsibilities with specific reference to health and safety</li> </ul>
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	<ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion</li> </ul>
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	<ul style="list-style-type: none"> <li>Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as</li> </ul>

		<p>required to assist in the development and planning phase</p> <ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation, and manages relevant communication</li> <li>Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	<p>Updated to meet Standards for Training Packages.</p> <p>Edits to clarify intent of Performance Criteria.</p> <p>Additional performance criterion and evidence for intellectual property.</p>	No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBMGT517 Manage operational plan

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBMGT608 Manage innovation and continuous improvement

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Management and Leadership – Management

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyse performance reports and variance from plans for key

ELEMENT	PERFORMANCE CRITERIA
	<p>result areas of the organisation</p> <p>1.5 Identify and analyse changing trends and opportunities relevant to the organisation</p> <p>1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities</p>
2. Develop options for continuous improvement	<p>2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition</p> <p>2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups</p> <p>2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful</p> <p>2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems</p> <p>2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial</p> <p>2.6 Approve innovations through agreed organisational processes</p>
3. Implement innovative processes	<p>3.1 Promote continuous improvement and sustainability as essential to doing business</p> <p>3.2 Address the impact of change and consequences for people and implement transition plans</p> <p>3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4 Implement contingency plans in the event of non-performance</p> <p>3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively</p> <p>3.6 Ensure that learnings from activities are captured and managed to inform future work</p> <p>3.7 Regularly evaluate continuous improvement systems and processes</p> <p>3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.6	<ul style="list-style-type: none"> <li>Plans and implements strategies to review and improve own performance</li> </ul>
Reading	1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7	<ul style="list-style-type: none"> <li>Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types</li> </ul>
Writing	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8	<ul style="list-style-type: none"> <li>Integrates information and ideas from a range of sources, utilising appropriate support materials</li> <li>Communicates complex relationships between ideas and information, matching style of writing to purpose and audience</li> </ul>
Oral Communication	1.6, 2.1-2.4, 3.1, 3.5, 3.8	<ul style="list-style-type: none"> <li>Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan</li> </ul>
Numeracy	1.1-1.5, 2.5, 3.3	<ul style="list-style-type: none"> <li>Selects and interprets mathematical information to analyse performance</li> <li>Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes</li> </ul>
Navigate the world of work	2.6	<ul style="list-style-type: none"> <li>Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>
Interact with others	1.6, 2.1-2.4, 3.1, 3.5, 3.8	<ul style="list-style-type: none"> <li>Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how</li> <li>Recognises the importance of building rapport to establish positive and effective working relationships</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	<ul style="list-style-type: none"> <li>Plans, organises, implements or reviews organisational strategies, systems and processes</li> <li>Applies problem-solving processes to identify risks, evaluate options and determine solutions</li> <li>Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions</li> <li>Facilitates a climate in which creativity and innovation</li> </ul>

		<p>are accepted as an integral part of achieving outcomes</p> <ul style="list-style-type: none"> <li>• Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches</li> <li>• Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBMKG401 Profile the market

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

It applies to individuals working in a variety of marketing communications occupational roles who have responsibility for a range of tasks involving analysis and planning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Segment market	1.1 Identify criteria for use in segmenting market in accordance with marketing plan 1.2 Identify and access sources of information for segmenting and profiling markets in accordance with marketing plan 1.3 Segment market in accordance with identified criteria 1.4 Review market segments for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns

ELEMENT	PERFORMANCE CRITERIA
	1.5 Select market segments to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify target market	2.1 Evaluate approaches to determining and describing total market for a product or service 2.2 Define target market in terms of consumers to be included as prospective users of a product or service, and selected market segments 2.3 Use segment descriptors to describe target market 2.4 Identify available strategic marketing options and select targeting strategies that best meet requirements of the marketing plan
3. Profile target audience	3.1 Describe total market and selected market segments using a consumer profile 3.2 Identify consumer characteristics in standard statistical terms and/or descriptive terms used in media selection in consumer profile 3.3 Use demographic and/or psychographic descriptions in consumer profile in accordance with requirements of the marketing plan 3.4 Describe consumer attitudes to products or services being offered 3.5 Ensure profile meets organisational requirements of language, format, content and level of detail
4. Develop positioning strategy	4.1 Identify available positioning strategies and choose a strategy to meet marketing requirements and consumer profile 4.2 Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3 Submit plan to supervisor within specified timelines and make appropriate adjustments based on feedback

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description

Reading	1.1-1.4, 2.1, 2.2, 2.4, 3.2, 3.3, 4.1	<ul style="list-style-type: none"> <li>Gathers, interprets and analyses a variety of textual information from a range of sources to identify relevant and key information</li> </ul>
Writing	1.3, 2.2, 2.3, 3.1-3.5, 4.2, 4.3	<ul style="list-style-type: none"> <li>Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience</li> </ul>
Numeracy	1.1-1.5, 2.1, 2.2, 2.4, 3.2, 3.3	<ul style="list-style-type: none"> <li>Uses mathematical skills to interpret and process data and statistical information</li> </ul>
Navigate the world of work	1.1, 1.2, 1.5, 2.4, 3.3, 3.5, 4.1, 4.2	<ul style="list-style-type: none"> <li>Adheres to implicit and explicit organisational goals, policies and procedures</li> </ul>
Interact with others	4.3	<ul style="list-style-type: none"> <li>Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>
Get the work done	1.2-1.5, 2.1, 2.4, 4.1-4.3	<ul style="list-style-type: none"> <li>Develops and implements plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals</li> <li>Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG401 Profile the market	BSBMKG401B Profile the market	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBMKG401 Profile the market

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- develop a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant information relating to the Australian Marketing Institute Code of Professional Conduct
- outline requirements of legislation affecting marketing roles
- explain data collection and analysis techniques
- outline relevant industry knowledge including:
  - components of marketing mix
  - elements of marketing planning
- explain marketing communications concepts and processes
- identify organisational structures, roles, responsibilities, business and marketing plans
- demonstrate knowledge of relevant product and service standards and best practice models
- outline relevant statistical terms used by the Australian Bureau of Statistics.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes

- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG413 Promote products and services

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are

ELEMENT	PERFORMANCE CRITERIA
	<p>realistic and consistent with budget resources</p> <p>1.5 Develop action plans to provide details of products and services being promoted</p>
2. Coordinate promotional activities	<p>2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals</p> <p>2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel</p> <p>2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation</p> <p>2.4 Use networks to assist in the implementation of promotional activities</p>
3. Review and report on promotional activities	<p>3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services</p> <p>3.2 Assess effectiveness of planning processes to identify possible improvements in future activities</p> <p>3.3 Collect feedback and provide to personnel and agencies involved in promotional activity</p> <p>3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities</p> <p>3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 3.1	<ul style="list-style-type: none"> <li>Interprets, analyses and collates textual information relevant to promotional activities from a range of sources</li> </ul>
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	<ul style="list-style-type: none"> <li>Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements</li> </ul>

Oral Communication	1.3, 2.3, 3.3, 3.5	<ul style="list-style-type: none"> <li>Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning</li> <li>Uses clear and specific language to clarify, explain and present information relating to the promotional activity</li> </ul>
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity</li> </ul>
Navigate the world of work	1.1	<ul style="list-style-type: none"> <li>Adheres to legislative requirements and organisational policies and procedures</li> </ul>
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information</li> <li>Recognises the importance of building rapport to establish and maintain positive working relationships</li> </ul>
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements</li> <li>Evaluates effectiveness of decisions in terms of how well they meet stated goals</li> <li>Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>





# Assessment Requirements for BSBMKG413 Promote products and services

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
  - relevant legislation/regulations
  - organisation's goals, objectives, systems, policies and procedures
  - budget and timelines
  - marketing needs and, if defined, marketing plans
  - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
  - allocation of personnel, roles and responsibilities
  - sourcing other resources and promotional products as appropriate
  - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
  - advertising
  - client functions
  - employee functions
  - media announcements
  - product launches
  - web pages.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG501 Identify and evaluate marketing opportunities

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

It applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify marketing opportunities	<p>1.1 Analyse information on market and business needs to identify marketing opportunities</p> <p>1.2 Research potential new markets and assess opportunities to enter, shape or influence each market, and the likely contribution to the business</p> <p>1.3 Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities</p>

ELEMENT	PERFORMANCE CRITERIA
2. Investigate marketing opportunities	<p>2.1 Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities</p> <p>2.2 Evaluate each opportunity to determine its impact on current business and customer base</p> <p>2.3 Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity</p> <p>2.4 Determine probable return on investment and potential competitors</p> <p>2.5 Describe and rank marketing opportunities on their viability, and likely contribution to the business</p>
3. Evaluate required changes to current operations	<p>3.1 Identify and document changes needed to current operations to take advantage of viable marketing opportunities</p> <p>3.2 Ensure organisational changes to service an increased or different customer base including provision for continued quality of service to existing customers</p> <p>3.3 Estimate resource requirements for changed operations</p> <p>3.4 Determine and communicate viability of making changes to current operations to key stakeholders</p> <p>3.5 Document newly identified marketing opportunities and required changes</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1	<ul style="list-style-type: none"> <li>Evaluates and comprehends textual information from a range of sources and draws own conclusions</li> </ul>
Writing	1.1-1.3, 2.5, 3.1, 3.4, 3.5	<ul style="list-style-type: none"> <li>Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language</li> </ul>
Oral Communication	2.5, 3.4	<ul style="list-style-type: none"> <li>Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and</li> </ul>

		<p>environment</p> <ul style="list-style-type: none"> <li>Elicits views and opinions of others by listening and questioning</li> </ul>
Numeracy	2.3, 2.4, 3.3	<ul style="list-style-type: none"> <li>Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations</li> </ul>
Navigate the world of work	2.1	<ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit organisational protocols and meets expectations associated with own role</li> </ul>
Interact with others	2.5, 3.4	<ul style="list-style-type: none"> <li>Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals</li> <li>Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option</li> <li>Evaluates outcomes of decisions to identify opportunities for improvement</li> <li>Develops new and innovative ideas through exploration, analysis and critical thinking</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG501 Identify and evaluate marketing opportunities	BSBMKG501B Identify and evaluate marketing opportunities	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBMKG501 Identify and evaluate marketing opportunities

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- identify and evaluate marketing opportunities to determine whether they can meet organisational objectives
- document how current business operations need to be modified, and list resources required, to take advantage of newly identified and evaluated opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- describe organisational marketing plan, structure, products and services
- explain principles of marketing and marketing mix
- describe statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- organisational strategic and marketing plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBPMG409 Apply project scope management techniques

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to contribute to the control of a project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Project Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to defining project scope	1.1 Review project initiation documentation and assist in identifying project objectives and requirements 1.2 Contribute to identifying project deliverables 1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance 1.4 Contribute to developing and documenting the scope management plan 1.5 Assist in obtaining agreement to scope from relevant project

ELEMENT	PERFORMANCE CRITERIA
	authority
2. Apply project scope controls	<p>2.1 Undertake work according to agreed project scope management plan and by using established change control procedures and performance measurement procedures</p> <p>2.2 Communicate instances of non-compliance with overall scope to the project manager and other team members</p>
3. Contribute to review of scope controls	<p>3.1 Measure progress to determine potential, perceived and actual scope changes</p> <p>3.2 Appropriately report scope changes</p> <p>3.3 Assist in review of project outcomes to determine effectiveness of initial and subsequent scope management approaches</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1	<ul style="list-style-type: none"> <li>Interprets and analyses complex texts</li> </ul>
Writing	1.4, 1.5, 3.2	<ul style="list-style-type: none"> <li>Develops and amends plans and associated documentation using appropriate organisational formats and vocabulary</li> </ul>
Oral Communication	1.2-1.5, 2.2	<ul style="list-style-type: none"> <li>Interacts effectively in verbal exchanges, using clear language to convey information, and active listening and questioning to clarify understanding</li> </ul>
Numeracy	1.3, 3.1	<ul style="list-style-type: none"> <li>Selects and applies a range of mathematical and problem-solving strategies to develop timelines and monitor progress</li> </ul>
Interact with others	1.2-1.5, 2.2	<ul style="list-style-type: none"> <li>Uses appropriate communication practices in a range of work contexts</li> <li>Collaborates and cooperates with others to achieve shared goals</li> </ul>
Get the work done	2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Plans and organises tasks required to monitor and report on project implementation</li> <li>Analyses outcomes to identify future</li> </ul>

		improvements
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG409 Apply project scope management techniques	BSBPMG409A Apply project scope-management	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBPMG409 Apply project scope management techniques

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- contribute to delineating and controlling project scope
- record project scope management plan
- interpret and follow project initiation documentation for purposes of documenting project scope.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list components of a project scope management plan
- identify and describe factors likely to impact project scope
- outline formal change-control processes
- identify and discuss methods for measuring work outcomes and progress against plans
- identify and discuss methods for segmenting and documenting a work breakdown structure
- explain procedures for reporting a change in scope
- describe types of project initiation documentation.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation which includes information about project scope
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBPRO401 Develop product knowledge

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop product knowledge in preparation for the sales process.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Product Skills and Advice

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Acquire knowledge of products in a specified area	1.1 Identify information sources about products in a specified area and evaluate them for reliability and validity 1.2 Identify product purpose/s and use/s 1.3 Identify key features of the product/s 1.4 Identify product strengths and weaknesses 1.5 Articulate guarantees and warranties and identify service support details

ELEMENT	PERFORMANCE CRITERIA
2. Convert product knowledge into benefits	<p>2.1 Identify features of the product which have potential buyer appeal</p> <p>2.2 Present features of the product which have buyer appeal as benefits to the buyer</p> <p>2.3 Present product benefits within the context of organisational requirements and legislation</p>
3. Evaluate competitors' products	<p>3.1 Use a range of information sources to identify competitors' products</p> <p>3.2 Compare features, benefits, strengths and weaknesses of competitors' products with own products</p> <p>3.3 Establish relative standing of the organisation's product with the competitors' product/s and communicate differences to the buyer</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Identifies, interprets, understands and compares information to monitor and evaluate quality of product and services and check against client requirements</li> </ul>
Writing	1.1, 1.5, 2.2, 2.3, 3.2	<ul style="list-style-type: none"> <li>Records results of product evaluations to show clear comparisons of features, benefits and weaknesses</li> <li>Uses clear and specific language to develop documents for different audiences in accordance with organisational requirements</li> </ul>
Oral Communication	2.2, 2.3, 1.5, 3.3	<ul style="list-style-type: none"> <li>Provides recommendations using language appropriate to the purpose and audience</li> </ul>
Numeracy	1.3, 1.4, 3.2, 3.3	<ul style="list-style-type: none"> <li>Analyses numerical information to measure, compare and evaluate features</li> </ul>
Navigate the world of work	2.3	<ul style="list-style-type: none"> <li>Understands and follows organisational policies and procedures and legislative requirement relevant to own role</li> </ul>
Get the work	1.1, 3.1, 3.3	<ul style="list-style-type: none"> <li>Plans and implements tasks required to achieve required outcomes</li> </ul>

done		<ul style="list-style-type: none"> <li>Analyses information to decide on appropriate recommendations</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPRO401 Develop product knowledge	BSBPRO401A Develop product knowledge	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBPRO401 Develop product knowledge

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- use valid and reliable sources to gather information about the organisation's products and competitors' products
- determine buyer needs and present key features and benefits of product to match needs, in accordance with organisational and legislative obligations
- compare competitors' products with own organisation's products and communicate differences to buyer.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list sources of information for own organisation's products and competitors' products
- explain why it is important to discuss features, benefits, strengths and weaknesses when describing products
- summarise industry competitors, including products offered and potential buyer markets
- outline organisational policies and procedures, relevant to the sales process
- outline the key provisions of relevant legislation, regulations, standards and codes of practice that are relevant to the sales process.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – product skills and advice field of work and include access to:

- information sources regarding an organisation's and competitors' products, service or ideas
- office equipment and resources
- relevant organisational policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBREL401 Establish networks

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.

It applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Relationship Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop and maintain business networks	1.1 Use appropriate network strategies to establish and maintain relationships that promote the development of business opportunities 1.2 Identify and pursue network opportunities to maximise a range of contacts 1.3 Communicate information regarding new networks to inform

ELEMENT	PERFORMANCE CRITERIA
	<p>individuals, colleagues and clients of potential benefits</p> <p>1.4 Participate in professional networks and associations to obtain and maintain personal knowledge and skills</p>
2. Establish and maintain business relationships	<p>2.1 Develop and maintain relationships to promote benefits consistent with organisational/client requirements</p> <p>2.2 Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices</p> <p>2.3 Use a high level of negotiation skills to encourage positive outcomes</p> <p>2.4 Identify difficult situations and negotiate solutions using collaborative problem-solving techniques</p> <p>2.5 Seek specialist advice in the development of contacts where appropriate</p>
3. Promote the relationship	<p>3.1 Develop strategies to represent and promote the interests and requirements of the relationship</p> <p>3.2 Use appropriate presentation skills to communicate the goals and objectives of the relationship</p> <p>3.3 Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally</p> <p>3.4 Obtain feedback to identify and develop ways to improve promotional activities within available opportunities</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	1.4, 3.4	<ul style="list-style-type: none"> <li>Seeks opportunities to develop and extend expertise and identify areas for professional improvement</li> </ul>
Reading	2.1	<ul style="list-style-type: none"> <li>Sources and analyses information to establish networks that consistently promote business opportunities</li> </ul>
Writing	1.1-1.3, 2.1, 2.2, 2.5 3.1-3.4	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary, layout and grammatical structure to convey ideas and information</li> </ul>

Oral Communication	1.1-1.4, 2.1-2.5, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>Utilises persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes</li> <li>Uses active listening and questioning techniques to confirm understanding</li> </ul>
Navigate the world of work	2.1	<ul style="list-style-type: none"> <li>Understands and adheres to organisational policies and procedures</li> </ul>
Interact with others	1.1-1.4, 2.1-2.5, 3.1, 3.2	<ul style="list-style-type: none"> <li>Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience</li> <li>Looks for ways of establishing connections and building genuine understanding with a diverse range of people</li> <li>Begins to cultivate relationships with people with the knowledge, skills and influence to get things done or provide support</li> </ul>
Get the work done	1.1, 1.2, 2.1, 2.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and implementing tasks required to build and maintain networks</li> <li>Uses analytical processes to identify problems, gather relevant information, evaluate options and determine solutions</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBREL401 Establish networks	BSBREL401A Establish networks	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBREL401 Establish networks

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify and use networking opportunities
- maintain records of relevant contacts
- use written and verbal communication skills to establish, cultivate and promote professional business relationships
- use feedback to improve promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and describe strategies for establishing and maintaining business relationships
- identify relevant networks, organisations, agencies, associations or individuals
- describe the principles and techniques needed to negotiate positive outcomes
- explain client or organisational policies, plans and procedures relevant to business relationships
- outline methods for obtaining feedback on promotional activities.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBREL402 Build client relationships and business networks

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Relationship Management

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Initiate interpersonal communication with clients	1.1 Identify and use preferred client communication styles and methods 1.2 Establish rapport with clients using verbal and non-verbal communication processes 1.3 Investigate and act upon opportunities to offer positive feedback to clients



ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Use open questions to promote two-way communication</p> <p>1.5 Identify and act upon potential barriers to effective communication with clients</p> <p>1.6 Initiate communication processes which relate to client needs, preferences and expectations</p>
2. Establish client relationship management strategies	<p>2.1 Develop client loyalty objectives focusing on the development of long term business partnerships</p> <p>2.2 Assess client profile information to determine approach</p> <p>2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy</p> <p>2.4 Identify and apply client care and client service standards</p>
3. Maintain and improve ongoing relationships with clients	<p>3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels</p> <p>3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients</p> <p>3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients</p>
4. Build and maintain networks	<p>4.1 Allocate time to establish and maintain business contacts</p> <p>4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market</p> <p>4.3 Establish communication channels to exchange information and ideas</p> <p>4.4 Provide, seek and verify information to the network</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2- 4.4	<ul style="list-style-type: none"> <li>Interprets information from a range of sources to determine and adhere to communication and networking requirements</li> </ul>

Writing	1.1,1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> <li>Records notes from research and discussions for future reference</li> <li>Develops materials for a specific audience according to organisational standards</li> </ul>
Oral Communication	1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4	<ul style="list-style-type: none"> <li>Participates in spoken exchanges with a range of audiences using structure and language to suit the audience</li> <li>Involves others in discussions using active listening and questioning techniques appropriately</li> </ul>
Numeracy	2.4, 4.1	<ul style="list-style-type: none"> <li>Performs calculations to determine timeframes and measure actual performance against required standards</li> </ul>
Navigate the world of work	2.3, 2.4	<ul style="list-style-type: none"> <li>Considers wider organisational goals when developing customer relationship strategies</li> </ul>
Interact with others	1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information</li> <li>Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others</li> <li>Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others</li> </ul>
Get the work done	1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes</li> <li>Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies</li> <li>Actively monitors and evaluates effectiveness of decisions to identify and implement improvements</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBREL402 Build client relationships and business networks	BSBREL402A Build client relationships and business networks	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBREL402 Build client relationships and business networks

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
  - financial incentives and special offers
  - premium services and private/dedicated facilities
  - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback
- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:

- government, industry and professional associations
- trade shows, conferences, briefings and other professional development activities
- existing groups or networks
- businesses and individuals
- outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSLS407 Identify and plan sales prospects

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to identify potential sales prospects by applying prospecting methods, and manage own sales performance by establishing a sales plan, while managing stress, time and sales-related paperwork.

