



Australian Government

ICP10 Printing and Graphic Arts

Release: 2.0

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Modification History

Version	Release date	Comments
2.0	July 2012	<p>NSSC endorsement:</p> <p>The following changes made to the Certificate III qualifications listed below:</p> <ul style="list-style-type: none"> • core unit ‘BSBSUS301A Implement and monitor environmentally sustainable work practices’ replaced with ‘BSBSUS201A Participate in environmentally sustainable work practices’, and native and imported units updated • updated year in the qualification code to reflect above change <ul style="list-style-type: none"> • ICP30112 Certificate III in Printing and Graphic Arts (Graphic Design Production) • ICP30212 Certificate III in Printing and Graphic Arts (Graphic Pre-press) • ICP30312 Certificate III in Printing and Graphic Arts (Multimedia) • ICP30412 Certificate III in Printing and Graphic Arts (Digital Printing) • ICP30512 Certificate III in Printing and Graphic Arts (Printing) • ICP30612 Certificate III in Printing and Graphic Arts (Screen Printing) • ICP30712 Certificate III in Printing and Graphic Arts (Print Finishing) • ICP30812 Certificate III in Printing and Graphic Arts (Sacks and Bags) • ICP30912 Certificate III in Printing and Graphic Arts (Cartons and Corrugating) • ICP31012 Certificate III in Printing and Graphic Arts (Mail House) • ICP31112 Certificate III in Printing and Graphic Arts (Ink Manufacture). <p>ISC upgrade:</p> <ul style="list-style-type: none"> • Imported elective units updated with the most current equivalent unit in: <ul style="list-style-type: none"> • ICP20310 Certificate II in Printing and Graphic Arts (Digital Printing) • ICP40110 Certificate IV in Printing and

Version	Release date	Comments
		<p>Graphic Arts (Graphic Pre-press)</p> <ul style="list-style-type: none"> • ICP40210 Certificate IV in Printing and Graphic Arts (Multimedia) • ICP40310 Certificate IV in Printing and Graphic Arts (Printing) • ICP40410 Certificate IV in Printing and Graphic Arts (Print Finishing) • ICP40510 Certificate IV in Printing and Graphic Arts (Mail House) • ICP40610 Certificate IV in Printing and Graphic Arts (Management/Sales) • ICP40710 Certificate IV in Printing and Graphic Arts (Process Leadership) • ICP50110 Diploma of Printing and Graphic Arts (Digital Production) • ICP50210 Diploma of Printing and Graphic Arts (Multimedia) • ICP50310 Diploma of Printing and Graphic Arts (Printing) • ICP50410 Diploma of Printing and Graphic Arts (Management/Sales) • ICP50510 Diploma of Printing and Graphic Arts (Process Improvement). • Minor editorial corrections to the following ICP10 units resulting in unit version identifiers in codes being upgraded: <ul style="list-style-type: none"> • ICPMM491D: prerequisite unit updated to current version • ICPMM492D: prerequisite unit updated to current version • ICPPP284B: editorial error corrected • ICPSP337D: editorial errors corrected.
1.0	5 July 2010	<ul style="list-style-type: none"> • inclusion of additional digital printing units of competency • addition of two digital printing qualifications • qualifications updated to include a core environmental sustainability unit and additional choice of elective units.

ICP10 Printing and Graphic Arts Training Package

ICP10 Printing and Graphic Arts

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Published by: Innovation & Business Skills Australia Ltd
Level 11, 176 Wellington Parade
East Melbourne VIC 3002
Phone: +61 3 9815 7000 Fax: +61 3 9815 7001
www.ibsa.org.au email reception@ibsa.org.au

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at <http://www.ibsa.org.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

ICP10 Printing and Graphic Arts Training Package Version 2 is a revision of ICP10 Version 1, which was endorsed on 14 February 2011. The change to all Certificate III qualifications in this version was made to better reflect the skills required by someone operating at a Certificate III / Grade 5 production level worker.

Training Package Details

Training Package Code:	ICP10
Training Package Name:	Printing and Graphic Arts
First Published:	2010
Print Version Number:	2
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List of AQF Qualifications

Qualification Code	Title
ICP20110	Certificate II in Printing and Graphic Arts (General)
ICP20210	Certificate II in Printing and Graphic Arts (Desktop Publishing)
ICP20310	Certificate II in Printing and Graphic Arts (Digital Printing)
ICP20410	Certificate II in Printing and Graphic Arts (Print Production Support)
ICP20510	Certificate II in Printing and Graphic Arts (Screen Printing)
ICP20610	Certificate II in Printing and Graphic Arts (Converting, Binding and Finishing)
ICP20710	Certificate II in Printing and Graphic Arts (Sacks and Bags)
ICP20810	Certificate II in Printing and Graphic Arts (Cartons)
ICP20910	Certificate II in Printing and Graphic Arts (Corrugating)
ICP21010	Certificate II in Printing and Graphic Arts (Mail House)
ICP21110	Certificate II in Printing and Graphic Arts (Ink Manufacture)
ICP30112	Certificate III in Printing and Graphic Arts (Graphic Design Production)
ICP30212	Certificate III in Printing and Graphic Arts (Graphic Pre-press)
ICP30312	Certificate III in Printing and Graphic Arts (Multimedia)
ICP30412	Certificate III in Printing and Graphic Arts (Digital Printing)
ICP30512	Certificate III in Printing and Graphic Arts (Printing)
ICP30612	Certificate III in Printing and Graphic Arts (Screen Printing)
ICP30712	Certificate III in Printing and Graphic Arts (Print Finishing)
ICP30812	Certificate III in Printing and Graphic Arts (Sacks and Bags)
ICP30912	Certificate III in Printing and Graphic Arts (Cartons and Corrugating)
ICP31012	Certificate III in Printing and Graphic Arts (Mail House)

Qualification Code	Title
ICP20110	Certificate II in Printing and Graphic Arts (General)
ICP20210	Certificate II in Printing and Graphic Arts (Desktop Publishing)
ICP31112	Certificate III in Printing and Graphic Arts (Ink Manufacture)
ICP40110	Certificate IV in Printing and Graphic Arts (Graphic Pre-press)
ICP40210	Certificate IV in Printing and Graphic Arts (Multimedia)
ICP40310	Certificate IV in Printing and Graphic Arts (Printing)
ICP40410	Certificate IV in Printing and Graphic Arts (Print Finishing)
ICP40510	Certificate IV in Printing and Graphic Arts (Mail House)
ICP40610	Certificate IV in Printing and Graphic Arts (Management/Sales)
ICP40710	Certificate IV in Printing and Graphic Arts (Process Leadership)
ICP50110	Diploma of Printing and Graphic Arts (Digital Production)
ICP50210	Diploma of Printing and Graphic Arts (Multimedia)
ICP50310	Diploma of Printing and Graphic Arts (Printing)
ICP50410	Diploma of Printing and Graphic Arts (Management/Sales)
ICP50510	Diploma of Printing and Graphic Arts (Process Improvement)

Units of competency in this Training Package and their prerequisites

Native units in ICP10 Training Package	
Code	Title
Converting Binding and Finishing	
ICPCF105C	Operate in-line mail machine
ICPCF202C	Handline mail
ICPCF203C	Collate and insert mail manually
ICPCF204C	Operate addressing machine
ICPCF208C	Set up and operate a cheque mailer machine
ICPCF209C	Set up and operate in-line mail machine
ICPCF220C	Produce basic converted or finished product
ICPCF221C	Set up and produce basic guillotined product
ICPCF222C	Set up and operate in-line cutter
ICPCF223C	Set up machine for cutting (trimming)
ICPCF224C	Produce cut (trimmed) product
ICPCF225C	Set up machine for basic flat-bed die cutting or embossing
ICPCF226C	Produce basic flat-bed die cut or embossed product
ICPCF227C	Set up machine for basic rotary die cutting or embossing
ICPCF228C	Produce basic rotary die cut or embossed product
ICPCF231C	Set up machine for basic flat-bed cutting
ICPCF232C	Produce basic flat-bed cut product
ICPCF235C	Set up machine for basic rotary cutting
ICPCF236C	Produce basic rotary cut product
ICPCF241C	Set up machine for basic single or continuous folding