It applies to individuals working in a sales-related position in a small, medium or large enterprise in a wide variety of industries, who identify, collate and follow up sales prospect information to generate leads. Individuals undertaking this unit may be at entry level, or have experience in sales sufficient to provide advice and support about aspects of sales solutions as part of a sales team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Sales

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Employ prospecting methods and qualify prospects	1.1 Identify, consider and evaluate strengths and limitations of range of primary and secondary prospecting methods 1.2 Select prospecting methods to match market to which the product or service is targeted 1.3 Target present, previous and new clients through chosen

ELEMENT	PERFORMANCE CRITERIA
	<p>prospecting methods</p> <p>1.4 Research and establish criteria for qualifying leads according to buyer accessibility, buyer motives, product affordability, purchase authority, legal compliance and return for seller</p> <p>1.5 Ensure established criteria represent a standard against which buying potential of individuals and groups is gauged</p>
2. Manage prospect information	<p>2.1 Develop and implement system for recording prospect information</p> <p>2.2 Monitor and evaluate effectiveness of system for recording prospect information</p> <p>2.3 Refine system for recording prospect information based on evaluation</p>
3. Establish individualised sales plan	<p>3.1 Establish individual sales goals and quotas to focus work activities, based on organisational sales and marketing objectives</p> <p>3.2 Establish consultation and communication structures with clients and supervisors</p> <p>3.3 Plan and document individualised sales plan to achieve sales goals and quotas within a work system constructed against clear timeframes</p> <p>3.4 Monitor and adjust sales plan to established goals and quotas</p> <p>3.5 Evaluate sales plan and adjust where necessary</p>
4. Complete sales paperwork and reports	<p>4.1 Establish system to collect, record and organise data associated with sales process</p> <p>4.2 Complete routine reports at regular intervals according to organisational requirements</p> <p>4.3 Use available technology to facilitate record-keeping and production of sales reports</p>
5. Organise workload effectively	<p>5.1 Establish routines to provide structure for work and to manage workload</p> <p>5.2 Allocate time for specific work tasks and unanticipated events and activities</p> <p>5.3 Conduct analysis of time spent on work-related activities and adjust time spent on tasks, if required</p> <p>5.4 Apply time-management strategies to minimise non-productive sales activities</p> <p>5.5 Delegate tasks to individuals or sales team members to share</p>

ELEMENT	PERFORMANCE CRITERIA
	workload as appropriate 5.6 Identify and monitor symptoms of stress and seek expert assistance

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.3, 3.1-3.5, 4.1-4.3, 5.1-5.4	<ul style="list-style-type: none"> <li>Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements</li> </ul>
Writing	1.1-1.5, 2.1-2.3, 3.1-3.5, 4.1-4.3, 5.1-5.4	<ul style="list-style-type: none"> <li>Creates documents using specific and detailed language to convey explicit information, requirements and recommendations</li> </ul>
Oral Communication	1.3, 5.2, 5.5	<ul style="list-style-type: none"> <li>Presents information using clear language suited to the audience</li> <li>Uses listening and questioning skills to check and confirm understanding</li> </ul>
Numeracy	1.4-1.5, 3.1, 3.3-3.5, 5.2-5.4	<ul style="list-style-type: none"> <li>Applies ratios and percentages and relevant formulae to data to calculate and interpret time durations and establish financial goals</li> </ul>
Navigate the world of work	1.4, 3.1, 3.4, 4.2	<ul style="list-style-type: none"> <li>Follows explicit and implicit organisational objectives, protocols and legal requirements</li> </ul>
Interact with others	1.3, 3.2, 5.5, 5.6	<ul style="list-style-type: none"> <li>Tailors communication to achieve purpose, demonstrating a sophisticated understanding of audience needs</li> <li>Collaborates with others to achieve organisational objectives</li> </ul>
Get the work done	1.1, 1.3, 1.4, 2.1, 2.2, 3.3-3.5, 4.1-4.3, 5.1, 5.3-5.6	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities of self and others and monitors implementation</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and evaluating options against agreed criteria</li> <li>Monitor implementation of solutions and reflects on outcomes to identify appropriate action</li> </ul>



		<ul style="list-style-type: none"> <li>• Develops new and innovative ideas through exploration, analysis and critical thinking</li> <li>• Uses main features and functions of digital tools to complete work tasks and access information</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSLS407 Identify and plan sales prospects	BSBSLS407A Identify and plan sales prospects	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSLS407 Identify and plan sales prospects

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- evaluate and select the use and management of different sales prospecting methods
- develop, monitor and refine a system for recording prospecting methods
- plan, document and monitor individualised sales plan
- establish data collection system
- use appropriate technology
- organise, analyse and delegate workloads to maximise productivity
- identify and monitor symptoms of stress.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe information management strategies used to manage prospect and sales data
- identify key principles associated with self-management
- outline key provisions of relevant legislation, codes of practice and national standards related to the sales environment
- describe prospecting methods used in sales process
- identify principles of buyer motives
- describe strategies and techniques used to prevent and manage stress.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – sales field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSLS408 Present, secure and support sales solutions

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to present sales solutions that respond to specific buying needs of a client, and to use sales processes associated with securing prospect commitment to proceed with a sale.

It also includes attending to post-sales activities that build and strengthen the partnership between a salesperson and client, and enhance the likelihood of future sales.

It applies to individuals working in sales-related positions in a small, medium or large enterprise, in a wide variety of industries, who may provide sales solutions individually, or provide advice and support on aspects of sales solutions to support a sales team.

No licensing, legislative or certification requirements apply to this unit at the time of publication

### Unit Sector

Business Development – Sales

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for sales presentation	1.1 Obtain and organise products, ideas and services for use within sales presentation 1.2 Review product information to ensure familiarity with products

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Identify sales tactics, and assess and choose options that meet needs and preferences of the prospect</p> <p>1.4 Consider variety of sales solutions and prepare to meet buyer needs</p> <p>1.5 Identify and select sales aids</p> <p>1.6 Identify alternatives for prospects and assess in relation to anticipated buyer needs</p>
2. Present sales solution	<p>2.1 Use gestures, posture, body language, facial expressions and voice to create a supportive selling environment</p> <p>2.2 Use listening skills and open-ended questions to identify buyer needs, preferences, motives and objections</p> <p>2.3 Adjust presentation to match needs and preferences of buyer</p> <p>2.4 Use persuasive communication techniques to secure buyer interest</p> <p>2.5 Ensure presentation demonstrates and communicates key features of product and emphasises benefits in relation to identified buyer needs</p> <p>2.6 Obtain and present proof of benefits through product purchase</p> <p>2.7 Use sales aids to build buyer understanding of how product aligns with needs</p>
3. Respond to buyer signals	<p>3.1 Identify and assess verbal and non-verbal buying signals</p> <p>3.2 Use probing to identify source of buyer resistance</p> <p>3.3 Identify strengths and limitations of buyer resistance strategies</p> <p>3.4 Select and implement strategy for managing buyer resistance</p> <p>3.5 Use trial closes strategically during different stages of sales process</p>
4. Negotiate and finalise sale	<p>4.1 Initiate formal close to sales process following one or more trial closes</p> <p>4.2 Select strategy to close sale, and use supportive and confirming language to support closure</p> <p>4.3 Negotiate conditions of agreement, outline a summary of agreement to buyer, and confirm buyer's decision</p> <p>4.4 Provide advice on financing arrangements, if required</p> <p>4.5 Prepare and complete sales documents, and process and monitor client order</p>

ELEMENT	PERFORMANCE CRITERIA
	4.6 Identify and present cross-selling opportunities to buyer
5. Support post-sale activities	<p>5.1 Ensure contact is made with buyer post-sale to ensure agreed expectations have been met</p> <p>5.2 Provide technical assistance or advice and assist clients to access appropriate after-sales support</p> <p>5.3 Use feedback solicitation regarding sales process and product satisfaction</p> <p>5.4 Address and resolve service problems and difficulties identified through feedback</p> <p>5.5 Develop and implement client loyalty strategies to secure buyer loyalty and facilitate ongoing contact</p> <p>5.6 Offer and implement additional sales solutions and benefits to clients when opportunities arise</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.7, 4.3-4.6, 5.1-5.6	<ul style="list-style-type: none"> <li>Analyses and evaluates textual information to develop research strategies, integrate facts and ideas, and meet organisational requirements</li> </ul>
Writing	1.1, 4.5-4.6, 5.1-5.6	<ul style="list-style-type: none"> <li>Creates documents using specific and detailed language to convey explicit information, requirements and recommendations</li> </ul>
Oral Communication	1.1, 2.1-2.7, 3.1-3.5, 4.1-4.6, 5.1-5.6	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning, and</li> <li>Participates in discussions using detailed, clear and persuasive language to contribute details, express requirements and provide advice</li> </ul>
Numeracy	2.6, 4.3-4.5, 5.5	<ul style="list-style-type: none"> <li>Identifies, interprets and compares mathematical information in simple and familiar written texts</li> </ul>
Interact with others	2.3, 2.4, 3.2-3.4, 4.2, 5.3-5.5	<ul style="list-style-type: none"> <li>Uses a range of interpersonal skills to build rapport and establish relationships with others</li> <li>Tailors communication to achieve purpose, demonstrating a sophisticated understanding of audience needs</li> </ul>

Get the work done	1.1-1.3, 2.1-2.7, 3.2, 3.4, 3.5, 4.1-4.6, 5.1-5.6	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities to achieve outcomes in a timely fashion</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, designing strategies, gathering relevant information and evaluating options</li> <li>Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> <li>Uses main features and functions of digital tools to complete work tasks and access information</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSLS408 Present, secure and support sales solutions	BSBSLS408A Present, secure and support sales solutions	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSLS408 Present, secure and support sales solutions

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- identify principles of effective sales presentation
- identify buyer needs and present sales solution
- manage buyer resistance
- finalise a sale
- implement support for post-sale activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate detailed product knowledge, including product:
  - advantages and disadvantages
  - features
  - service benefits
- identify materials and aids that support presentations
- identify principles for achieving an effective sales presentation mix
- describe statistical methods used to demonstrate sales performance
- describe strategies used to:
  - manage client accounts
  - build client goodwill
  - develop client loyalty.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – sales field of work and include access to:

- office equipment and resources
- support materials for effective presentations
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSLS501 Develop a sales plan

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to develop a sales plan for a product or service for a team covering a specified sales territory based on strategic objectives and in accordance with established performance targets.

It applies to individuals working in a supervisory or managerial sales role who develop a sales plan for a product or service.

No licensing, legislative or certification requirements apply to this unit at the time of publication

### Unit Sector

Business Development – Sales

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify organisational strategic direction	1.1 Obtain and analyse assessment of market needs and strategic planning documents 1.2 Review previous sales performance and successful approaches to identify factors affecting performance 1.3 Analyse information on market needs, new opportunities, customer profiles and requirements as a basis for decision making
2. Establish performance	2.1 Determine practical and achievable sales targets

ELEMENT	PERFORMANCE CRITERIA
targets	2.2 Establish realistic time lines for achieving targets 2.3 Determine measures to allow for monitoring of performance 2.4 Ensure objectives of the sales plan and style of the campaign are consistent with organisational strategic objectives and corporate image
3. Develop a sales plan for a product	3.1 Determine approaches to be used to meet sales objectives 3.2 Identify additional expertise requirements and allocate budgetary resources accordingly 3.3 Identify risks and develop risk controls 3.4 Develop advertising and promotional strategy for product 3.5 Identify appropriate distribution channels for product 3.6 Prepare a budget for the sales plan 3.7 Present documented sales plan to appropriate personnel for approval
4. Identify support requirements	4.1 Identify and acquire staff resources to implement sales plan 4.2 Develop an appropriate selling approach 4.3 Train staff in the selling approach selected 4.4 Develop and assess staff knowledge of product to be sold
5. Monitor and review sales plan	5.1 Monitor implementation of the sales plan 5.2 Record data measuring performance versus sales targets 5.3 Make adjustments to sales plan as required to ensure required results are obtained

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.4, 3.5, 4.1, 5.1-5.3	<ul style="list-style-type: none"> <li>Analyses and interprets workplace documentation</li> <li>Recognises information in job specifications and work processes related to sales requirements</li> </ul>

Writing	1.2, 2.1-2.3, 3.1-3.6, 4.2, 4.3, 5.1- 5.3	<ul style="list-style-type: none"> <li>Accurately records information according to organisational requirements</li> <li>Composes and edits texts, selecting appropriate vocabulary and structure for audience and purpose</li> </ul>
Oral Communication	3.7, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Presents information to a range of audiences using appropriate structure and language</li> <li>Uses questioning and active listening to request feedback or to clarify or confirm understanding</li> </ul>
Numeracy	1.1-1.3, 2.1-2.3, 3.2, 3.6, 5.2-5.3	<ul style="list-style-type: none"> <li>Uses a wide range of mathematical calculations to enter or analyse information related to sales plans, targets and performance</li> </ul>
Navigate the world of work	1.1, 2.4	<ul style="list-style-type: none"> <li>Considers organisational goals when determining and developing sales plans and strategies</li> </ul>
Interact with others	3.7, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with a range of personnel</li> <li>Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve training goals</li> </ul>
Get the work done	1.1, 1.3, 2.1-2.3, 3.2-3.7, 4.1, 4.2, 4.4, 5.1, 5.3	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, designing strategies, gathering relevant information and evaluating options</li> <li>Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> <li>Develops new and innovative ideas through exploration, analysis and critical thinking</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSLS501 Develop a sales plan	BSBSLS501A Develop a sales plan	Updated to meet Standards for Training Packages  Minor edits to clarify the intent of	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
		Performance Criteria	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSLS501 Develop a sales plan

## Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to develop a sales plan for a product and sales territory that meets organisational strategic direction including:
  - resource requirements and budget
  - achievable sales targets
  - performance measures
  - approaches to be used to meet objectives
  - risk management
  - advertising and promotional strategy
  - product distribution channels
- acquire staff, develop selling approach and provide training support on product knowledge and sales approach
- monitor and evaluate performance and adjust the plan as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline principles and techniques for selling
- outline methods for monitoring sales outcomes
- explain the statistical techniques for analysing sales and market trends
- outline internal and external sources of information that are relevant to identifying organisational strategic direction and developing a product sales plan.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – sales field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB301 Investigate micro business opportunities

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to consider the major elements of a business idea, undertake research to determine viability of the business opportunity and present the idea with reference to the legislative frameworks affecting the business.

It applies to individuals who are establishing or operating a micro business for self-employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Describe business ideas	1.1 Gather information for business ideas from appropriate sources 1.2 List details of business ideas and opportunities 1.3 Research alternative business ideas in light of available



ELEMENT	PERFORMANCE CRITERIA
	resources 1.4 Specify and list products and services to match business ideas 1.5 Identify and research potential customer information for business ideas 1.6 Identify and take into account available financial, digital technology, business and technical skills when researching business opportunities
2. Identify market needs	2.1 Collect information regarding market size and potential from appropriate sources 2.2 Investigate market trends and developments to identify market needs relative to business ideas 2.3 Gather market information from primary and secondary sources to identify possible market needs in relation to business ideas 2.4 Identify ethical and cultural requirements of the market, and their relevance for business ideas 2.5 Identify new and emerging markets and document their features 2.6 Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1 Identify projected changes in population, economic activity and labour force that may impact business ideas 3.2 Identify movements in prices, and projected changes in availability of resources 3.3 Review trends and developments and identify their potential impact on business ideas

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1-2.6, 3.1-3.3	<ul style="list-style-type: none"> <li>Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet</li> </ul>

		business requirements
Writing	1.1, 1.2, 1.4, 1.5, 2.3, 2.5	<ul style="list-style-type: none"> <li>Uses factual information and industry related terminology to complete required documentation</li> </ul>
Oral Communication	1.1, 1.5, 2.3, 2.5	<ul style="list-style-type: none"> <li>Clearly articulates requests using specific and relevant language, and uses listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	2.1, 3.1, 3.2	<ul style="list-style-type: none"> <li>Extracts, evaluates and compares numerical information to determine resources and identify trends</li> </ul>
Get the work done	1.1, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2	<ul style="list-style-type: none"> <li>Identifies changes to processes, products or services within scope of own business opportunities</li> <li>May invest time in developing and shaping several options before making a final choice, using a combination of lateral and analytical thinking to tailor and strengthen an idea to suit needs, resources and constraints</li> <li>Uses a range of digitally based technology and applications to access and filter data, and then extract, organise, integrate and share relevant information in increasingly effective ways.</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB301 Investigate micro business opportunities Release 2	BSBSMB301 Investigate micro business opportunities Release 1	Minor edits to clarify intent of unit	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBSMB301 Investigate micro business opportunities

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- research and analyse information from a range of sources to investigate a business opportunity, including:
  - financial considerations
  - digital technologies
  - market size, potential and trends
  - ethical and cultural requirements of the market
  - resource availability
- review data for potential impact on the market, products, services and customers
- match products and services to the business opportunity.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- locate and outline legislation and regulation relevant to specific micro business opportunities being investigated
- identify sources of specialist advice on trends in new and emerging markets and decline and risk factors

- summarise benefits and challenges of digital technologies relevant to micro business opportunities
- describe appropriate business research methods and data collection tools and software.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- internet access for research
- data collection tools and software
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB402 Plan small business finances

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses and interpret financial data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of business products and services 1.2 Calculate prices based on costs and profit margin, as an hourly

ELEMENT	PERFORMANCE CRITERIA
	charge-out rate for labour or unit price for products 1.3 Calculate break-even sales point to establish business viability and profit margins 1.4 Identify appropriate pricing strategies in relation to market conditions to meet business profit targets 1.5 Prepare projected profit statement to supplement the business plan
2. Develop a financial plan	2.1 Set profit targets or goals to reflect owner's desired returns 2.2 Identify working capital requirements necessary to attain profit projections 2.3 Identify non-current asset requirements and consider alternative asset management strategies 2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5 Identify capital investment requirements accurately for each operational period 2.6 Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan/budget 3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives 3.3 Investigate cost of securing finance on optimal terms 3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.5, 3.1,	<ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex information from a range of sources</li> </ul>

	3.2	
Writing	1.1, 1.5, 2.1, 2.4, 3.2	<ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul>
Oral Communication	1.1, 3.2	<ul style="list-style-type: none"> <li>Uses specific and relevant language to secure finance and uses questioning and listening techniques to clarify outcomes</li> <li>Participates in verbal negotiations using tone and language suitable to audience</li> </ul>
Numeracy	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 3.4	<ul style="list-style-type: none"> <li>Analyses numerical information to determine costs, prices, profit and losses, and other financial data</li> </ul>
Navigate the world of work	2.4	<ul style="list-style-type: none"> <li>Appreciates implications of legal and regulatory responsibilities related to own work</li> </ul>
Get the work done	1.1, 1.4, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Sequences and schedules complex activities, including implementing and monitoring financial strategies</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary</li> <li>Regularly uses formal thinking techniques to generate new ideas</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB402 Plan small business finances Release 2	BSBSMB402 Plan small business finances Release 1	Updated to clarify intent	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSMB402 Plan small business finances

## Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the financial plan, including:
  - demonstrating an awareness of appropriate legal requirements
  - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin or mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
  - principles for preparation of cash flow forecasts
  - principles for preparation of profit and loss statements



- purpose of financial reports
- explain relevant accounting terminology
- describe working capital cycles.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- software for financial calculations
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB403 Market the small business

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0.  Version created to clarify intent
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear marketing strategy integrated into the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan  1.2 Evaluate customer base and target market for the small

ELEMENT	PERFORMANCE CRITERIA
	<p>business as a basis for marketing objectives and strategies</p> <p>1.3 Conduct a competitor analysis to inform development of marketing strategies</p> <p>1.4 Determine marketing objectives in consultation with relevant people and in accordance with the business plan</p> <p>1.5 Ensure strategies are ethically and culturally appropriate and aligned with customer and industry expectations</p>
2. Determine a marketing mix for the business	<p>2.1 Assess product mix, volumes and pricing opportunities to determine marketing focus and optimise profit</p> <p>2.2 Evaluate costs and benefits of using different distribution channels or providing different levels of customer service, and consider results in determining marketing mix</p> <p>2.3 Determine marketing and promotional activities including the role of digital engagement to suit target market</p> <p>2.4 Consider the customer journey and conversations in determining marketing mix</p>
3. Implement marketing strategies	<p>3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies</p> <p>3.2 Plan and implement marketing activities, in accordance with marketing objectives and budgetary requirements</p> <p>3.3 Consider digital devices, platforms and technologies for effectiveness in implementing marketing activities</p>
4. Monitor and improve marketing performance	<p>4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan</p> <p>4.2 Analyse performance gaps and take corrective action or set new targets</p> <p>4.3 Encourage all relevant people to propose ways to improve marketing performance</p> <p>4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes</p> <p>4.5 Conduct ongoing research of customer requirements and expectations in both on-line and off-line environments to identify opportunities for change and improvement</p> <p>4.6 Identify and respond to opportunities to aid business development through new technologies and different ways of</p>

ELEMENT	PERFORMANCE CRITERIA
	marketing

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	<ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex information from a range of sources</li> </ul>
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	<ul style="list-style-type: none"> <li>Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience</li> </ul>
Oral Communication	1.3, 3.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment</li> <li>Uses questioning and listening to check and confirm understanding</li> </ul>
Numeracy	2.1, 2.2, 3.2, 4.2	<ul style="list-style-type: none"> <li>Analyses numerical information to determine budgetary requirements and product quantities</li> <li>Uses a range of calculation methods to evaluate costs and benefits</li> </ul>
Navigate the world of work	4.5	<ul style="list-style-type: none"> <li>Regularly reviews current situation and develops strategies to address improvements in marketing performance</li> </ul>
Interact with others	4.3	<ul style="list-style-type: none"> <li>Recognises importance of building rapport to establish effective working relationships</li> </ul>
Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</li> <li>Identifies concepts, principles and features of approaches in use in other contexts, and redesigns</li> </ul>

		<p>these to suit own situation</p> <ul style="list-style-type: none"> <li>• Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB403 Market the small business Release 2	BSBSMB403 Market the small business Release 1	Updated to clarify intent	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSMB403 Market the small business

## Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0.  Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- determine marketing activity focus in line with objectives of the business plan
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
  - ability to optimise sales and profit
  - ability to evaluate costs and benefits
  - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- identify marketing opportunities in the digital environment
- develop approaches to engage, respond and monitor customers in the digital space
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- compare current digital devices, platforms and technologies for effectiveness in achieving marketing objectives
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business technology
- software for analysis of data
- workplace documents and case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB404 Undertake small business planning

### Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance



ELEMENT	PERFORMANCE CRITERIA
2. Develop a business plan	<p>2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives</p> <p>2.2 Research market needs, and market size and potential</p> <p>2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business</p> <p>2.4 Identify methods, from marketing strategies, to promote market exposure of the business</p> <p>2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives</p> <p>2.6 Identify staffing requirements to effectively produce or deliver products and services</p> <p>2.7 Identify, assess and prioritise internal and external risks</p> <p>2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources</p>
3. Develop strategies for minimising risks	<p>3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction</p> <p>3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements</p> <p>3.3 Develop a contingency plan to address possible areas of non-conformance with the plan</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	<ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex workplace documentation during planning process</li> </ul>
Writing	1.3, 2.3-2.7, 3.1-3.3	<ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul>
Oral	1.1, 3.1	<ul style="list-style-type: none"> <li>Articulates ideas and requirements clearly and</li> </ul>

Communication		creatively based on techniques appropriate to assess business performance
Numeracy	2.2, 2.3, 2.5-2.7	<ul style="list-style-type: none"> <li>Interprets numerical information to determine prospective markets, resource allocations and business profits/losses</li> </ul>
Navigate the world of work	2.1, 3.2	<ul style="list-style-type: none"> <li>Appreciates implications of legal and regulatory responsibilities related to own work</li> </ul>
Interact with others	3.1	<ul style="list-style-type: none"> <li>Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely</li> </ul>
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	<ul style="list-style-type: none"> <li>Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies</li> <li>Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</li> <li>Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation</li> <li>Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB404 Undertake small business planning Release 2	BSBSMB404 Undertake small business planning Release 1	Updated to clarify intent	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBSMB404 Undertake small business planning

## Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning

- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSUS201 Participate in environmentally sustainable work practices

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Sustainability

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	<ul style="list-style-type: none"> <li>Recognises and interprets textual information to establish job requirements from relevant information</li> </ul>
Writing	1.3, 1.4, 1.5, 2.2	<ul style="list-style-type: none"> <li>Completes documents using required formats</li> </ul>
Oral Communication	1.5, 2.2, 3.3	<ul style="list-style-type: none"> <li>Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person</li> </ul>
Numeracy	1.3	<ul style="list-style-type: none"> <li>Calculates basic metric measurements to determine resource usage</li> </ul>
Navigate the world of work	2.1	<ul style="list-style-type: none"> <li>Understands and adheres to legal and regulatory responsibilities related to own work</li> </ul>
Interact with others	1.5, 2.2, 3.2, 3.3	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts</li> <li>Collaborates and cooperates with others to achieve joint outcomes</li> </ul>
Get the work	1.1-1.4, 3.1, 3.3	<ul style="list-style-type: none"> <li>Implements actions as per plan, taking some responsibility for sequencing and timing of tasks</li> </ul>

done		<ul style="list-style-type: none"> <li>• Uses main features and functions of digital tools to complete work tasks and access information</li> <li>• Analyses current practices to identify opportunities for improvement.</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBSUS501 Develop workplace policy and procedures for sustainability

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Sustainability

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for

ELEMENT	PERFORMANCE CRITERIA
	<p>minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches</p> <p>1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost</p> <p>1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity</p> <p>1.7 Agree to appropriate methods of implementation, outcomes and performance indicators</p>
2. Communicate workplace sustainability policy	<p>2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders</p> <p>2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>
3. Implement workplace sustainability policy	<p>3.1 Develop and communicate procedures to help implement workplace sustainability policy</p> <p>3.2 Implement strategies for continuous improvement in resource efficiency</p> <p>3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches</p>
4. Review workplace sustainability policy implementation	<p>4.1 Document outcomes and provide feedback to key personnel and stakeholders</p> <p>4.2 Investigate successes or otherwise of policy</p> <p>4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance</p> <p>4.4 Modify policy and or procedures as required to ensure improvements are made</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 4.2, 4.3	<ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes</li> </ul>
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience</li> </ul>
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	<ul style="list-style-type: none"> <li>Presents information and seeks advice using language appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>
Numeracy	1.5, 4.3	<ul style="list-style-type: none"> <li>Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs</li> </ul>
Navigate the world of work	1.1-1.6, 3.1, 4.4	<ul style="list-style-type: none"> <li>Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals</li> </ul>
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders</li> </ul>
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements</li> <li>Sequences and schedules complex activities, monitors implementation, and manages relevant communication</li> <li>Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria</li> <li>Evaluates outcomes of decisions to identify opportunities for improvement</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
  - minimising resource use
  - resource efficiency
  - reducing toxic material and hazardous chemical use
  - employing life cycle management approaches
  - continuous improvement
- plan and implement sustainability policy and procedures including:
  - agreed outcomes
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# BSBWOR301 Organise personal work priorities and development

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Workplace Effectiveness

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	<p>2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs</p> <p>2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements</p> <p>2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements</p> <p>2.4 Identify signs of stress and effects on personal wellbeing</p> <p>2.5 Identify sources of stress and access appropriate supports and resolution strategies</p>
3. Co-ordinate personal skill development and learning	<p>3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements</p> <p>3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel</p> <p>3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development</p> <p>3.4 Incorporate formal and informal feedback into review of further learning needs</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.1-3.4	<ul style="list-style-type: none"> <li>Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences</li> </ul>
Reading	1.1, 1.2, 2.1	<ul style="list-style-type: none"> <li>Interprets textual information to determine organisation's procedures, own work performance and objectives</li> </ul>

Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>Prepares written reports and workplace documents that communicate information clearly and effectively</li> </ul>
Oral Communication	2.2, 2.3, 3.1, 3.2	<ul style="list-style-type: none"> <li>Clearly gives and receives feedback using specific and relevant language</li> <li>Uses listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	1.1, 1.3	<ul style="list-style-type: none"> <li>Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols</li> </ul>
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	<ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Fosters and nurtures a culture of constructive and respectful feedback</li> <li>Proactively collaborates with others to achieve specific goals</li> </ul>
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	<ul style="list-style-type: none"> <li>Plans and organises work commitments to ensure deadlines and objectives are met</li> <li>Uses formal analytical thinking techniques to recognise and respond to routine problems</li> <li>Uses digital systems and tools to enter, store and monitor information</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWOR301 Organise personal work priorities and development

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBWOR404 Develop work priorities

### Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Workplace Effectiveness

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans</p> <p>1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks</p>
2. Monitor own work performance	<p>2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives</p> <p>2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements</p> <p>2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements</p>
3. Co-ordinate professional development	<p>3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities</p> <p>3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues</p> <p>3.3 Use feedback to identify and develop ways to improve competence within available opportunities</p> <p>3.4 Identify, access and complete professional development activities to assist career development</p> <p>3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities</li> </ul>
Reading	1.2, 2.1, 2.3, 3.1, 3.5	<ul style="list-style-type: none"> <li>Recognises and interprets textual information from relevant sources to understand organisation's policies and practices</li> </ul>

Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	<ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul>
Oral Communication	2.2, 2.3, 3.2	<ul style="list-style-type: none"> <li>Provides or seeks information using language suitable to audience and context</li> <li>Employs listening and questioning techniques to confirm understanding</li> </ul>
Numeracy	1.1, 1.2, 1.3	<ul style="list-style-type: none"> <li>Interprets numerical information related to budgets and timeframes</li> </ul>
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	<ul style="list-style-type: none"> <li>Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures</li> </ul>
Interact with others	2.2, 2.3, 3.2	<ul style="list-style-type: none"> <li>Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information</li> <li>Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications</li> </ul>
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	<ul style="list-style-type: none"> <li>Plans, organises and implements tasks to meet organisational requirements</li> <li>Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans</li> <li>Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>





# Assessment Requirements for BSBWOR404 Develop work priorities

## Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBWOR501 Manage personal work priorities and professional development

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Workplace Effectiveness

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	<p>2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives</p> <p>2.2 Use technology efficiently and effectively to manage work priorities and commitments</p> <p>2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to</p>
3. Develop and maintain professional competence	<p>3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans</p> <p>3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence</p> <p>3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence</p> <p>3.4 Participate in networks to enhance personal knowledge, skills and work relationships</p> <p>3.5 Identify and develop new skills to achieve and maintain a competitive edge</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Investigates and uses a range of strategies to develop personal competence</li> </ul>
Reading	1.2, 3.1, 3.2	<ul style="list-style-type: none"> <li>Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning</li> </ul>
Writing	3.2	<ul style="list-style-type: none"> <li>Uses feedback to prepare reports that summarise ways to improve competence</li> </ul>
Oral Communication	3.2	<ul style="list-style-type: none"> <li>Uses active listening and questioning to seek and receive feedback</li> </ul>
Navigate the world of work	1.2, 2.1	<ul style="list-style-type: none"> <li>Understands how own role contributes to broader organisational goals</li> <li>Considers organisational protocols when planning own career development</li> </ul>

Interact with others	1.1, 3.2, 3.4	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders</li> <li>Uses interpersonal skills to establish and build positive working relationships with others</li> </ul>
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<ul style="list-style-type: none"> <li>Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare</li> <li>Identifies and uses appropriate technology to improve work efficiency</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	<p>Updated to meet Standards for Training Packages</p> <p>Minor edits to clarify Performance Criteria</p>	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

## Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBWOR502 Lead and manage team effectiveness

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Workplace Effectiveness

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	<p>2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team</p> <p>2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities</p> <p>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed</p>
3. Facilitate teamwork	<p>3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes</p> <p>3.2 Support the team in identifying and resolving work performance problems</p> <p>3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders</p>
4. Liaise with stakeholders	<p>4.1 Establish and maintain open communication processes with all stakeholders</p> <p>4.2 Communicate information from line manager/management to the team</p> <p>4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders</p> <p>4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description

Reading	1.1, 4.4	<ul style="list-style-type: none"> <li>Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action</li> </ul>
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul>
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> <li>Engages in discussions or provides information using appropriate vocabulary and non-verbal features</li> <li>Uses listening and questioning techniques to confirm understanding and to engage the audience</li> </ul>
Navigate the world of work	1.1, 2.1, 2.2, 3.3	<ul style="list-style-type: none"> <li>Understands how own role contributes to broader organisational goals</li> <li>Modifies or develops policies and procedures to achieve organisational goals</li> </ul>
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders</li> <li>Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use</li> <li>Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others</li> <li>Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others</li> </ul>
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	<ul style="list-style-type: none"> <li>Develops, implements and monitors plans and processes to ensure team effectiveness</li> <li>Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes</li> <li>Plans for unexpected outcomes and implements creative responses to overcome challenges</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
		Title change	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
  - encouraging and fostering shared understanding of purpose, roles and responsibilities
  - identifying and resolving problems
  - providing feedback to encourage, value and reward others
  - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

## **Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# ICTDBS504 Integrate database with a website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to ensure the database is integrated with a website.

It applies to individuals employed as web developers who are responsible for creating data-driven web applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Database

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Connect to the database	1.1 Identify site data needs from the technical requirements 1.2 Connect to the database from a web application using a web development language
2. Retrieve data from database and display on web pages	2.1 Retrieve data using structured query language (SQL) 2.2 Display the data in the most appropriate control 2.3 Format the data so that it is displayed in the most effective way

ELEMENT	PERFORMANCE CRITERIA
3. Update the database data from user input	3.1 Update the existing data stored in the database with user-supplied input 3.2 Insert the data in the database with user-supplied input 3.3 Delete the data stored in the database 3.4 Validate the data and check for errors

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 3.1, 3.3, 3.4	<ul style="list-style-type: none"> <li>Interprets textual information from the sources in order to identify relevant and key information</li> </ul>
Writing	1.2, 2.3, 3.1, 3.2	<ul style="list-style-type: none"> <li>Writes and edits computer input data, code and technical data, ensuring correct syntax and accuracy</li> </ul>
Get the work done	All	<ul style="list-style-type: none"> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, and identifying, and evaluating options against agreed criteria</li> <li>Uses analytical processes to decide on a course of action, and establishes the criteria for deciding between different options</li> <li>Demonstrates a sophisticated understanding of principles, concepts, language and practices associated with the digital world, and uses these to connect to a database from a web application, retrieving, displaying and updating data</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalent status
ICTDBS504 Integrate database with a website	ICADBS504A Integrate database with a website	Updated to meet Standards for Training Packages.	Equivalent unit



<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalent status</b>
		Minor edits to clarify intent of the performance criteria	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTDBS504 Integrate database with a website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- access database using a web development language
- retrieve and display web-based data
- update web-based data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe a database structure
- outline internet technology as it relates to the use of databases
- identify and apply programming control structures, including object-oriented programming and structured query language (SQL)
- explain web programming concepts, including:
  - authentication and web security
  - hypertext transfer protocol (HTTP)
  - session management
  - defining the principles of stateless programming.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the database field of work, and include access to:

- equipment

- industry software packages
- the requirements documentation
- a web server
- a database
- the web development environment
- browsers.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTNWK414 Create a common gateway interface script

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to define and produce common gateway interface (CGI) script and install that script on a server.