Native units in ICP10 Training Package	
Code	Title
ICPCF242C	Produce basic single or continuous folded product
ICPCF243C	Set up machine for basic collating or inserting (sheet/section)
ICPCF244C	Produce basic collated or inserted (sheet/section) product
ICPCF245C	Set up and produce hand-collated or -inserted product
ICPCF261C	Set up machine for basic adhesive, mechanical or thermal fastening
ICPCF262C	Produce basic adhesive, mechanical or thermal fastened product
ICPCF263C	Set up and produce hand-fastened product
ICPCF281C	Set up machine for basic laminating
ICPCF282C	Produce basic laminated product
ICPCF294C	Set up profile cutting for envelope manufacture
ICPCF297C	Clean sack and bag machines
ICPCF298C	Run and monitor sack and bag machines
ICPCF2101C	Set up and run machine for sewing
ICPCF2104C	Set up single-faced web
ICPCF2106C	Set up double-faced web
ICPCF2108C	Produce basic folded and glued cartons
ICPCF311C	Prepare for cutting forme and stripper making
ICPCF312C	Set cutting forme and strippers
ICPCF320C	Produce complex converted or finished product
ICPCF321C	Set up and produce complex guillotined product
ICPCF326C	Undertake pre make-ready for die cutting
ICPCF327C	Set up machine for complex rotary die cutting or embossing
ICPCF328C	Produce complex rotary die cut or embossed product

Native units in ICP10 Training Package	
Code	Title
ICPCF341C	Set up machine for complex sequenced or multiple folding
ICPCF342C	Produce complex sequenced or multiple folded product
ICPCF343C	Set up machine for complex collating or inserting (sheet/section/reel)
ICPCF344C	Produce complex collated or inserted (sheet/section/reel) product
ICPCF361C	Set up machine for complex adhesive, mechanical or sewn fastening
ICPCF362C	Produce complex adhesive, mechanical or sewn fastened product
ICPCF369C	Set up and produce hand-made box
ICPCF371C	Decorate paper
ICPCF381C	Set up machine for complex laminating
ICPCF382C	Produce complex laminated product
ICPCF391C	Use electronic monitoring systems (converting and finishing)
ICPCF392C	Produce product on window gluer
ICPCF393C	Set up machine for envelope manufacture
ICPCF395C	Set up and operate folder gluer machine
ICPCF396C	Set up in-line scoring, folding and gluing machine for envelope manufacture
ICPCF398C	Set up in-line bottom making machine for sack or bag manufacture
ICPCF399C	Set up in-line tube making machine for sack or bag manufacture
ICPCF3100C	Run and monitor in-line tube making machine for sack or bag manufacture
ICPCF3101C	Run and monitor in-line bottom making machine for sack or bag manufacture
ICPCF3102C	Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture
ICPCF3103C	Run and monitor envelope manufacturing machines
ICPCF3105C	Produce single-faced web

Native units in ICP10 Training Package	
Code	Title
ICPCF3106C	Set up machine for basic carton folding and gluing
ICPCF3107C	Produce double-faced web
ICPCF3109C	Produce complex folded and glued cartons
ICPCF406C	Set up and load in-line smart card machine
ICPCF407C	Operate a smart card machine and pack product
ICPCF410C	Set up machine for complex carton folding and gluing
ICPCF425C	Set up machine for complex flat-bed die cutting or embossing
ICPCF426C	Produce complex flat-bed die cut or embossed product
ICPCF465C	Set up and produce hand-bound book
ICPCF467C	Restore books
Ink Manufacturing	
ICPIM211C	Select and prepare materials for production
ICPIM221C	Blend chemicals
ICPIM251C	Filter and pack product
ICPIM331C	Manufacture inks and coatings
ICPIM335C	Manufacture varnish and resin
Knowledge	
ICPKN311C	Apply knowledge of the graphic pre-press sector
ICPKN312C	Apply knowledge of printing machining
ICPKN313C	Apply knowledge and requirements of the converting, binding and finishing sector
ICPKN314C	Apply knowledge and requirements of the screen printing sector
ICPKN315C	Apply knowledge and requirements of the multimedia sector

Native units in ICP10 Training Package	
Code	Title
ICPKN316C	Apply knowledge and requirements of paper and printing processes
ICPKN317C	Apply knowledge and requirements of the ink manufacturing sector
ICPKN318C	Apply knowledge and requirements of mail house operations
ICPKN319C	Apply knowledge and processes of converting paper-based products
ICPKN320C	Apply knowledge and requirements of information technology systems in the printing industry
ICPKN321A	Apply knowledge and requirements of digital production
Multimedia	
ICPMM263C	Access and use the Internet
ICPMM296C	Create and test a CD-ROM/DVD
ICPMM321C	Capture a digital image
ICPMM322C	Edit a digital image
ICPMM344C	Manipulate and incorporate audio into multimedia presentations
ICPMM346C	Incorporate video into multimedia presentations
ICPMM491D	Create an extensible document
ICPMM492D	Create an extensible style sheet
ICPMM581C	Manage multimedia production
ICPMM582C	Manage multimedia projects
Pre-press	
ICPPP211C	Develop a basic design concept
ICPPP221C	Select and apply type
ICPPP223C	Photograph a line image
ICPPP224C	Produce pages using a page layout application

Native units in ICP10 Training Package	
Code	Title
ICPPP225C	Produce graphics using a graphics application
ICPPP231C	Manually combine spot colour and basic four-colour images
ICPPP232C	Electronically combine and assemble data
ICPPP252C	Output images
ICPPP260C	Proof images
ICPPP266C	Produce relief plates
ICPPP267C	Produce offset lithographic plates
ICPPP268C	Make photopolymer plates (flexographic)
ICPPP269C	Produce photopolymer plates for pad printing
ICPPP272C	Produce gravure cylinders manually
ICPPP281C	Design basic carton
ICPPP283C	Prepare artwork for screen printing
ICPPP284B	Produce PDF files for online or screen display
ICPPP285A	Scan a mono image
ICPPP286A	Scan images for reproduction
ICPPP311C	Develop a detailed design concept
ICPPP321C	Produce a typographic image
ICPPP322C	Digitise images for reproduction
ICPPP323C	Photograph and produce halftone images
ICPPP324C	Create pages using a page layout application
ICPPP325C	Create graphics using a graphics application
ICPPP331C	Manually combine complex four-colour images
ICPPP333C	Electronically combine complex images

Native units in ICP10 Training Package	
Code	Title
ICPPP334C	Prepare an imposition format for printing processes
ICPPP352C	Output complex images
ICPPP360C	Undertake special colour proofing
ICPPP370C	Produce multiple image plates
ICPPP372C	Produce gravure cylinders electronically
ICPPP382C	Produce computer image for screen printing
ICPPP385C	Operate a database for digital printing
ICPPP386C	Undertake digital proofing
ICPPP396A	Generate high-end PDF files
ICPPP397A	Transfer digital files
ICPPP411C	Undertake a complex design brief
ICPPP421C	Compose and evaluate typography
ICPPP422C	Digitise complex images for reproduction
ICPPP423C	Apply colour to design brief
ICPPP430C	Manage colour
ICPPP435C	Generate complex imposition
ICPPP452C	Output complex images direct to plate or press
ICPPP481C	Design complex carton
ICPPP484C	Set up and operate automated workflow
ICPPP485C	Develop a digital data template
ICPPP494C	Develop document content and structure
Printing	
ICPPR211C	Mount and proof flexographic plates for basic printing

Native units in ICP10 Training Package	
Code	Title
ICPPR214C	Produce basic flexographic printed product
ICPPR222C	Produce basic gravure printed product
ICPPR232C	Produce basic lithographic printed product
ICPPR242C	Produce basic pad printed product
ICPPR261C	Set up for foil stamping
ICPPR262C	Produce foil stamped product
ICPPR271C	Set up for basic coating
ICPPR272C	Produce basic coated product
ICPPR282C	Produce and manage basic digital print
ICPPR283A	Use digital media consumables
ICPPR284A	Introduction to colour management
ICPPR285A	Use digital workflow
ICPPR286A	Finish a digital product
ICPPR287A	Use digital processes
ICPPR288A	Produce basic relief printed product
ICPPR313C	Set up for basic flexographic printing
ICPPR314C	Produce complex flexographic printed product
ICPPR321C	Set up for basic gravure printing
ICPPR322C	Produce complex gravure printed product
ICPPR331C	Set up for basic lithographic printing
ICPPR332C	Produce complex lithographic printed product
ICPPR341C	Set up for basic pad printing
ICPPR342C	Produce complex pad printed product