It applies to individuals working in the network or web development area who are required to use CGI scripting as a common means of interacting with websites, providing security access to directories and databases.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Networking

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Define specification for CGI script	1.1 Determine the functionality of the CGI form 1.2 Define the functionality of the CGI script 1.3 Choose appropriate language in which to write the CGI script 1.4 Determine server requirements
2. Create CGI form and write script	2.1 Produce a hypertext markup language (HTML) web document that uses the form elements required by the CGI

ELEMENT	PERFORMANCE CRITERIA
	<p>script specification and includes the uniform resource locator (URL) for the CGI script</p> <p>2.2 Write the CGI script to function as required by the CGI script specification</p>
3. Test CGI script	<p>3.1 Configure the server, if required, that will host the CGI script</p> <p>3.2 Upload the CGI script to the server</p> <p>3.3 Run the CGI form and assess its output</p> <p>3.4 Reiterate until the specification for the CGI script is met</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Writing	1.2, 2.1, 2.2	<ul style="list-style-type: none"> <li>Prepares workplace documentation that incorporates an evaluation of technical information and specialised and cohesive language in a format and style appropriate to a specific audience</li> </ul>
Numeracy	2.1, 3.3, 3.4	<ul style="list-style-type: none"> <li>Analyses numerical data to determine functionality of script</li> </ul>
Get the work done	1.1, 1.3, 1.4, 2.1, 3.1-3.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing, prioritising and monitoring own work</li> <li>Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role</li> <li>Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks</li> <li>Makes a range of important decisions in relatively complex situations, taking a range of constraints into account</li> <li>When dealing with complex issues, may use intuition to identify the general problem area, switching to analytical processes to clarify goals</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICTNWK414 Create a common gateway interface script	ICANWK414A Create a common gateway interface script	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTNWK414 Create a common gateway interface script

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- review the requirements
- produce common gateway interface (CGI) forms and scripts to meet the requirements
- upload scripts to a server
- test the script and rework until requirements are met.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe a scripting language suitable for CGI
- describe CGI 1.1/1.2 specifications and their functionality
- describe the security issues surrounding CGI
- outline common web servers
- outline the principles behind copyleft and Free Software Foundation
- describe copyright and intellectual property issues relating to programming.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- web servers
- an e-business website
- file transfer protocol (FTP) or file transfer client software

- server access.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>



# ICTWEB410 Apply web authoring tool to convert client data for websites

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0

## Application

This unit describes the skills and knowledge required to use web development software to create website content. The unit is designed to use a web-authoring tool to convert text and images to the appropriate web protocols.

It applies to individuals employed as web developers who are responsible for developing websites using client data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Create the files	1.1 Create files and save, in the correct location and directory 1.2 Insert and format text content, according to the business requirements 1.3 Insert and optimise images, as required
2. Create the formatting	2.1 Create basic external cascading style sheets (CSS)

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
templates	2.2 Define styles for the required tags, according to the business requirements 2.3 Link CSS to the files, and display formatting
3. Define library items	3.1 Identify items that recur on several pages, and include in the library 3.2 Format selected items, according to CSS definition 3.3 Check the tags of selected items 3.4 Create and clearly name, the selected library items 3.5 Update the items contained in the library, according to the business requirements
4. Develop the templates	4.1 Create and save file as template, and link with CSS 4.2 Format the template and create, and name, editable regions 4.3 Place the generic image icons in a page, as required by the business image 4.4 Save and modify the templates
5. Identify the authoring requirements	5.1 Select the preferred web authoring tool, according to the business requirements 5.2 Set the preferences for the web-authoring tool, including the site file transfer protocol (FTP) client 5.3 Customise and navigate, the web author tool environment or workspace, to meet individual requirements 5.4 Select buttons and tools, both opened and closed, to access the full range of features 5.5 Define and name the site and root folder
6. Create simple forms	6.1 Add form elements to the page 6.2 Set the form element properties for each form element 6.3 Insert additional fields, as required for the processing form 6.4 Identify the availability, and location, of the common gateway interface (CGI) script 6.5 Connect the form to a script in a server CGI bin 6.6 Test the form to ensure that there are no errors
7. Create simple navigation	7.1 Create the site map in order to plan navigation 7.2 Create the links between pages to reflect the content structure,

ELEMENT	PERFORMANCE CRITERIA
	using both text and images 7.3 Check the links in multiple browsers for errors 7.4 Check the website content across a number of different browsers, and browser versions, to ensure consistency of presentation, performance and accessibility

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 3.1, 3.2, 3.5, 5.1-5.5	<ul style="list-style-type: none"> <li>Identifies, and interprets, information from technical and business documentation to complete a work tasks, according to the business requirements and technical specifications</li> </ul>
Writing	1.1-1.3, 2.1-2.3, 3.2, 3.4, 3.5, 4.1-4.4, 5.2-5.5, 6.1-6.5, 7.1-7.3	<ul style="list-style-type: none"> <li>Uses specific software and technical language to create, format, review, save and access web based documents, templates, diagrams and images</li> <li>Electronically enters data and information that meet business requirements, and adheres to the technical requirements and specifications</li> </ul>
Navigate the world of work	1.1, 2.2, 3.5, 5.1	<ul style="list-style-type: none"> <li>Completes tasks in accordance with the specified business requirements</li> </ul>
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.6, 7.1-7.4	<ul style="list-style-type: none"> <li>Prioritises and monitors own work</li> <li>Solves operational problems, as they arise</li> <li>Analyses the business requirements and interprets the technical aspects of implementation</li> <li>Designs simple forms</li> <li>Operates software applications, selects the appropriate authoring tools to meet the required specifications, and writes and maintains, the hypertext markup language (HTML)</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICTWEB410 Apply web authoring tool to convert client data for websites	ICAWEB410A Apply web authoring tool to convert client data for websites	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTWEB410 Apply web authoring tool to convert client data for websites

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop web content, using authoring tools to meet the business requirements
- create cascading style sheets (CSS)
- define library items
- create templates
- use authoring tools to create cross-browser web documents
- create forms
- create navigation tools.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe, the client business domain
- identify and describe the legislation, regulations, codes of practice and standards, as they relate to websites
- outline the accessibility guidelines regarding web-authoring tools
- explain the standard generalised markup language (SGML), and describe the associated standards
- describe standard web and CSS design principles and structures.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances should be typical of those experienced in the website technologies field of work, and include access to:

- special purpose tools, equipment and materials
- industry software packages
- the website, where content may be developed
- site authoring software and tools
- the business expectations brief
- the appropriate standards, and current legislation.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTWEB418 Use development software and ICT tools to build a basic website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to build a basic website, consistent with the design, technical requirements and expectations, of a client's business, using current industry software and tools.

It applies to individuals working as web developers who use a wide range of knowledge and skills across a range of general information and communications technology (ICT) environments, and support small to medium enterprises (SMEs) that require broader, rather than more specialised, ICT support.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and analyse the website structure and development tools	1.1 Analyse the business specification, and select the appropriate software 1.2 Identify the website's technical needs, and select the appropriate software tools

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Identify the site's structure and navigation flow, and demonstrate an understanding of functionality</p> <p>1.4 Review the design documentation, and integrate the design work with the site's structure and navigation, according to web development standards</p>
2. Begin site construction	<p>2.1 Take action to ensure user input during website construction</p> <p>2.2 Validate the existing information and basic content, when incorporating data on the website</p> <p>2.3 Apply consistent design specifications to all aspects of the website</p> <p>2.4 Gather feedback from the user on web design, content, accessibility and structure, using the appropriate feedback mechanism</p>
3. Complete and validate the website construction and content	<p>3.1 Undertake an evaluation of the website, against the technical requirements and the design specification</p> <p>3.2 Test each function, and, process of the website</p> <p>3.3 Conduct navigation tests and hypertext markup language (HTML) compliance with website standards</p> <p>3.4 Stress test the website to meet the design criteria and user load</p> <p>3.5 Record testing results to ensure that the website meets user requirements</p> <p>3.6 Obtain the sign-off and approval of the user</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.1	<ul style="list-style-type: none"> <li>Critically analyses complex documentation from a variety of sources, and consolidates information relating to specific criteria to determine requirements</li> </ul>
Writing	2.1, 2.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>Prepares and produces dynamic material for a specific audience, using clear and detailed language in order to convey explicit information, requirements and recommendations</li> </ul>



Oral Communication	2.1, 2.4, 3.6	<ul style="list-style-type: none"> <li>Uses collaborative and inclusive techniques, including active listening and questioning, and reading of verbal and non-verbal signals, to convey and clarify information, and to confirm understanding</li> </ul>
Navigate the world of work	1.4, 3.3	<ul style="list-style-type: none"> <li>Accepts responsibility and ownership for the task, and makes decisions on completion parameters, and the need for coordination with others</li> <li>Takes personal responsibility for following explicit and implicit policies, procedures and standards</li> </ul>
Interact with others	2.1, 2.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols, when communicating with clients in a range of work contexts</li> <li>Uses a range of strategies, to establish a sense of connection, and to build rapport with clients and co-workers</li> <li>Elicits and provides feedback to others</li> </ul>
Get the work done	1.1-1.4, 2.2, 2.3, 3.1-3.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing, and prioritising tasks and own workload, for efficiency and effective outcomes</li> <li>Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations</li> <li>Addresses less predictable problems and initiates standard procedures in response to these problems, applying problem-solving processes in determining a solution</li> <li>Uses familiar digital technologies and systems, to access information, search and enter data, and code, present information and communicate with others, cognisant of data security and safety</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB418 Use development software and	ICAWEB418A Use development software and	Updated to meet Standards for Training	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICT tools to build a basic website	IT tools to build a basic website	Packages.  Minor change to title.	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTWEB418 Use development software and ICT tools to build a basic website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- conduct an assessment of, and document the specifications relating to, the client’s website needs
- build a basic website according to client specifications
- validate the final web design against the client’s requirements
- confirm and obtain client sign off.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline a basic knowledge of:
  - design principles
  - the issues around accessibility and equity principles, when building for diverse users
- identify and describe the software, and tools, that are used in website development
- outline the general principles of the standard generalised markup language (SGML), and associated documentation standards
- outline the principles of website design
- describe the technical attributes specific to the web
- describe and apply, the types of code used in the generation of web sites.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- basic website specifications and guidelines
- the website development software and tools
- an internet server
- organisational and industry standards.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTWEB419 Develop guidelines for uploading information to a website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to support the effective operation of a website, by establishing content upload guidelines and procedures, in the context of site policies.

It applies to individuals who work in website maintenance roles who are required to ensure that a website remains operational.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop site policies	1.1 Develop and disseminate policies on acceptable usage, security, privacy and copyright issues, based on technical security and privacy requirements 1.2 Develop and disseminate, roles and responsibilities for updating and loading content, and removing redundant information 1.3 Document and disseminate information about the nature of

ELEMENT	PERFORMANCE CRITERIA
	<p>content able to be updated and loaded</p> <p>1.4 Establish the upload documentation, and disseminate the processes and procedures for the updating, loading or removal of content on the site</p> <p>1.5 Implement automatic and routine, updating and archiving procedures</p>
2. Establish the updating and loading procedures	<p>2.1 Allocate, and make available to contributors, directory space to update and load new site content</p> <p>2.2 Identify and make available for use, authoring guides and resources, based on cascading style sheets (CSS) and business style guides</p> <p>2.3 Develop and make available, new content templates to be applied by authors for use based on CSS parameters</p> <p>2.4 Allocate and monitor server permissions</p> <p>2.5 Identify preferred file transfer protocol (FTP) client based on best fit with the technical environment, and make available for use</p> <p>2.6 Customise the FTP client to meet requirements</p> <p>2.7 Identify and develop authoring support tools, such as help files and links</p> <p>2.8 Disseminate authoring support tools, such as help files and links, as necessary</p>
3. Document the guidelines	<p>3.1 Develop documentation for loading information, taking into consideration security and privacy</p> <p>3.2 Document and make available, links to recommended support tools</p> <p>3.3 Automate the details of recent updates and loading of information, and document on the site</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2, 2.5	<ul style="list-style-type: none"> <li>Critically analyses complex documentation from a variety of sources, and consolidates information, relating</li> </ul>

		to specific criteria to determine requirements
Writing	1.1-1.5, 2.3, 2.7, 3.1-3.3	<ul style="list-style-type: none"> <li>Develops procedural material for a specific audience, using clear and detailed language, in order to convey explicit information, requirements and recommendations</li> </ul>
Navigate the world of work	1.1, 1.2, 1.5, 3.1	<ul style="list-style-type: none"> <li>Modifies or develops organisational policies and procedures, to comply with legislative requirements and organisation goals</li> <li>Contributes to roles and responsibilities, of self and others</li> </ul>
Interact with others	1.1-1.4, 2.1, 2.4, 2.8, 3.2	<ul style="list-style-type: none"> <li>Selects and uses, the appropriate conventions and protocols when communicating with clients and co-workers, in a range of work contexts</li> <li>Uses a range of strategies to establish a sense of connection, and to build rapport with clients and co-workers</li> <li>Cooperates with others, and contributes to work practices, where joint outcomes are expected, and deadlines are to be met</li> <li>Identifies and explores, differences in a diverse range of people in the work context, and makes adjustments to communication in recognition of these differences</li> </ul>
Get the work done	1.1-1.5, 2.1, 2.2, 2.4-2.7, 3.3	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks and own workload, for efficiency and effective outcomes</li> <li>Contributes to the continuous improvement of current work practices, by applying basic principles of analytical and lateral thinking</li> <li>Uses familiar digital technologies and systems to access information, search and enter data, present information and communicate with others, cognisant of data security and safety</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB419 Develop guidelines for uploading	ICAWEB419A Develop guidelines for uploading	Updated to meet Standards for Training	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
information to a website	information to a website	Packages	

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>



# Assessment Requirements for ICTWEB419 Develop guidelines for uploading information to a website

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop a policy for uploading and removing website content that:
  - ensures that the policy reflects the strategic intent of the site, while maintaining site security and privacy standards
  - adheres to quality standards for the updating process and data
  - ensures that updates occur in a secure and convenient manner
  - develops updating and loading procedures for website content
  - reviews guidelines for uploading content to websites.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline copyright and intellectual property issues
- summarise the information architecture
- identify and describe, internet protocols
- outline the procedures for disseminating and documenting technical specifications
- clarify the website's architecture and business process design, and how e-business sites may fit into corporate strategy.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- the servers
- an e-business website
- the file transfer protocol (FTP) software
- the organisational documentation, requirements and guidelines.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTWEB421 Ensure website content meets technical protocols and standards

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to ensure content for a website is in accordance with customer specifications, and is compatible with the appropriate technical and infrastructure protocols.

It applies to individuals working in the web development area who are required to populate websites according to clear benchmarks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Confirm that content meets the required standards	1.1 Take action to ensure that text-based content meets client needs, and the required style standards 1.2 Confirm that the multimedia-based content meets the business design standards, or the overall look of the website 1.3 Check that the mix between multimedia and text-based content, provides the required level of interaction identified in the

ELEMENT	PERFORMANCE CRITERIA
	<p>project brief</p> <p>1.4 Test that the content conforms to client expectations and the technology</p>
2. Confirm that the technology supports the content	<p>2.1 Take action to ensure that the protocols required for multimedia content are available</p> <p>2.2 Check and confirm, that the bandwidth required to support the content is available</p> <p>2.3 Check and confirm, that the servers support the content and levels of interaction</p> <p>2.4 Check and confirm, that the plug-ins required to support content are made available</p> <p>2.5 Test and confirm, that compression techniques support delivery of content</p>
3. Test the content	<p>3.1 Test and confirm that content displays as intended and according to business requirements in target browsers</p> <p>3.2 Test with beta users that content encourages interaction and content interaction performs as intended and record results</p> <p>3.3 Test and confirm that plug-ins download with a minimum of steps, complication and time</p> <p>3.4 Test that interactive tools are available and provide the expected results</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.2, 3.1	<ul style="list-style-type: none"> <li>Identifies and analyses, online information and client specifications, to ensure that all business requirements are met</li> </ul>
Writing	3.2	<ul style="list-style-type: none"> <li>Documents outcomes of tests using industry relevant terminology and recognised symbols</li> </ul>
Oral Communication	1.1	<ul style="list-style-type: none"> <li>Clearly articulates requirements, using the language appropriate to the audience, and participates in a verbal exchange of ideas/solutions</li> </ul>

Numeracy	3.3	<ul style="list-style-type: none"> <li>Uses basic mathematical formula to time technological processes</li> </ul>
Navigate the world of work	1.1, 1.2, 3.1	<ul style="list-style-type: none"> <li>Takes personal responsibility for following explicit and implicit policies, procedures and specifications</li> </ul>
Interact with others	1.1, 1.2, 3.2	<ul style="list-style-type: none"> <li>Elicits feedback and provides feedback to others, in order to improve work practices and processes</li> <li>Selects and uses the appropriate conventions and protocols, when communicating with clients and co-workers in a range of work contexts</li> </ul>
Get the work done	1.1, 1.4, 2.1-2.5, 3.1-3.4	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks and own workload, for efficiency and effective outcomes</li> <li>Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations</li> <li>Uses familiar digital technologies and systems to access information, search and enter, data and code, present information, and communicate with others, cognisant of data security and safety</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB421 Ensure website content meets technical protocols and standards	ICAWEB421A Ensure website content meets technical protocols and standards	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>



## Assessment Requirements for ICTWEB421 Ensure website content meets technical protocols and standards

### Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

### Performance Evidence

Evidence of the ability to:

- carry out checks and tests, for a mix of content for a website, to ensure that it meets specifications and standards
- check and use, correct streaming and compression techniques
- manage the file transfer protocols (FTPs)
- test and confirm, content functionality and operability.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the applicability of copyright, privacy and intellectual property to website development
- explain common software compression algorithms, and associated technologies
- summarise the file transfer protocol (FTP) software protocols
- identify and summarise internet protocols
- explain the server access security principles and procedures
- outline the server operating systems
- summarise streaming technologies.

### Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work and, include access to:

- documents detailing organisational style guide or policies
- a personal computer, on which software installation may be performed
- compression and streaming software
- an internet connection
- a live network
- network components, hardware and software
- networked computers
- a server, and workstation hardware and software
- style guides, and the design brief
- technical documentation and installation manuals
- software currently used in industry
- vendor hardware and software components.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>



# ICTWEB429 Create a markup language document to specification

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to use a text editor to design, create and save web pages to a given specification, rather than using an authoring tool.

It applies to individuals working as web designers and developers who interpret client briefs, generate a framework for internet information, and are resourceful in their application of technology in using a markup language.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Analyse the specifications and requirements	1.1 Determine the uses and audience of the document 1.2 Determine the appropriate markup language, based on the document's uses and audience, and current industry best practice 1.3 Determine the document structure
2. Create the document	2.1 Create and assign the basic elements of the document, taking

ELEMENT	PERFORMANCE CRITERIA
structure	into account accessibility 2.2 Mark-up the sections of the document required to describe the structure
3. Incorporate the web page components	3.1 Identify the web page components 3.2 Evaluate suitable web page components 3.3 Include the required web page components
4. Validate the documents	4.1 Validate the markup language document, against the specifications and record the outcomes 4.2 Validate the markup language document in different browsers for compatibility, and record the outcomes

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.3, 4.1, 4.2	<ul style="list-style-type: none"> <li>Identifies, analyses and evaluates instructions, technical information and industry guidelines, to determine client needs and business requirements</li> </ul>
Writing	1.3, 2.1, 2.2, 3.3, 4.1, 4.2	<ul style="list-style-type: none"> <li>Produces documentation for a specific audience, using clear and detailed language in order to convey explicit information</li> <li>Writes, edits and proofreads documents to ensure clarity of meaning, and accuracy and consistency of information</li> </ul>
Navigate the world of work	1.2	<ul style="list-style-type: none"> <li>Takes personal responsibility for following explicit and implicit policies, procedures and industry best practice</li> </ul>
Get the work done	1.1, 1.2, 3.1, 3.2, 4.1, 4.2	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks and own workload, for efficiency and effective outcomes</li> <li>Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations</li> <li>Addresses less predictable problems and initiates standard procedures in response to these problems,</li> </ul>

		<p>applying problem-solving processes in determining a solution</p> <ul style="list-style-type: none"> <li>• Uses familiar digital technologies and systems to access information, search and enter, data and code, present information, and communicate with others, cognisant of data security and safety</li> </ul>
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## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB429 Create a markup language document to specification	ICAWEB429A Create a markup language document to specification	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTWEB429 Create a markup language document to specification

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- design, create and save a document using a markup language, without using an automated code generation program
- use a text editor for generating the markup language code for use on common web browsers
- validate the markup document against the standards set by the World Wide Web Consortium (W3C).