Native units in ICP10 Training Package	
Code	Title
ICPPR382C	Produce and manage complex digital print
ICPPR383C	Prepare for personalised digital printing
ICPPR384A	Set up and produce basic digital print
ICPPR385A	Apply software applications to digital production
ICPPR386A	Troubleshoot digital media
ICPPR387A	Use colour management for production
ICPPR388A	Preflight and import complex images for digital device
ICPPR389A	Manage digital files
ICPPR390A	Generate a proof for digital production
ICPPR392A	Set up and produce specialised digital print
ICPPR393A	Set up for basic relief printing
ICPPR394A	Produce complex relief printed product
ICPPR411C	Mount and demount flexographic plates for complex printing
ICPPR413C	Set up for complex flexographic printing
ICPPR414C	Produce specialised flexographic printed product
ICPPR421C	Set up for complex gravure printing
ICPPR422C	Produce specialised gravure printed product
ICPPR431C	Set up for complex lithographic printing
ICPPR432C	Produce specialised lithographic printed product
ICPPR441C	Set up for complex pad printing
ICPPR442C	Produce specialised pad printed product
ICPPR451C	Set up for complex relief printing
ICPPR452C	Produce specialised relief printed product

Native units in ICP10 Training Package	
Code	Title
ICPPR471C	Set up for complex coating
ICPPR472C	Produce complex coated product
ICPPR484C	Prepare for variable data printing
ICPPR491C	Use on-press monitoring of print quality
ICPPR492C	Use on-press print control devices
ICPPR493C	Set up and monitor in-line printing operations
ICPPR494A	Apply advanced software applications to digital production
ICPPR495A	Set up and use complex colour management for production
ICPPR496A	Set up and produce complex digital print
ICPPR513C	Set up for specialised flexographic printing
ICPPR521C	Set up for specialised gravure printing
ICPPR531C	Set up for specialised lithographic printing
ICPPR541C	Set up for specialised pad printing
ICPPR551C	Set up for specialised relief printing
ICPPR552A	Manage digital production work flow
Screen Printing	
ICPSP211C	Reclaim screen automatically
ICPSP215C	Prepare screen
ICPSP221C	Prepare substrate
ICPSP222C	Prepare and cut screen print substrate
ICPSP233C	Manually prepare direct emulsion stencil
ICPSP235C	Prepare stencil using photographic indirect method
ICPSP270C	Manually prepare and produce screen prints

Native units in ICP10 Training Package	
Code	Title
ICPSP271C	Manually produce basic screen prints
ICPSP273C	Semi-automatically produce basic screen prints
ICPSP275C	Automatically produce basic screen prints
ICPSP281C	Finish screen print products
ICPSP282A	Prepare film for basic screen printing
ICPSP311C	Reclaim screen manually
ICPSP333C	Automatically prepare direct emulsion stencil
ICPSP337D	Prepare stencil using photographic capillary method
ICPSP339C	Prepare stencil using direct projection method
ICPSP341C	Prepare stencil using direct electronic imaging method
ICPSP351C	Prepare machine and drying/curing unit
ICPSP371C	Manually produce complex screen prints
ICPSP373C	Semi-automatically produce complex screen prints
ICPSP374C	Operate a semi-automatic screen printing machine
ICPSP375C	Automatically produce complex screen prints
ICPSP376C	Operate an automatic screen printing machine
ICPSP382C	Produce computer image for screen printing
ICPSP383A	Prepare film for complex screen printing
Support	
ICPSU120C	Pack product
ICPSU201C	Prepare, load and unload reels and cores on and off machine
ICPSU202C	Prepare, load and unload product on and off machine
ICPSU203C	Prepare and maintain the work area