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- recognise and outline the use of markup languages including:
  - dynamic hypertext markup language (DHTML)
  - hypertext markup language (HTML)
  - standard generalised markup language (SGML)
  - virtual reality modelling language (VRML)
  - extensible hypertext markup language (XHTML)
  - extensible markup language (XML)
- identify and describe, standards applicable to a markup language
- summarise the range of available web browsers and their accessibility
- identify and describe, the issues of accessibility.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- an organisational style guide or policy
- all user requirements
- a text editor
- a range of browsers
- the internet, to validate the markup.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTWEB502 Create dynamic web pages

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to produce both server and client-side content.

It applies to individuals working as web developers who are responsible for creating dynamic pages to provide interaction between the user and the website. They use highly developed technical and analytical skills when developing the user-website interface.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the client and server-side dynamic content	1.1 Review the technical requirements 1.2 Identify the sections of the website, requiring client-side dynamic content 1.3 Identify the sections of the website, requiring server-side dynamic content 1.4 Select the appropriate languages and technology to meet the

ELEMENT	PERFORMANCE CRITERIA
	requirements
2. Create the dynamic content	2.1 Create pages using the appropriate languages 2.2 Ensure that the code conforms to current industry best practice and standards
3. Test the dynamic pages	3.1 Test the website in a variety of browsers 3.2 Ensure that the required dynamic content functions according to the specified requirements

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 3.2	<ul style="list-style-type: none"> <li>Critically analyses documentation from a variety of sources and records, and consolidates information, to determine requirements</li> </ul>
Writing	2.1	<ul style="list-style-type: none"> <li>Prepares documentation expressing ideas, explores complex issues, and is constructed logically, succinctly and accurately</li> <li>Writes and edits computer code, and technical data, to ensure the correct syntax and accuracy</li> </ul>
Navigate the world of work	2.1	<ul style="list-style-type: none"> <li>Takes full responsibility for following policies, procedures and standards</li> </ul>
Get the work done	1.2-1.4, 3.1, 3.2	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness</li> <li>Applies systematic and analytical decision-making processes for complex and non-routine situations</li> <li>Uses and investigates new digital technologies, and applications, to manage and manipulate data, and to communicate effectively with others in a secure and stable digital environment</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICTWEB502 Create dynamic web pages	ICAWEB502A Create dynamic web pages	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>



# Assessment Requirements for ICTWEB502 Create dynamic web pages

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- produce dynamic web pages that include both client and server-side dynamic content
- create efficient and effective code to meet technical requirements
- test the website and code in a variety of web browsers.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain web-programming concepts, including:
  - authentication and web security
  - hypertext transfer protocol (HTTP)
  - session management
  - stateless programming
- identify and describe internet technologies including:
  - programming control structures
  - object-oriented programming
- recognise and outline various web browsers.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- a development environment
- a server
- a database server
- browsers.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# ICTWEB506 Develop complex cascading style sheets

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Application

This unit describes the skills and knowledge required to develop complex cascading style sheets (CSS) that are attached to a markup language document.

It applies to individuals working as web designers and developers who are involved in the layout and appearance of web pages, and have a highly developed understanding of design principles, and software languages, and can apply protocols and standards proficiently.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Web

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the requirements and develop CSS	1.1 Obtain user requirements for style 1.2 Develop CSS to match user requirements
2. Use advanced CSS techniques to create web pages	2.1 Style the elements of a web page, using advanced CSS techniques 2.2 Position the document elements, using advanced CSS

ELEMENT	PERFORMANCE CRITERIA
	2.3 Apply the style sheets to multiple pages in a website
3. Ensure web page and CSS are validated and tested in all major browsers	3.1 Validate CSS against industry standards 3.2 Test the website in various browsers 3.3 Rectify browser differences to ensure that the website is accessible

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 2.3, 3.1	<ul style="list-style-type: none"> <li>Identifies and analyses technical, workplace, and industry information, to ensure that all the job requirements are met</li> </ul>
Writing	1.1, 1.2, 2.1-2.3	<ul style="list-style-type: none"> <li>Develops clear and well-organised technical material for specific audiences, using technical language to convey explicit information</li> </ul>
Oral Communication	1.1	<ul style="list-style-type: none"> <li>Uses listening and questioning techniques to clarify job specifications with the client</li> </ul>
Numeracy	2.2	<ul style="list-style-type: none"> <li>Takes measurements and performs calculations for the web page layout</li> </ul>
Navigate the world of work	3.1	<ul style="list-style-type: none"> <li>Takes full responsibility for following policies, procedures and industry standards</li> </ul>
Get the work done	1.2, 2.1, 2.3, 3.2, 3.3	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others, and taking into account capabilities, efficiencies and effectiveness</li> <li>Applies systematic and analytical decision-making processes for complex and non-routine situations</li> <li>Uses and investigates new digital technologies, and applications, to manage and manipulate data, and communicate effectively with others, in a secure and stable digital environment</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICTWEB506 Develop complex cascading style sheets	ICAWEB506A Develop complex cascading style sheets	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTWEB506 Develop complex cascading style sheets

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- develop a complex website, styled and formatted, using cascading style sheets (CSS), according to user requirements
- create a complex page layout using CSS
- test the web pages in a variety of browsers
- validate CSS against industry standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the principles of website design
- describe hypertext transfer protocol (HTTP) protocol and its application to CSS
- outline and apply, hypertext markup language (HTML) and extensible hypertext markup language (XHTML)
- outline CSS rules and how they affect document styling, and layout
- explain World Wide Web Consortium (W3C) standards, as they apply to website design
- identify and apply, techniques to correct browser incompatibilities.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- a computer

- an aesthetic presentation brief
- HTML documents to have CSS applied to them
- the internet to validate the CSS against the W3C
- a variety of browsers.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

## ICTWEB510 Analyse information and assign meta tags

### Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to analyse material and assign meta tags to ensure the accurate and consistent retrieval of information by users.

It applies to individuals in a range of information and communications technology (ICT) areas that use various techniques and software to create, update and enhance meta tags according to industry guidelines and client specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Web

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the requirements for meta tags	1.1 Identify the scope and uses of material from the previous and current business, and the stakeholder requirements process 1.2 Determine the appropriate type and structure of meta tags, taking into account identified client needs, requirements and expectations 1.3 Identify and incorporate, new or contemporary client requirements, and expectations



ELEMENT	PERFORMANCE CRITERIA
2. Analyse the material	<p>2.1 Use the analysis and the description tools, standards, precedents and techniques that are appropriate, given the nature of the material</p> <p>2.2 Ensure that the analysis of the subject content of the material reflects expected client usage requirements</p> <p>2.3 Clearly distinguish significant information from minor information</p> <p>2.4 Ensure that the concepts derived from the analysis of the material are appropriate to the business requirements, and the intended use</p>
3. Create meta tags	<p>3.1 Develop meta tags using appropriate software</p> <p>3.2 Ensure that meta tags represent the concepts appropriately, depending on the overall purpose, and intended use, of the material</p> <p>3.3 Ensure that the meta tags conform to general conventions and to the business rules</p> <p>3.4 Develop the reference structure of descriptors, where required, to display relationships to assist clients</p> <p>3.5 Enhance the meta tags to meet identified client needs</p>
4. Test and monitor meta tagging practices and procedures	<p>4.1 Test meta tagging of material and make changes, if necessary</p> <p>4.2 Regularly review meta tagging practices and procedures, to ensure that client needs are being met</p> <p>4.3 Regularly review industry developments in meta tagging and take the appropriate action to improve practices</p> <p>4.4 Check meta tags regularly for internal consistency and compliance with the established structure, rules and authorities</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.2, 3.5, 4.2-4.4	<ul style="list-style-type: none"> <li>Reads and interprets plans, specifications, computer program data, and other documentation from a variety of sources, and consolidates information to determine</li> </ul>

		requirements
Writing	3.1, 3.4, 3.5, 4.1, 4.3	<ul style="list-style-type: none"> <li>Prepares documentation expressing ideas, explores complex issues, and is constructed logically, succinctly and accurately</li> <li>Writes and edits, computer code and technical data, ensuring the correct syntax and accuracy</li> </ul>
Navigate the world of work	3.3, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> <li>Takes full responsibility for following policies, procedures, industry standards and legislative requirements, and identifies the organisational implications of new regulations</li> </ul>
Get the work done	1.1-1.3, 2.1-2.4, 3.2-3.4, 4.1, 4.2	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness</li> <li>Monitors progress of plans and schedules, and reviews, and changes them to meet new demands and priorities</li> <li>Applies systematic and analytical decision-making processes for complex and non-routine situations</li> <li>Uses and investigates new digital technologies and applications, to manage and manipulate data, and to communicate effectively with others, in a secure and stable digital environment</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTWEB510 Analyse information and assign meta tags	ICAWEB510A Analyse information and assign meta-tags	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# Assessment Requirements for ICTWEB510 Analyse information and assign meta tags

## Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

## Performance Evidence

Evidence of the ability to:

- analyse and identify the meta tag requirements
- use software to create and test meta tags
- update meta tags in line with the client needs and/or industry developments.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the business conventions and rules for applying meta tags
- summarise the client business domain
- outline data modelling
- explain database management system (DBMS) fundamentals
- summarise the decision support systems
- summarise document indexing and search engines
- outline the functions and features of databases
- summarise metadata standards, including Dublin Core and simple hypertext markup language (HTML) ontology extensions
- describe how reference structure of descriptors can assist clients.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the website technologies field of work, and include access to:

- business and client information and materials
- the metadata software
- the project-related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

# MSL954004 Obtain representative samples in accordance with sampling plan

## Modification History

Release	Comments
Release 1	<p>This version was released in <i>MSL Laboratory Operations Training Package Release 2.0</i>.</p> <p>Supersedes and equivalent to MSL954001 Obtain representative samples in accordance with sampling plan. Range of conditions removed. Assessment requirements amended.</p>

## Application

This unit of competency describes the skills and knowledge to obtain a range of samples that are representative of the source material and to prepare the samples for testing. All sampling activities are conducted in accordance with a defined sampling plan. This unit does not cover the subsequent testing of the samples.

This unit of competency applies to laboratory technicians in all industry sectors.

No licensing or certification requirements exist at the time of publication. However, regulations and/or external accreditation requirements for laboratory operations exist, so local requirements should be checked. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Competency Field

Sampling

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 <b>Prepare for sampling</b>	1.1 Confirm the sampling location, number and type of samples, and timing and frequency of sampling from workplace or client's sampling plan
	1.2 Liaise with relevant personnel to arrange site access and all necessary clearances and/or permits as required
	1.3 Select sampling equipment and conditions to achieve representative samples and preserve sample integrity during collection, storage and transit
	1.4 Check that all procedures are in accordance with client or workplace requirements, relevant standards and codes
	1.5 Identify site and sampling hazards and review workplace safety procedures
	1.6 Assemble and check all sampling equipment, materials, containers and safety equipment
	1.7 Arrange suitable transport to, from and around site as required
2 <b>Conduct sampling and log samples</b>	2.1 Locate sampling sites
	2.2 Conduct representative sampling in accordance with sampling plan and defined procedures
	2.3 Record all information and label samples in accordance with traceability requirements
	2.4 Record environment or production conditions and any atypical observations made during sampling that may impact on sample representativeness or integrity
	2.5 Transport all samples back to base according to standard operating procedures (SOPs) and relevant codes
3 <b>Prepare samples for testing</b>	3.1 Prepare sub-samples and back-up sub-samples that are representative of the source
	3.2 Label all sub-samples to ensure traceability and store in

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. accordance with SOPs
	3.3 Follow defined preparation and safety procedures to limit hazard or contamination to samples, self, work area and environment
	3.4 Distribute sub-samples to defined workstations maintaining sample integrity and traceability requirements
4 <b>Address client issues</b>	4.1 Enter approved information into laboratory information management system (LIMS), as required
	4.2 Report all relevant aspects of the sampling and preparation phases in accordance with workplace procedures
	4.3 Ensure that information provided to client is accurate, relevant and authorised for release
	4.4 Maintain security and confidentiality of all client/workplace data and information
5 <b>Maintain a safe work environment</b>	5.1 Clean all equipment, containers, work area and vehicles according to workplace procedures
	5.2 Check serviceability of all equipment before storage
	5.3 Use defined safe work practices and personal protective equipment (PPE) to ensure personal safety and that of other personnel
	5.4 Minimise the generation of wastes and environment impacts
	5.5 Ensure the safe collection of all hazardous wastes for appropriate disposal

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Equivalent to MSL954001 Obtain representative samples in accordance with sampling plan, Release 1.

## Links

MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa>



# Assessment Requirements for MSL954004 Obtain representative samples in accordance with sampling plan

## Modification History

Release	Comments
Release 1	<p>This version was released in <i>MSL Laboratory Operations Training Package Release 2.0</i>.</p> <p>Supersedes and equivalent to MSL954001 Obtain representative samples in accordance with sampling plan. Range of conditions removed. Assessment requirements amended.</p>

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- obtained samples from at least 3 different sampling points, that are representative of the source material and taken in accordance with a sampling plan.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- principles of representative sampling, including:
  - representative samples
  - preservation of integrity of samples
  - maintaining identification of samples relative to their source, workplace and legal traceability
  - cost-effectiveness of sampling
  - consistency of sampling procedures
- function of key sampling equipment/materials and principles of operation
- sampling principles, including random, systematic and stratified sampling
- characteristics of product/materials sampled as part of job role and likely contaminants
- methods to maintain the integrity of samples
- maps and site plans
- links between quality control, quality assurance, quality management systems and sampling procedures
- site and sampling hazards and the links between following WHS procedures and personal and environmental safety, particularly at high risk sites
- workplace and/or legal traceability requirements

- awareness of environmental sustainability issues as they relate to the work task
- legal, ethical and work health and safety (WHS) requirements specific to the work task.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - source material
  - a variety of sample types
  - sampling plans and procedures, sampling containers and sampling equipment, and sample preparation materials and equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa>

# **MSMENV472 Implement and monitor environmentally sustainable work practices**

## **Modification History**

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

## **Application**

This unit of competency covers the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices, and to implement improvements and monitor their effectiveness.

This unit of competency applies to those who have responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

It includes identifying areas for improvement, developing plans to make improvements, and implementing and monitoring improvements in environmental performance.

This unit of competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office and warehouse. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## Competency Field

HSE

## Unit Sector

## Elements and Performance Criteria

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element

1	<b>Investigate current practices in relation to resource usage</b>	1.1	Identify environmental regulations applying to the enterprise
		1.2	Assess procedures for assessing compliance with environmental regulations
		1.3	Collect information on environmental and resource efficiency systems and procedures and provide to the work group, as required
		1.4	Measure and record current resource usage by members of the work group
		1.5	Analyse and record current purchasing strategies
		1.6	Analyse current work processes to access information and data, and assist in identifying areas for improvement
2	<b>Set targets for improvements</b>	2.1	Seek input from stakeholders, key personnel and specialists
		2.2	Access external sources of information and data as required
		2.3	Evaluate alternative solutions to workplace environmental issues
		2.4	Set efficiency targets
3	<b>Implement performance</b>	3.1	Source and use techniques/tools to assist in achieving targets

	<b>improvement strategies</b>	3.2	Apply continuous improvement strategies to own work area of responsibility, and communicate ideas and possible solutions to the work group and management
		3.3	Integrate environmental and resource efficiency improvement plans for own work group with other operational activities and implement them
		3.4	Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon them where appropriate
		3.5	Implement costing strategies to fully value environmental assets
4	<b>Monitor performance</b>	4.1	Document outcomes and communicate reports on targets to key personnel and stakeholders
		4.2	Evaluate strategies and environmental performance, including breaches or potential breaches of regulations and occurrences outside of standard procedure which may lead to lower environmental performance
		4.3	Set new targets and investigate and apply new tools and strategies
		4.4	Promote successful strategies and reward participants where possible

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

## **Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements
- *ISO 14001:2015 Environmental management systems*

## **Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

## **Unit Mapping Information**

### **Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>

# Assessment Requirements for MSMENV472 Implement and monitor environmentally sustainable work practices

## Modification History

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- investigate/analyse resource usage
- evaluate improvement alternatives and set targets
- implement improvements within the limit of own authority
- monitor the performance of improvements.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant environmental and resource efficiency issues, specific to industry practices, including:
  - contribution to climate change and other macro threats that can arise from materials and work processes used
  - regulated environmental issues
  - issues relevant to licencing conditions
- best practice environmental approaches relevant to own area of responsibility
- methods for measuring and calculating resource usage.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - will typically include the use of appropriate tools, equipment and documents

- may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>



## MSMPMC326 Deliver customer service

### Modification History

Release 1. New unit. Supersedes and is equivalent to PMC562081 Deliver customer service

### Application

This unit describes the skills and knowledge required to deliver customer service in a manufacturing workplace. It applies to customers within the organisation and external customers, including, where the operator takes orders or delivers product.

This unit applies to operators who are required to use discretion and judgement to identify customer requirements; ensure products meet customer requirements; deal with customer requests and identify areas for improvement. Operators are required to work autonomously and apply communication and technical knowledge and skills to meet customer requirements; interpret and provide technical information and deal with problems or contingencies.

This unit applies to an individual working alone or as part of a team or group and in liaison with other shift team members, team leader and supervisor.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

### Pre-requisite Unit

Nil

### Competency Field

Support

### Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify customer	1.1 Identify company and team objectives and key performance indicators (KPIs) in meeting internal and external customer

<b>Elements</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
requirements	requirements 1.2 Identify own role in meeting customer requirements
2. Respond to customer requirements	2.1 Display a helpful and courteous attitude when responding to customer enquiries 2.2 Use effective questioning and listening techniques to identify customer requirements 2.3 Maintain product knowledge and give customers up to date information and advice 2.4 Use quality assurance systems to ensure products and services meet customer requirements 2.5 Follow up customer requests and provide feedback to customers in a timely manner 2.6 Complete all company documentation
3. Improve customer service	3.1 Identify methods of improving customer service and make recommendations to appropriate personnel for improvements 3.2 Implement improvements in customer service 3.3 Provide reports and appropriate feedback

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 1. New unit. Supersedes and is equivalent to PMC562081 Deliver customer service

## Links

Companion Volume Implementation Guides are available at VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>

# Assessment Requirements for MSMPMC326 Deliver customer service

## Modification History

Release 1. New unit. Supersedes and is equivalent to PMC562081 Deliver customer service

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified and responded to at least 2 customer enquiries
- recommended and implemented at least 2 customer service improvements.
- 

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- role of the quality system in meeting customer requirements
- types and characteristics of products and services provided by the organisation
- impact of production processes and normal operating parameters on customer service
- communication techniques, including:
  - listening
  - questioning
  - answering
  - providing feedback
  - non-verbal communication
- organisation procedures relevant to customer service, including:
  - quality assurance
  - complaints handling
  - continuous improvement
  - ordering and delivering products.
- 

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume Implementation Guides are available at VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>

## MSMSUP390 Use structured problem-solving tools

### Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

### Application

This unit describes the skills and knowledge required to use structured process improvement tools to solve process and other problems. It describes the broad application of in-depth and rigorous structured problem-solving techniques to identify opportunities for improvement.

This unit applies to experienced operators, team leaders, supervisors or people in similar roles who are required to identify improvements and/or solve problems beyond those associated directly with the process unit and/or equipment.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency applies to all work environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Unit Sector

Support

### Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify the problem	1.1 Identify variances from desired operating and/or output parameters and quality 1.2 Define the extent, cause and nature of the problem by observation

<b>Elements</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	and investigation 1.3 State and specify the problem clearly
2. Determine fundamental cause of problem	2.1 Select problem-solving tool appropriate to the problem and the context 2.2 Identify possible causes based on experience and the use of problem-solving tools and analytical techniques 2.3 Develop possible cause statements 2.4 Determine fundamental cause
3. Determine corrective action	3.1 Determine all possible options for resolution of the problem 3.2 Identify strengths and weaknesses of possible options 3.3 Determine corrective action to remove the problem and possible future causes 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures 3.5 Develop recommendations for ongoing monitoring and testing
4. Communicate recommendations	4.1 Prepare report on recommendations 4.2 Present recommendations to appropriate personnel 4.3 Follow up recommendations

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>



# Assessment Requirements for MSMSUP390 Use structured problem-solving tools

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified at least 1 problem
- analysed problem using at least 1 analysis tool drawn from each of 2 different groups of tools (basic, visual, process, business and organisation specific)
- selected the preferred solution
- developed and used an implementation plan, that includes:
  - specific, measurable, achievable, relevant, timed (SMART) objectives
  - resource requirements
  - methods for reaching objectives
  - timelines
  - methods of checking and adjusting adherence to plan
- communicated effectively with other personnel.
- 

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- relevant organisation procedures
- risks, risk assessment and controls relevant to problem being analysed
- targets and measures for output and quality
- types and application of problem-solving tools and analytical techniques
- relevant equipment and operational processes.
- 

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027>

## **MSS402001 Apply competitive systems and practices**

### **Modification History**

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

### **Application**

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Competitive systems and practices

### **Unit Sector**

Not applicable

### **Elements and Performance Criteria**

Elements describe the      Performance criteria describe the performance needed to

essential outcomes.	demonstrate achievement of the element.
1 <b>Identify own place in the value chain</b>	1.1     Identify customers relevant to own work and their needs/requirements.
	1.2     Identify suppliers for own work.
	1.3     Identify value contributions along the chain.
	1.4     Identify and recommend methods of increasing own contribution to the value chain.
2 <b>Improve the product and process value</b>	2.1     Identify customer features/benefits in the product and process.
	2.2     Identify aspects of product and process which contribute to customer features/benefits.
	2.3     Identify aspects of product and process which do not contribute to customer benefits/features.
	2.4     Recommend methods of reducing waste and increasing features/benefits.
3 <b>Use competitive systems and practices</b>	3.1     Identify competitive systems and practices used in organisation and own work area.
	3.2     Apply practices appropriate for the job or process.
	3.3     Monitor the job/process and make adjustments to improve it in accordance with procedures.
	3.4     Identify own skill requirements and seek skill development, if required.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Customers include one or more of:**

- internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable
- final customers used as the basis for the identification of value and waste.

**Suppliers include one or more of:**

- internal suppliers
- external suppliers sufficiently close to the individual's work as to be easily identifiable.

**Procedures (written, verbal, visual, computer based, etc.) include one or more of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions

- any similar instructions provided for the smooth running of the plant.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS402001 Apply competitive systems and practices

## Modification History

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to always apply competitive systems and practices to their own job to:

- identify own place in the value chain relevant to their job
- use competitive systems and practices tools and thinking
- recommend improvements in product and/or process.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- customer requirements and their role in fulfilling them
- the value chain for products they make and their place in it
- identification of muda (waste) and its reduction.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of competitive systems and practice in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.

- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>



# **MSS402002 Sustain process improvements**

## **Modification History**

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

## **Application**

This unit of competency covers the skills and knowledge required by an individual to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices.

This unit applies to organisations implementing competitive systems and practices and continuous improvement. It covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements.

Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

This unit requires the application of skills associated with problem solving, initiative and enterprise and self-management in order to understand implement and monitor improvement practices. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	<b>Examine previous improvements</b>	1.1	Identify impact of previous process improvements to equipment, operations, services or products in own work area.
		1.2	Identify improvements where objectives have not been met.
2	<b>Implement corrective actions</b>	2.1	Identify corrective actions that can be taken by self on process improvements that have not met objectives.
		2.2	Obtain any required approvals.
		2.3	Identify any additional, personal skill gaps and seek skill development.
		2.4	Adopt improved processes.
3	<b>Check changes</b>	3.1	Identify claimed improvements.
		3.2	Identify methods of observing and measuring claimed improvements in own work area.
		3.3	Check if claimed improvements are occurring and report problems in accordance with procedures.
4	<b>Check for further improvements</b>	4.1	Look for areas of possible further improvement.
		4.2	Discuss further improvements with peers and supervisors.
		4.3	Take action to implement improvements in accordance with procedures.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- Competitive systems and practices include one or more of:**
- lean operations
  - agile operations
  - preventative and predictive maintenance approaches
  - statistical process control systems, including six sigma and three sigma
  - Just in Time (JIT), kanban and other pull-related operations control systems
  - supply, value, and demand chain monitoring and analysis
  - 5S
  - continuous improvement (kaizen)
  - breakthrough improvement (kaizen blitz)
  - cause/effect diagrams
  - overall equipment effectiveness (OEE)
  - takt time
  - process mapping
  - problem solving
  - run charts
  - standard procedures
  - current reality tree.

- Customers include one or more of:**
- internal customers
  - external customers sufficiently close to the individual's work as to be easily identifiable
  - final customers used as the basis for the identification of value and waste.

- Suppliers include**
- internal suppliers

**one or more of:**

- external suppliers sufficiently close to the individual's work as to be easily identifiable.

**Measuring improvements includes one or more of:**

- personally taking measurements
- arranging for measurements to be taken/made by appropriate personnel.

**Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

**Corrective actions to sustain improvements include one or more of:**

- techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke)
- techniques that generate warning signals where a mistake is about to be performed (poka-yoke)
- administrative techniques, such as procedure/work instruction changes
- skilling techniques, such as training, mentoring, demonstration
- process techniques, such as changing the process/conditions/variables.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS402002 Sustain process improvements

## Modification History

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to examine three (3) or more previous improvements, including one (1) or more where improvement objectives have not been met, and to:

- identify corrective actions that can be taken by self
- implement those corrective actions
- check whether the claimed improvements have occurred
- check for further improvements.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- muda (waste)
- indicators of processes not delivering claimed improvements
- baka-yoke and poka-yoke techniques.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include actions to sustain process improvements in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.

- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

## **MSS402010 Manage the impact of change on own work**

### **Modification History**

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

### **Application**

This unit of competency covers the skills and knowledge required by an individual to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

This unit applies to an individual in an organisation implementing competitive systems and practices that affect the individual's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The individual will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Competitive systems and practices

### **Unit Sector**

Not applicable

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	<b>Examine the impact of change on own work practices</b>	<p>1.1 Identify competitive systems and practices relevant to changes in own work.</p> <p>1.2 Examine changes to work flow.</p> <p>1.3 Examine changes to equipment/process/physical environment.</p> <p>1.4 Examine changes to work relationship with team members and other teams.</p> <p>1.5 Examine changes to data collection needs.</p> <p>1.6 Examine changed work for impacts on health, safety and environment (HSE).</p> <p>1.7 Examine changes to quality requirements.</p> <p>1.8 Identify any additional individual skill needs.</p> <p>1.9 Identify other areas requiring assistance.</p>
2	<b>Implement change</b>	<p>2.1 Review changes which may have an adverse impact with team leader.</p> <p>2.2 Adopt changes to individual work practice.</p> <p>2.3 Seek assistance in gathering/processing data, as required.</p> <p>2.4 Implement the data collection/processing and take actions on resulting information in accordance with procedures.</p> <p>2.5 Seek assistance/training to meet needs caused by change.</p>
3	<b>Implement continuous improvement</b>	<p>3.1 Critically examine all changes.</p> <p>3.2 Identify impacts of changes both up and down the immediate value stream.</p>



- 3.3 Identify areas for improvement.
- 3.4 Make recommendations for improvement in accordance with procedures.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

### Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

### Impact of change

- elements being undertaken individually or as part of a team

- may include one or more of:**
- seeking assistance from team leaders for areas outside the employee's range of responsibility and authority.
- Procedures (written, verbal, visual, computer based, etc.) include one or more of:**
- work instructions
  - standard operating procedures (SOPs)
  - safe work method statements
  - formulas/recipes
  - batch sheets
  - temporary instructions
  - any similar instructions provided for the smooth running of the plant.
- Gathering and monitoring performance data include one or more of:**
- manual gathering by individual employees through charts, tally sheets or keypad/board entry
  - automatic collection through software, such as SCADA software, ERP systems, MRP and proprietary systems.
- Continuous improvement (kaizen) includes evaluation of one or more of:**
- time required
  - resources used
  - resultant quality
  - other aspects relevant to the process.
- Stages where value stream actions may occur include one or more of:**
- sales outlet/representative
  - information gathering, data analysis and research
  - product design
  - raw material sourcing
  - intermediate processing
  - final assembler/collation/preparation
  - support services (e.g. accounting, finance and legal)
  - storage and delivery to customer
  - after market support.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS402010 Manage the impact of change on own work

## Modification History

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more changes, to:

- identify competitive systems and practices used in their own workplace
- identify change and its impact on own work practices in relation to implementation of competitive systems and practices
- adopt change and seek any required assistance
- identify areas for improvement.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision:

- features of common competitive systems and practices in use in own workplace
- sources of data on the process/plant
- methods of determining own skill needs
- health, safety and environment (HSE) principles relevant to own job
- change implementation contacts and procedures
- employee assistance mechanisms within organisation.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include evidence of responding to change in own workplace

- will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including, relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

## MSS402040 Apply 5S procedures

### Modification History

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Duplicated performance Criteria removed. Equivalent outcome.

### Application

This unit of competency covers the skills and knowledge required by an individual to apply 5S procedures to their own job and work area. The unit assumes the individual has a particular job and an allocated work area and that processes in the work area are known by the individual.

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, etc. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Competitive systems and practices

### Unit Sector

Not applicable

### Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1 **Sort needed items from unneeded**
  - 1.1 Identify all items in the work area.
  - 1.2 Sort items to achieve deliverables and value expected by downstream and final customers.
  - 1.3 Sort items required for regulatory or other required purposes.
  - 1.4 Place any non-essential item in an appropriate place other than the workplace.
  - 1.5 Regularly check that only essential items are in the work area.
  
- 2 **Set the workplace in order**
  - 2.1 Identify the best location for each essential item.
  - 2.2 Place each essential item in its assigned location.
  - 2.3 After use immediately return each essential item to its assigned location.
  - 2.4 Regularly check that each essential item is in its assigned location.
  
- 3 **Shine the work area**
  - 3.1 Keep the work area clean and tidy at all times.
  - 3.2 Conduct regular housekeeping activities during shift.
  - 3.3 Ensure the work area is neat, clean and tidy at both beginning and end of shift.
  
- 4 **Standardise activities**
  - 4.1 Follow procedures.
  - 4.2 Follow checklists for activities, where available.
  - 4.3 Keep the work area to specified standard.
  
- 5 **Sustain the 5S system**
  - 5.1 Clean up after completion of job and before commencing next job or end of shift.
  - 5.2 Identify situations where compliance to standards is unlikely and take actions specified in procedures.

- 5.3 Inspect work area regularly for compliance to specified standard.
- 5.4 Recommend improvements to lift the level of compliance in the workplace.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**5S includes all of:**

- sort



- set in order
  - shine
  - standardise
  - sustain.
- Sort includes all of:**
- separating necessary from unnecessary items (equipment and supplies)
  - keeping only what is absolutely necessary for the work processes that comprise the job
  - disposing of (or relocating) all other items.
- Set in order includes all of:**
- assigning required equipment and materials appropriate locations in the work area
  - consideration of frequency of use, ergonomics and work health and safety (WHS)
  - provision of facilities to maintain the locations.
- Shine includes one or more of:**
- keeping the work area clean at all times which should be carried out to a regular daily schedule against allowed time, usually at the end of the day or of a particular process
  - keeping work area organised
  - noting any signs of wear, damage, leakage, safety risks or other issues that require immediate attention.
- Best location includes one or more of:**
- changes to the layout of furniture
  - arrangement of equipment
  - provision of services
  - location of personnel.
- Standardising includes one or more of:**
- activities that help maintain the order and the housekeeping standards
  - using procedures and checklists developed from a procedure.
- Sustain includes one or more of:**
- making sure that daily activities are completed every day regardless of circumstance
  - cleaning up after a job
  - undertaking inspections, including:
    - informal inspections carried out often, at least weekly
    - formal inspections carried out at least monthly

- generating continuous improvement actions from daily activities
- following up specific actions to generate continuous improvement.

**Items in work area include one or more of:**

- tools
- jigs/fixtures
- materials/components
- plant and equipment
- manuals
- personal items (e.g. bags, lunch boxes and posters)
- safety equipment and personal protective equipment (PPE)
- other items which happen to be in the work area.

**Procedures (written, verbal, visual, computer based, etc.) include one or more of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Equivalent to MSS402040 Apply 5S procedures Release 1.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS402040 Apply 5S procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Duplicated performance Criteria removed. Equivalent outcome.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, in one (1) or more allocated areas, to:

- implement and sustain 5S in own workplace
- identify own tasks and responsibilities
- contribute suggestions for improvement.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- purpose of 5S in the workplace
- meaning and application of 5S steps to own workplace and job
- principles of efficient workplace organisation
- identifying waste (muda)
- procedures for recommending improvements.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of 5S procedures in a work area where 5S has not previously been undertaken, or, demonstration of sustaining 5S principles in a work area that has already undergone prior 5S procedures
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.

- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# MSS402080 Undertake root cause analysis

## Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

## Application

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA). This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

This unit applies to individuals working in an organisation that is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |                                   |     |   |
|---|-----------------------------------|-----|---|
| 1 | <b>Recognise problems</b>         | 1.1 | Identify features or occurrences indicative of a problem.                                       |
|   |                                   | 1.2 | Use appropriate tools, techniques and charts to define the problem.                             |
| 2 | <b>Implement quick fix</b>        | 2.1 | Recommend a quick fix within the scope of competency and authority.                             |
|   |                                   | 2.2 | Use technology or processes relevant to the problem to implement quick fix.                     |
| 3 | <b>Determine root cause</b>       | 3.1 | Identify a range of possible causes.  |
|   |                                   | 3.2 | Gather data and other information to eliminate or confirm possible causes.                      |
|   |                                   | 3.3 | Use available data and information to link causes and effects.                                  |
|   |                                   | 3.4 | Seek assistance to obtain additional information if problem is beyond own competency/authority. |
|   |                                   | 3.5 | Identify root cause.  |
| 4 | <b>Develop permanent solution</b> | 4.1 | Identify a range of methods to eliminate the root cause or break the cause tree.                |
|   |                                   | 4.2 | Select the most appropriate solution.   |
|   |                                   | 4.3 | Liaise with relevant people.  |
|   |                                   | 4.4 | Recommend or implement solution within the limits of competency and authority.                  |
|   |                                   | 4.5 | Monitor impact of solution and make further recommendations, as required.                       |

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Problems include one or more of:**

- variation to normal plant or equipment operation
- unplanned or non-conforming process or operations outcomes
- out of specification products
- excess scrap
- accidents and emergencies
- regulatory breaches
- customer returns and complaints
- reduction or loss of sales.

**Techniques/charts include one or more**

- control charts
- Pareto charts

- of:**
- run charts
  - flow charts
  - cause and effect diagrams
  - tree diagrams
  - 5 Whys analysis
  - organisation specified/mandated methods.

## **Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>



# Assessment Requirements for MSS402080 Undertake root cause analysis

## Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more problems, to:

- undertake problem identification
- use appropriate processes to achieve root cause identification
- recommend solutions and implementation procedures to problems within own area
- monitor implementation of solutions.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- methodology of root cause analysis, including:
  - difference between quick fix and root cause elimination
  - breaking of causal tree
- indicators of problems and variances to normal operation
- relevant analysis tools (e.g. Pareto charts, 5 Whys).

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include a root cause analysis in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.

- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

## MSS402082 Apply cost factors to work practices

### Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

### Application

This unit describes the skills and knowledge to identify cost components in work practices and determine, in general terms, the cost impacts of alternative actions.

The unit applies to assessing the relative costs of the alternatives and using this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

Employees are required to use problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

### Pre-requisite Unit

Nil

### Competency Field

Competitive systems and practices

### Unit Sector

Not applicable

### Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	<b>Identify the major cost</b>	1.1	Identify cost components in the product or process in own work area
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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
<b>components of product or process in own work area</b>	1.2	Recognise the impact of current or alternative actions on costs
<b>2 Identify constraints to cost-efficiency</b>	2.1	Identify required production or process rate and major costs
	2.2	Identify costs factors under individual or team control
	2.3	Relate identified costs factors to impact on overall cost of production or process
	2.4	Identify cost factors that are a constraint to cost-efficiency in own work area
<b>3 Apply cost-efficient work practices</b>	3.1	Identify and explain to relevant people the implications of actions and changes to improve cost-efficiency in simple financial terms
	3.2	Identify non-financial implications of proposed changes in discussion with relevant people
	3.3	Select actions which minimise overall costs
	3.4	Monitor actions to ensure cost-efficiency in own work area is maintained

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402030 Apply cost factors to work practices.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS402082 Apply cost factors to work practices

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified cost factors and cost implications of at least 1 product or process in own work and applied cost-effective practices.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concepts of expense, income and capital
- relative impact of fixed and variable cost components relevant to own work, including:
  - power and energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

## **MSS403010 Facilitate change in an organisation implementing competitive systems and practices**

### **Modification History**

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

### **Application**

This unit of competency covers the skills and knowledge required by individuals responsible for facilitating change processes in an organisation implementing competitive operational practices.

This unit applies to individuals who facilitate the change process resulting from implementing one or more competitive systems or practices. This implementation may also be associated with other changes, such as the introduction of new products, processes or equipment. The unit will usually apply to individuals whose responsibility is at the team, area or section level rather than the whole organisation. The responsibility may be formally designated or be informal, as in mentoring and assisting fellow employees.

This unit assumes that consultation and agreement on the implementation of the competitive systems and practices and other associated changes has already occurred and the nature and extent of the change has been agreed.

This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skills needed to identify real or potential change implementation issues, including those that may need to be referred to formal consultation and/or dispute settlement procedures.

This unit has a strong emphasis on planning, encouraging and facilitating in a changing environment within the organisation, including using appropriate communication, teamwork, problem solving, initiative and self-management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |          |   |     |   |
|----------|---|-----|---|
| <b>1</b> | <b>Define nature and impact of change for designated area and processes</b> | 1.1 | Identify the organisation's aims and objectives for the competitive systems and practices techniques related to the change process. |
|          |   | 1.2 | Identify opportunities for implementation of change within work area.   |
|          |   | 1.3 | Determine impacts of change for work area, including potential benefits and impacts on own work and work of fellow employees.       |
| <b>2</b> | <b>Identify key performance indicators (KPIs)</b>                           | 2.1 | Liaise, where required, with managers, engineers and other staff responsible for designing and/or implementing change.              |
|          |   | 2.2 | Identify KPIs for own work responsibility and that of the work area.  |
|          |   | 2.3 | Communicate KPIs to fellow employees.   |
|          |   | 2.4 | Check that data collection and processing are appropriate for KPIs.   |
|          |   | 2.5 | Raise and resolve issues related to KPIs with relevant personnel.   |
| <b>3</b> | <b>Liaise with key stakeholders</b>   | 3.1 | Identify key stakeholders impacted by the change.   |
|          |   | 3.2 | Communicate with key stakeholders within scope of authority.  |



- 3.3 Identify and address issues and concerns of each stakeholder if within scope of authority.
  - 3.4 Develop and/or locate information required to address key concerns.
  - 3.5 Refer issues and concerns outside of scope of authority to appropriate personnel.
  
- 4 **Develop a strategy to help implement change**
  - 4.1 Identify or develop a work plan for implementing change.
  - 4.2 Make information required to support change available to team members.
  - 4.3 Communicate/circulate draft work plan to other employees in work area, supervisors, technical experts and other appropriate personnel for comment.
  - 4.4 Assess suggested changes and incorporate into work plan, where appropriate.
  
- 5 **Implement change**
  - 5.1 Obtain authorisation to commence change implementation in accordance with organisation procedures.
  - 5.2 Implement change in accordance with work plan and organisational work health and safety (WHS) and consultation procedures.
  
- 6 **Monitor implementation of change**
  - 6.1 Maintain open communication channels with all stakeholders during implementation.
  - 6.2 Monitor KPIs during implementation.
  - 6.3 Encourage and facilitate improvement suggestions of team members.
  - 6.4 Identify areas requiring improvement in change implementation.
  - 6.5 Make improvements to implementation according to organisation procedures.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- Competitive systems and practices include one or more of:**
- lean operations
  - agile operations
  - preventative and predictive maintenance approaches
  - statistical process control systems, including six sigma and three sigma
  - Just in Time (JIT), kanban and other pull-related operations control systems
  - supply, value, and demand chain monitoring and analysis
  - 5S
  - continuous improvement (kaizen)
  - breakthrough improvement (kaizen blitz)
  - cause/effect diagrams
  - overall equipment effectiveness (OEE)
  - takt time
  - process mapping
  - problem solving
  - run charts
  - standard procedures
  - current reality tree.

- Work plan for change includes one or more of:**
- timetables
  - KPIs
  - training needs
  - WHS implications
  - contingency plans

- responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change.
- Issues and concerns include one or more of:**
- individual and group concerns
  - those expressed by and through industrial processes.
- Gathering and monitoring performance data includes one or more of:**
- manually by individual employees through charts, tally sheets or keypad/board entry
  - automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS403010 Facilitate change in an organisation implementing competitive systems and practices

## Modification History

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more changes, to:

- identify competitive systems and practices in own workplace
- identify changes to own work and work area flowing from implementation of relevant competitive systems and practices
- consult with stakeholders regarding changes and issues
- develop a strategy to implement required changes
- make suggestions for improvements.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- features of competitive operational practices in own work area
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation procedures
- planning and implementation strategies
- employee assistance mechanisms within organisation.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency

- must include facilitating change in relation to the implementation of competitive operational practices in own work area
- will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

## **MSS403040 Facilitate and improve implementation of 5S**

### **Modification History**

Release 1. Supersedes and is equivalent to MSS403040A Facilitate and improve implementation of 5S

### **Application**

This unit of competency covers the skills and knowledge required by an individual to facilitate the implementation and improvement of the 5S by self and others in a team or work area. The facilitation may be undertaken by formally designated supervisory staff, such as team leaders or other individuals in a competitive systems and practices implementation role, who need to provide support and encouragement to others to facilitate the achievement of 5S outcomes in the workplace.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, planning and organising, and self-management in order to provide leadership in a 5S environment. This unit has a strong emphasis on planning and change management, but also requires an ability to learn from experience and feed new information back into strategies to improve performance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Competitive systems and practices

### **Unit Sector**

Not applicable

### **Elements and Performance Criteria**

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1 **Facilitate the set-up of 5S**
  - 1.1 Assist others to determine what are necessary and unnecessary items in the work area.
  - 1.2 Assist others to determine optimum assigned location for all necessary items.
  - 1.3 Liaise with relevant production and work health and safety (WHS) personnel in determining optimum locations.
  - 1.4 Assist others to determine optimum location for unnecessary items.
  - 1.5 Assist others to determine 5S schedule.
  - 1.6 Assist others to achieve the required level of skill.
  
- 2 **Facilitate the implementation of 5S**
  - 2.1 Ensure procedures reflect 5S practices.
  - 2.2 Assess skill base of team or work group members in 5S and arrange for any required training.
  - 2.3 Ensure that any damage and/or safety risks reported by the team or work group are addressed through correct mechanisms.
  
- 3 **Monitor 5S**
  - 3.1 Check work area for 5S implementation as part of normal routine.
  - 3.2 Identify non-conformances.
  - 3.3 Negotiate solutions to non-conformances.
  
- 4 **Improve 5S**
  - 4.1 Work with others to find areas for improvement.
  - 4.2 Assist others to develop improvement solutions.
  - 4.3 Facilitate the availability of resources required for the improvement solution.
  - 4.4 Facilitate the implementation of the improvement solution.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- Competitive systems and practices include one or more of:**
- lean operations
  - agile operations
  - preventative and predictive maintenance approaches
  - statistical process control systems, including six sigma and three sigma
  - Just in Time (JIT), kanban and other pull-related operations control systems
  - supply, value, and demand chain monitoring and analysis
  - 5S
  - continuous improvement (kaizen)
  - breakthrough improvement (kaizen blitz)
  - cause/effect diagrams
  - overall equipment effectiveness (OEE)
  - takt time
  - process mapping
  - problem solving
  - run charts
  - standard procedures
  - current reality tree.

- Procedures (written, verbal, visual, computer based, etc.) include one or more of:**
- work instructions
  - standard operating procedures (SOPs)
  - safe work method statements
  - formulas/recipes
  - batch sheets
  - temporary instructions
  - any similar instructions provided for the smooth running of the plant.



- 5S includes all of:**
- sort
  - set in order
  - shine
  - standardise
  - sustain.
- Sort includes all of:**
- separating necessary from unnecessary items (equipment and supplies)
  - keeping only what is absolutely necessary for the work processes that comprise the job
  - disposing of (or relocating) all other items.
- Set in order includes all of:**
- assigning required equipment and materials appropriate locations in the work area
  - consideration of frequency of use, ergonomics and WHS
  - provision of facilities to maintain the locations.
- Shine includes one or more of:**
- keeping the work area clean at all times which should be carried out to a regular daily schedule against allowed time, usually at the end of the day or of a particular process
  - keeping work area, including virtual work area, organised
  - noting any signs of wear, damage, leakage, safety risks or other issues that require immediate attention.
- Standardising includes one or more of:**
- activities that help maintain the order and the 5S standards
  - using procedures and checklists developed from a procedure.
- Sustain includes one or more of:**
- making sure that daily activities are completed every day regardless of circumstance
  - undertaking inspections, including:
    - informal inspections that should be carried often, at least weekly
    - formal inspections that should be carried out at least monthly.
- Items in work area include one or more of:**
- office supplies
  - materials
  - paperwork

- furniture
  - storage systems and cabinets
  - lighting, wiring, plumbing and other services designed to support a working environment in the office
  - manuals
  - personal items (e.g. bags, phones, lunch boxes, clothing, photos and ornaments)
  - safety and personal protective equipment
  - any other item which happens to be in the work area.
- Teams include one or more of:**
- formal teams
  - informal teams
  - people working in the same area.
- Target work area may be a physical and/or virtual workspace and includes one or more of:**
- used by a person, a team or a cross-functional group
  - common to part/s of a process or value stream (already defined)
  - shared by people who undertake a defined procedure or set of procedures
  - needed to support a particular function.
- Appropriate places include areas designated for one or more of:**
- recycling
  - rubbish removal
  - staff room/lunch room/kitchen
  - office supplies, filing and other storage
  - functions, such as printing/copying
  - holding until status is confirmed.
- Optimum assigned location includes:**
- making changes to the layout of furniture, equipment and personnel in order to facilitate the smooth and continuous flow of work through process steps taking into account WHS considerations.
- Non-conformance includes:**
- incorrect or incomplete application of 5S procedures, including any daily tasks, scheduled inspections and continuous improvement procedures.

## **Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSS403040A Facilitate and improve implementation of 5S

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS403040 Facilitate and improve implementation of 5S

## Modification History

Release 1. Supersedes and is equivalent to MSS403040A Facilitate and improve implementation of 5S

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, in one (1) or more allocated areas, to:

- identify the scope of the services and/or functions supplied to and by the team or work area and the deliverables expected by customers, including the ultimate customer
- facilitate a systematic approach to implementing 5S
- lead and motivate others in achieving 5S outcomes and making improvements to the 5S systems
- set up systems for monitoring and improving 5S implementation
- manage non-conformances in implementation of 5S.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- principles and purpose of 5S
- methods of identifying waste in the work area, such as:
  - waste walk
  - document tagging
  - tracking/log sheets
  - spaghetti diagrams
  - existing information technology and enterprise resource systems (e.g. SCADA, ERP and MRP)
- methods of identifying and evaluating options
- work health and safety (WHS) requirements relevant to team and work areas
- processes for identifying and addressing skill gaps.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:

- should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
- will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
- must include the implementation of 5S procedures in a work area where 5S has not previously been undertaken, or, demonstration of improving 5S application in a work area that has already undergone prior 5S procedures
- will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# MSS405021 Develop a Just in Time system

## Modification History

Release 1. Supersedes and is equivalent to MSS405021A Develop a Just in Time system

## Application

This unit applies to an individual responsible for planning and implementing a Just in Time (JIT) system. It includes consulting with employees, suppliers and customers regarding the change. This may require identification of training and other employee support as well as identifying possible logistical support.

The unit includes kanban-based JIT systems but also applies to other sectors and systems where a traditional kanban-type JIT may not be suitable through the unit's coverage of JIT principles.

This unit requires the application of skills associated with communication in gathering, analysing and applying information, consulting with stakeholders, problem solving, and demonstrating initiative and enterprise. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the JIT design.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |   |
|---|--|---|
| 1 | <b>Design the JIT system/system improvements</b> | <ul style="list-style-type: none"> <li>1.1 Identify value chain members.</li> <li>1.2 Consult with internal and external value chain members.</li> <li>1.3 Identify current storage/inventory in value chain.</li> <li>1.4 Determine flow authorisation indicators.</li> <li>1.5 Determine minimum and maximum operations rate.</li> <li>1.6 Determine lead time for product or service.</li> <li>1.7 Determine number of units per kanban.</li> <li>1.8 Draft workable procedures to implement JIT.</li> </ul> |
| 2 | <b>Implement the JIT system/improvements</b>     | <ul style="list-style-type: none"> <li>2.1 Consult with key internal stakeholders to develop solutions to JIT issues.</li> <li>2.2 Ensure all stakeholders have required JIT-related skills and related issues have been resolved.</li> <li>2.3 Liaise with key external members of the value chain to develop solutions to JIT issues.</li> <li>2.4 Develop implementation plan for JIT.</li> <li>2.5 Determine key measures of JIT.</li> </ul>  |
| 3 | <b>Monitor the JIT system</b>                    | <ul style="list-style-type: none"> <li>3.1 Monitor key measures of JIT.</li> <li>3.2 Regularly liaise with key stakeholders seeking areas for improvement.</li> <li>3.3 Identify areas in need of improvement.</li> </ul>   |

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- JIT, kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

**Key measures include one or more of:**

- inventory levels
- lead time
- in full, on time and in specification (IFOTIS) delivery
- productivity/production rate
- other measures of pull through the value chain
- quality.



## **Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSS405021A Develop a Just in Time system

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# Assessment Requirements for MSS405021 Develop a Just in Time system

## Modification History

Release 1. Supersedes and is equivalent to MSS405021A Develop a Just in Time system

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more JIT systems, to:

- develop a complete JIT system
- provide training and support for employees and value chain members
- communicate and negotiate complex issues to a wide variety of individuals
- supervise JIT implementation and suggest improvements.

## Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to develop a JIT system, including knowledge of:

- needs of internal and external value chain members
- principles of JIT
- reasons for delays/storages/inventories in the value stream and methods of reducing/eliminating them
- methods of identifying and filling skill gaps
- key business objectives associated with implementing JIT
- principles of the operational processes relevant to the JIT implementation
- production data generated by the process and its application to JIT.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.

- Assessment should use development of an actual JIT system in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

# SIRXCEG005 Maintain business to business relationships

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop and maintain relationships with business customers by identifying customer needs and improving outcomes.

It applies to individuals working in customer service roles in a diverse range of wholesale businesses. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Customer Engagement

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Maintain contact with business customers.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm relevant contact personnel for each business or account customer.
- 1.2. Document and maintain currency of contact details.
- 1.3. Participate in, and contribute to, team activities to

- provide services to business customers.
- 1.4. Identify and build external relationships to improve supply chain efficiency.
  - 1.5. Maintain business customer contact according to organisational policies and procedures.
2. Identify business customer needs.
    - 2.1. Confirm the mechanisms to identify business customer needs.
    - 2.2. Consult relevant customer contacts to review their business needs.
    - 2.3. Review current business and promotional activities, and determine future needs for individual customers.
    - 2.4. Outline and confirm trading terms for specific business customers.
    - 2.5. Confirm and apply organisational pricing policies and procedures.
    - 2.6. Process information about business using the latest forecasts of current and future trends.
  3. Improve business customer outcomes and business relationships.
    - 3.1. Report, promote and advocate for the needs of business customers and end consumers within the organisation.
    - 3.2. Identify and use quality assurance and compliance procedures to qualify and quantify business customer needs.
    - 3.3. Identify and discuss ideas about improving sales service and performance with colleagues and customers
    - 3.4. Ensure the standards of quality required to meet business customer service needs and expectations are met.
    - 3.5. Recognise deficiencies in service provided to business customers and rectify to customer satisfaction in line with own level of responsibility.
    - 3.6. Anticipate future needs of business customers and plan and document activities accordingly.
    - 3.7. Provide regular, effective and targeted feedback to business customers regarding services and the value that is provided.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Technology skills to:

- source information about current and future trends.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# Assessment Requirements for SIRXCEG005 Maintain business to business relationships

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- build sustainable relationships with two business customers, and for each customer:
  - identify specific needs
  - determine options to meet needs
  - select and use communication strategies suited to the customer
  - confirm trading terms according to organisational policies and procedures.
  - develop and document activities for improved customer outcomes and relationship.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- factors that impact business to business relationships
- interpersonal communication techniques that facilitate:
  - building sustainable relationships with business customers
  - consultation on needs
  - negotiation
  - presentation
- sources of information on:
  - product and supply arrangements for customers
  - current and future trends
- different types of promotional activities and their features in a business to business context
- factors that impact trading terms:
  - continuous improvement
  - due diligence requirements
  - infrastructure and capital outlay requirements
  - intellectual property and technology rights

- market position
- organisational systems integration and compatibility
- planning cycles and timing
- risk sharing
- supply chain management
- agreed terms and conditions
- key aspects of legislation that impact sales work in a business-to-business context including Australian Consumer Law.

## Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of product information
- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- forecasts for current and future market trends
- business customers with different requirements; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>



# SIRXPDK001 Advise on products and services

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Product Knowledge

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop product and service knowledge.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and access sources of information on products and services.
- 1.2. Interpret information about availability, features and benefits of products and services.

- |                                  |  |
|----------------------------------|--|
|                                  | 1.3. Compare products and services based on product information.   |
|                                  | 1.4. Identify and use opportunities to update knowledge for the product and service range.                         |
| 2. Respond to customer requests. | 2.1. Answer customer questions about products and services with current and accurate information.                  |
|                                  | 2.2. Use questions to clarify customer information needs.  |
|                                  | 2.3. Explain product and service details using clear communication.  |
|                                  | 2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.     |
| 3. Enhance information provided. | 3.1. Identify situations where additional information may assist the customer.                                     |
|                                  | 3.2. Advise on alternative products or services that may meet customer needs when requested item is not available. |
|                                  | 3.3. Recommend complementary products, specials, new lines and promotions to customers according to their needs.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Numeracy skills to:

- interpret pricing information.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# Assessment Requirements for SIRXPDK001 Advise on products and services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties

- ingredients or materials contained in product
- origins
- alternative products and services
- complementary products and services.

## Assessment Conditions

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a product or service range
- sources of product information
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  - price lists
  - organisational policies and procedures relevant to product and service advice
- customers; these can be:
  - customers in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# SIRXSL001 Sell to the retail customer

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Sales

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Establish customer needs.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Connect with the customer within designated response times and establish rapport.
- 1.2. Use questioning and active listening to facilitate effective two-way communication.

- 1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.
- 1.4. Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.
  - 2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable.
  - 2.2. Clearly explain and promote product and service features and benefits where relevant.
  - 2.3. Advise on promotional events where relevant.
  - 2.4. Provide additional information to address customer questions and objections.
  - 2.5. Offer comparisons to competitor product or service range as required.
  - 2.6. Collaborate with the customer to determine product or service option most suited to their needs.
  - 2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.
  - 3.1. Select and use appropriate techniques to close sale.
  - 3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures.
  - 3.3. Farewell customer on leaving, and invite to return.
  - 3.4. Provide any required after sales service according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

- Reading skills to:
- interpret:
    - detailed in-house and supplier product information documents
    - plain English documents that outline organisational customer service policy and procedures.
- Numeracy skills to:
- interpret basic fee information from in-house documents and complete basic pricing calculations.
- Problem-solving skills to:
- respond to customer objections and provide appropriate solutions to satisfy customer needs.
- Technology skills to:
- use technologies equipped with search functionality and information systems to source product and service information.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# Assessment Requirements for SIRXSLS001 Sell to the retail customer

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques



- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

## Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

## TAEASS402 Assess competence

### Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

### Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Assessment

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for the assessment	1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people 1.2 Access and interpret units of competency that are to be used as

ELEMENT	PERFORMANCE CRITERIA
	<p>benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected</p> <p>1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required</p> <p>1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel</p> <p>1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment</p> <p>1.6 Arrange identified material and physical resource requirements</p> <p>1.7 Identify any specialist support requirements for the assessment, and organise if necessary</p>
2. Gather quality evidence	<p>2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence</p>
3. Support the candidate	<p>3.1 Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL)</p> <p>3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback</p> <p>3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics</p> <p>3.4 Access specialist support, if required, in accordance with the assessment plan</p> <p>3.5 Address any workplace health and safety (WHS) risk to a person or equipment immediately</p>
4. Make the assessment decision	<p>4.1 Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence</p> <p>4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.3 Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan</p> <p>4.4 Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document</p>

ELEMENT	PERFORMANCE CRITERIA
	follow-up, if required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and submit required assessment documentation, according to assessment procedures and confidentiality conventions 5.3 Inform other relevant parties of the assessment decision, according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in consultation with candidates and other relevant people to improve future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 4.1	<ul style="list-style-type: none"> <li>Accesses and interprets procedural and compliance documentation relevant to the assessment process</li> <li>Examines and evaluates assessment evidence</li> </ul>
Writing	1.1, 1.3, 1.5, 2.1, 3.1, 5.1, 5.2, 5.3, 6.2	<ul style="list-style-type: none"> <li>Completes workplace documentation accurately using appropriate language and following organisational requirements</li> </ul>
Oral Communication	1.1, 1.4, 1.5, 3.1, 3.4, 4.4, 5.3, 6.1	<ul style="list-style-type: none"> <li>Communicates information and assessment process requirements clearly, using techniques appropriate to the audience and environment</li> <li>Interacts appropriately with candidates to build rapport and understanding, and obtain specific information to support the assessment process</li> </ul>
Navigate the world of work	1.1, 3.5, 5.3	<ul style="list-style-type: none"> <li>Identifies, confirms and takes responsibility for adherence to legal and ethical requirements</li> <li>Recognises, and follows, explicit and implicit protocols and meets expectations associated with own role</li> </ul>

Interact with others	1.1, 1.4, 1.5, 3.1, 3.2, 3.4, 5.3, 6.1	<ul style="list-style-type: none"> <li>Adjusts personal communication style in recognition of the values and experiences of others to build rapport</li> <li>Cooperates and collaborates with others and contributes to activities requiring joint responsibility and accountability</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2	<ul style="list-style-type: none"> <li>Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria</li> <li>Organises work according to specific requirements taking some responsibility for decisions regarding the format of information</li> <li>With guidance, reviews the effectiveness of solutions in relation to the set goals</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS402 Assess competence	TAEASS402B Assess competence	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

## Assessment Requirements for TAEASS402 Assess competence

### Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- using recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- making reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- using two-way communication and feedback with the candidate
- exercising judgement in making the assessment decision
- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements

reviewing the assessment process.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment, including:
  - VET as a competency-based system
  - how competency based assessment differs from other types of assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - the principles of assessment and how they are applied
  - the distinction between assessment tools and assessment instruments
  - the rules of evidence and how they are applied
  - the range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations in assessment activities
- current legislative requirements relevant to the assessor and the assessment process
- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for the use of relevant personal protective equipment
  - the safe use and maintenance of relevant equipment
  - sources of WHS information.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in a real assessment environment. The assessment environment must include access to assessment tools and recording materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>





# TAEDEL402 Plan, organise and facilitate learning in the workplace

## Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

## Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Delivery and facilitation

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1 Identify the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge
5. Maintain and develop the learning-facilitation relationship	5.1 Prepare for each session 5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties

ELEMENT	PERFORMANCE CRITERIA
6. Close and evaluate the learning-facilitation relationship	<p>6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship</p> <p>6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>6.4 Recommend improvements to work-based practice in light of the review process</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	<ul style="list-style-type: none"> <li>Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements</li> </ul>
Writing	1.1, 2.3, 3.3, 4.1, 6.3	<ul style="list-style-type: none"> <li>Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements</li> </ul>
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	<ul style="list-style-type: none"> <li>Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice</li> <li>Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups</li> </ul>
Navigate the world of work	1.3, 2.1, 5.4	<ul style="list-style-type: none"> <li>Follows organisational protocols, policies and procedures in the management of records</li> <li>Recognises and responds to contractual and ethical requirements associated with own role</li> </ul>
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	<ul style="list-style-type: none"> <li>Asks questions to clarify understanding, and seeks feedback and further information</li> <li>Cooperates and collaborates with others as part of</li> </ul>

		routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	<ul style="list-style-type: none"> <li>Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</li> <li>Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs</li> <li>Identifies and responds to problems and opportunities for improvement, considering options for different approaches</li> <li>Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

## Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

### Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
  - with at least two individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes, or techniques, identified.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways

- workplace health and safety (WHS) relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of WHS information.
  -

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

# TLIA2041 Manually sort mail and parcels

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to manually sort mail and parcels in accordance with workplace requirements, as part of work activities in the postal and allied industries.

It includes carrying out required preparations of the work area, manually sorting mail and parcels as well as finalising the required sorting processes.

The sorting processes include accurately and efficiently organising mail and parcels into groups for further processing or distribution, and containerising processed mail and parcels ready for transfer to the next processing or distribution point.

Work is normally performed under general supervision, usually in a team or outstation environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock

## Unit Sector

Not applicable.

## Elements and Performance Criteria

### ELEMENTS

Elements describe the

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to



essential outcomes.

demonstrate achievement of the element.

### **1 Prepare to sort mail and parcels manually**

- 1.1 Individual and work team priorities and responsibilities are identified and confirmed
- 1.2 All work health and safety (WHS)/occupational health and safety (OHS) and environmental protection workplace procedures and requirements are identified, accessed and applied
- 1.3 Availability of mail and parcels to be processed is identified and confirmed
- 1.4 Mail and parcels to be processed are transferred to processing point
- 1.5 Labels for identifying the destination of mail are created and affixed to trays

### **2 Sort mail and parcels manually**

- 2.1 Internal operating procedures and standards are applied to the manual processing of parcels and mail
- 2.2 Mail and parcels are inspected to ensure all criteria have been met
- 2.3 Mail and parcels are sorted accurately and correctly in compliance with priority for processing and manual sorting procedures
- 2.4 Mail and parcels are handled safely to minimise risk of injury to people and damage to mail and parcels
- 2.5 Mail and parcels that are damaged, underpaid, incorrectly classified, or are non-conforming are identified, separated and re-processed in accordance with workplace procedures
- 2.6 Legal requirements and workplace policies and procedures in relation to the security of mail and parcels are followed

### **3 Complete process for manually sorting mail and parcels**

- 3.1 Mail and parcel sorting frames/bag racks are cleared down, and mail and parcel containers/bags are sealed and labelled in accordance with workplace procedures
- 3.2 Mail and parcels are transferred to next processing or distribution point using appropriate shifting equipment and labels are scanned as required
- 3.3 Information required to complete records of mail and parcels processed is provided and recorded

3.4 Excess equipment is removed and work area is prepared for next activity/shift

## **Foundation Skills**

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Range of Conditions**

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## **Unit Mapping Information**

This unit replaces and is equivalent to TLIA2041A Manually sort mail and parcels.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIA2041 Manually sort mail and parcels

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- applying security and safety precautions and required action to minimise, control or eliminate identified hazards
- communicating and working effectively with others
- completing relevant documentation
- identifying, selecting and using relevant equipment, processes and procedures
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in equipment and systems in accordance with operating procedures
- planning and prioritising own work, predicting consequences and identifying improvements
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes and regulations relevant to mail operations
- hazards that may occur when manually sorting mail and parcels, and ways of controlling the risks involved
- operational work systems, equipment, management and site operating systems for manually sorting mail and parcels
- problems that may occur when manually sorting mail and parcels and appropriate action that can be taken to resolve/avoid these problems
- relevant WHS/OHS and environmental protection procedures and guidelines, including relevant personal protective equipment and procedures for use
- requirements of mail sorting systems, operations and relevant equipment
- workplace procedures and policies for manually sorting mail and parcels.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# ICP Printing and Graphic Arts

## Modification History

Release Number	Release Date	Comments
Release 4.1	July 2021	<p><b>The following ICP components have been deleted as directed by the AISC. These training products were identified as having zero enrolments over the last three years.</b></p> <p><b>Units of competency</b></p> <p>17 units of competency were deleted as directed by the AISC:</p> <ul style="list-style-type: none"> <li>• ICPCBF211 Set up and run machine for sewing</li> <li>• ICPCBF235 Set up machine for basic rotary cutting</li> <li>• ICPCBF236 Produce basic rotary cut product</li> <li>• ICPPRN422 Produce specialised gravure printed product</li> <li>• ICPPRN432 Produce specialised lithographic printed product</li> <li>• ICPPRN442 Produce specialised pad printed product</li> <li>• ICPPRN452 Produce specialised relief printed product</li> <li>• ICPPRN471 Set up for complex coating</li> <li>• ICPPRN472 Produce complex coated product</li> <li>• ICPPRN491 Use on-press monitoring of print quality</li> <li>• ICPPRN492 Use on-press print control devices</li> <li>• ICPPRN513 Set up for specialised flexographic printing</li> <li>• ICPPRN521 Set up for specialised gravure printing</li> <li>• ICPPRN531 Set up for specialised lithographic printing</li> <li>• ICPPRN541 Set up for specialised pad printing</li> <li>• ICPPRN551 Set up for specialised relief printing</li> <li>• ICPPRN552 Manage digital workflow.</li> </ul> <p><b>Minor changes as an SSO upgrade:</b></p> <p><b>Qualifications</b></p> <p>Minor updates were made to six qualifications which contained at least one of the units of competency listed</p>

		<p>above and/or required corrections to typographical errors:</p> <ul style="list-style-type: none"> <li>• ICP20120 Certificate II in Printing and Graphic Arts</li> <li>• ICP31220 Certificate III in Printing</li> <li>• ICP31320 Certificate III in Print Binding, Finishing and Packaging</li> <li>• ICP31420 Certificate III in Prepress Graphic Design Production</li> <li>• ICP40120 Certificate IV in Printing and Graphic Arts Management</li> <li>• ICP50120 Diploma of Printing and Graphic Arts Business Management.</li> </ul>
Release 4.0	May 2020	<p>Six revised qualifications:</p> <ul style="list-style-type: none"> <li>• ICP20120 Certificate II in Printing and Graphic Arts</li> <li>• ICP31220 Certificate III in Printing</li> <li>• ICP31320 Certificate III in Print Binding, Finishing and Packaging</li> <li>• ICP31420 Certificate III in Prepress Graphic Design Production</li> <li>• ICP40120 Certificate IV in Printing and Graphic Arts Management</li> <li>• ICP50120 Diploma of Printing and Graphic Arts Business Management</li> </ul> <p>Two deleted qualifications:</p> <ul style="list-style-type: none"> <li>• ICP31015 Certificate IV in Printing and Graphic Arts (Mail House)</li> <li>• ICP40815 Certificate IV in ePublishing</li> </ul> <p>Three revised skill sets:</p> <ul style="list-style-type: none"> <li>• ICPSS00001 Digital Fundamentals Skill Set</li> <li>• ICPSS00003 Digital Colour Skill Set</li> <li>• ICPSS00004 Advanced Digital Colour Skill Set</li> </ul> <p>Eight new skill sets:</p> <ul style="list-style-type: none"> <li>• ICPSS00005 Digital Printing Skill Set</li> <li>• ICPSS00006 Gravure Printing Skill Set</li> <li>• ICPSS00007 Flexographic Printing Skill Set</li> <li>• ICPSS00008 Lithographic Printing Skill Set</li> <li>• ICPSS00009 Pad Printing Skill Set</li> <li>• ICPSS00010 Relief Printing Skill Set</li> <li>• ICPSS00011 Screen Printing Skill Set</li> </ul>

		<ul style="list-style-type: none"> <li>ICPSS00012 Graphic Design for Print Skill Set</li> </ul> <p>159 revised units of competency (see mapping table) 70 units of competency deleted (see mapping table)</p> <p>Three new units of competency:</p> <ul style="list-style-type: none"> <li>ICPSUP4160 Manage quality in a production environment</li> <li>ICPSUP4600 Manage a safe work environment</li> <li>ICPSUP4620 Facilitate communication in the workplace</li> </ul>
Release 3.0	November 2018	<ul style="list-style-type: none"> <li>1 new unit of competency</li> <li>ICPPTD304</li> </ul> <p>3 revised units of competency</p> <ul style="list-style-type: none"> <li>ICPPTD301</li> <li>ICPPTD302</li> <li>ICPPTD303</li> </ul> <p>1 revised skill set</p> <ul style="list-style-type: none"> <li>ICPSS00002</li> </ul>
Release 2.0	January 2016	<p>Includes review of the following sectors:</p> <ul style="list-style-type: none"> <li>3D Printing (3 new units of competency and 1 new skill set)</li> <li>Certificate III Review (3 revised and converged qualifications to replace 11 qualifications and 1 revised and converged unit of competency to replace 11 units of competency)</li> </ul> <p>Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors</p>
Release 1.1	April 2015	Industry Skills Council (ISC) upgrade to correct mapping errors
Release 1.0	March 2015	<p>Primary release of restructured training package</p> <p>This release of the ICP Printing and Graphic Arts Training Package contains 16 Qualifications, 1 Skill Set, 288 native Units of Competency (including 286 units that have been updated for the Standards for Training Packages and 2 new units), and 167 imported units</p> <p>Digital literacy qualification and skill set added</p>

## Credit Arrangements

<b>Credit Arrangements for ICP Printing and Graphic Arts Training Package Version 4.1</b>		
At the time of endorsement of this Training Package no national credit arrangements exist.		
<table border="1"><tr><td><b>Link s</b></td><td>Companion Volume Implementation Guide: <a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d</a></td></tr></table>	<b>Link s</b>	Companion Volume Implementation Guide: <a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d</a>
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## Links

Companion Volume Implementation Guide is found on VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d>



## ICPSS00001 Digital Fundamentals skill set

### Modification History

Release	Comments
Release 2	This version was released with ICP Printing and Graphic Arts Training Package Version 4.0. Updates to the units of competency required.
Release 1	This skill set first released with ICP Printing and Graphic Arts Training Package Version 1.0.

### Description

This skill set comprises a set of units of competency which aim to develop underpinning digital literacy skills.

### Pathways Information

These units of competency provide credit towards ICP31320 Certificate III in Print Binding, Finishing and Packaging, ICP31420 Certificate III in Prepress Graphic Design Production and ICP31220 Certificate III in Printing.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

### Skill Set Requirements

- ICPPRN3850 Apply software applications to digital production
- ICPPRN4970 Work with digital information
- ICPSUP2810 Use computer systems in the printing and graphic arts sectors

### Target Group

Existing workers in the printing industry who need to develop skills in working with digital information.

## **Suggested words for Statement of Attainment**

These units meet the requirements for fundamental digital literacy skills in the printing and graphic arts context.

## ICPSS00002 3D Print Fundamentals Skill Set

### Modification History

Release	Comments
Release 2	This version was released with ICP Printing and Graphic Arts Training Package Version 3.0. Updates to the units of competency required.
Release 1	This skill set first released with ICP Printing and Graphic Arts Training Package Version 2.0.

### Description

This skill set describes the skills and knowledge required to perform fundamental three-dimensional (3D) printing.

### Pathways Information

The units provide credit towards ICP31215 Certificate III in Printing and ICP31315 Certificate III in Print Manufacturing.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

### Skill Set Requirements

- BSBIPR401 Use and respect copyright
- ICPPTD301 Manipulate 3D files in preparation for 3D printing
- ICPPTD302 Set up and produce 3D prints
- ICPPTD303 Set up and produce 3D scans
- ICPPTD304 Apply problem solving techniques to 3D printing maintenance and operation

### Target Group

This skill set is suitable for experienced printers and 3D print specialists.

## **Suggested words for Statement of Attainment**

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of fundamental 3D printing skills.

# ICPSS00003 Digital Colour Skill Set

## Modification History

Release	Comments
Release 2	This version was released with ICP Printing and Graphic Arts Training Package Version 4.0. Updates to the units of competency required.
Release 1	This skill set first released with ICP Printing and Graphic Arts Training Package Version 2.0.

## Description

This skill set describes the skills and knowledge required to perform basic digital colour work.

## Pathways Information

These units of competency provide credit towards ICP31220 Certificate III in Printing.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN284 Use colour management systems
- ICPPRN2850 Use digital workflow
- ICPPRN3840 Set up and produce basic digital print
- ICPPRN3890 Manage digital files
- ICPPRN3900 Generate proofs for digital production

## Target Group

Experienced printers and entry level digital printers.

## **Suggested words for Statement of Attainment**

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of basic digital colour work.

## ICPSS00004 Advanced Digital Colour Skill Set

### Modification History

Release	Comments
Release 2	This version was released with ICP Printing and Graphic Arts Training Package Version 4.0. Updates to the units of competency required.
Release 1	This skill set first released with ICP Printing and Graphic Arts Training Package Version 2.0.

### Description

This skill set describes the skills and knowledge required to perform advanced digital colour work.

### Pathways Information

These units of competency provide credit towards ICP31220 Certificate III in Printing.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

### Skill Set Requirements

- ICPPRN284 Use colour management systems
- ICPPRN3820 Produce and manage complex digital print
- ICPPRN3840 Set up and produce basic digital print
- ICPPRN3870 Use colour management for production
- ICPPRP4300 Manage colour
- ICPPRN4950 Set up and use complex colour management for production
- ICPPRN4960 Set up and produce complex digital print

### Target Group

Experienced printers and advanced digital printers.

## **Suggested words for Statement of Attainment**

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of advanced digital colour work.



# ICPSS00005 Digital Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform digital printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing and ICP31320 Certificate III in Print Binding, Finishing and Packaging.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN3840 Set up and produce basic digital print
- ICPPRN3920 Set up and produce specialised digital print
- ICPPRN4960 Set up and produce complex digital print

## Target Group

This skill set is suitable for experienced printers and those with advanced digital printing skills.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of digital printing skills.

# ICPSS00006 Gravure Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform fundamental gravure printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN3210 Set up for basic gravure printing
- ICPPRN2220 Produce basic gravure printed product
- ICPPRN3220 Produce complex gravure printed product
- ICPPRN4210 Set up for complex gravure printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in gravure printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of gravure printing skills.

# ICPSS00007 Flexographic Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform flexographic printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing and ICP31320 Certificate III in Print Binding, Finishing and Packaging.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN2140 Produce basic flexographic printed product
- ICPPRN3130 Set up for basic flexographic printing
- ICPPRN3140 Produce complex flexographic printed product
- ICPPRN4130 Set up for complex flexographic printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in flexographic printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of flexographic printing skills.

# ICPSS00008 Lithographic Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform lithographic printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN2320 Produce basic lithographic printed product
- ICPPRN3310 Set up for basic lithographic printing
- ICPPRN3320 Produce complex lithographic printed product
- ICPPRN4310 Set up for complex lithographic printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in lithographic printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of lithographic printing skills.

# ICPSS00009 Pad Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform pad printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN2420 Produce basic pad printed product
- ICPPRN3410 Set up for basic pad printing
- ICPPRN3420 Produce complex pad printed product
- ICPPRN4410 Set up for complex pad printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in pad printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of pad printing skills.

# ICPSS00010 Relief Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform relief printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing and ICP31320 Certificate III in Print Binding, Finishing and Packaging.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN2880 Produce basic relief printed product
- ICPPRN3930 Set up for basic relief printing
- ICPPRN3940 Produce complex relief printed product
- ICPPRN4510 Set up for complex relief printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in relief printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of relief printing skills.

# ICPSS00011 Screen Printing Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to perform fundamental gravure printing.

## Pathways Information

The units provide credit towards ICP31220 Certificate III in Printing and ICP31420 Certificate III in Prepress Graphic Design Production.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPSCP2820 Prepare film for basic screen printing
- ICPSCP3830 Prepare film for complex screen printing

## Target Group

This skill set is suitable for individuals looking to demonstrate competence in screen printing.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the development and application of screen printing skills.

# ICPSS00012 Graphic Design for Print Skill Set

## Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 4.0.

## Description

This skill set describes the skills and knowledge required to apply graphic design skills and knowledge to print applications.

## Pathways Information

These units of competency provide credit towards ICP31420 Certificate III in Prepress Graphic Design Production.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

## Skill Set Requirements

- ICPPRN284 Use colour management systems
- ICPPRP2600 Proof images
- ICPPRN3900 Generate proofs for digital production
- ICPPRP4300 Manage colour

## Target Group

Existing workers in the graphic design industry who need to develop skills in designing for print applications.

## Suggested words for Statement of Attainment

These units of competency from the ICP Printing and Graphic Arts Training Package meet broad industry and community requirements for the application of graphic design skill and knowledge to print applications.