Native units in ICP10 Training Package	
Code	Title
ICPSU207C	Prepare machine for operation (basic)
ICPSU208C	Operate and monitor machines (basic)
ICPSU211C	Prepare ink and additives
ICPSU212C	Prepare coatings and adhesives
ICPSU216C	Inspect quality against required standards
ICPSU221C	Pack and dispatch product
ICPSU222C	Pack and dispatch solid waste
ICPSU224C	Perform basic machine maintenance
ICPSU225C	Perform small machine maintenance
ICPSU235C	Lift loads mechanically
ICPSU236C	Shift loads mechanically
ICPSU241C	Undertake warehouse or stores materials processing
ICPSU243C	Reconcile process outputs
ICPSU260C	Maintain a safe work environment
ICPSU261C	Follow OHS practices and identify environmental hazards
ICPSU262C	Communicate in the workplace
ICPSU263C	Perform basic industry calculations
ICPSU271C	Provide basic instruction for a task
ICPSU280C	Enter data into electronic system
ICPSU281C	Use computer systems
ICPSU311C	Prepare ink and additives (advanced)
ICPSU321C	Pack and dispatch (advanced)
ICPSU323C	Dispose of waste

Native units in ICP10 Training Package	
Code	Title
ICPSU342C	Undertake inventory procedures
ICPSU345C	Purchase materials and schedule deliveries
ICPSU351C	Undertake basic production scheduling
ICPSU352C	Plan operational processes
ICPSU357C	Apply quick changeover procedures
ICPSU362C	Communicate as part of a work team
ICPSU381C	Operate and maintain computer resources
ICPSU389C	Undertake basic root cause analysis
ICPSU417C	Perform laboratory quality tests of materials and finished product
ICPSU455C	Supervise and schedule work of others
ICPSU456C	Control production
ICPSU458C	Monitor production workflow
ICPSU464C	Provide customer service and education
ICPSU482C	Troubleshoot and optimise materials and machinery
ICPSU485C	Implement a Just-in-Time (JIT) system
ICPSU486C	Mistake proof a production process
ICPSU487C	Analyse manual handling processes
ICPSU488C	Ensure process improvements are sustained
ICPSU516C	Set and apply quality standards
ICPSU553C	Prepare production costing estimates
ICPSU554C	Manage teams
ICPSU561C	Implement and monitor OHS
ICPSU583C	Troubleshoot and optimise the production process

Native units in ICP10 Training Package	
Code	Title
ICPSU684C	Determine and improve process capability

Imported units of competency in ICP10 qualifications		
Code	Title	Origin
AUM4012A	Apply quality assurance techniques	AUM08
BSBCMM401A	Make a presentation	BSB07
BSBCUS301B	Deliver and monitor a service to customers	BSB07
BSBCUS401B	Coordinate implementation of customer service strategies	BSB07
BSBCUS501C	Manage quality customer service	BSB07
BSBDES302A	Explore and apply the creative design process to 2D forms	BSB07
BSBDES601A	Manage design realisation	BSB07
BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBINN201A	Contribute to workplace innovation	BSB07
BSBINN301A	Promote innovation in a team environment	BSB07
BSBIPR601A	Develop and implement strategies for intellectual property management	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT403A	Implement continuous improvement	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT516C	Facilitate continuous improvement	BSB07
BSBMGT608C	Manage innovation and continuous improvement	BSB07
BSBMKG401B	Profile the market	BSB07

Imported units of competency in ICP10 qualifications		
Code	Title	Origin
BSBMKG413A	Promote products and services	BSB07
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07
BSBPMG401A	Apply project scope management techniques	BSB07
BSBPRO401A	Develop product knowledge	BSB07
BSBREL401A	Establish networks	BSB07
BSBREL402A	Build client relationships and business networks	BSB07
BSBSLS407B	Identify and plan sales prospects	BSB07
BSBSLS408B	Present, secure and support sales solutions	BSB07
BSBSLS501A	Develop a sales plan	BSB07
BSBSMB301A	Investigate micro business opportunities	BSB07
BSBSMB402A	Plan small business finances	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR301B	Organise personal work priorities and development	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR404B	Develop work priorities	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
BSBWOR502B	Ensure team effectiveness	BSB07
CUFANM301A	Create 2D digital animation	CUF07

Imported units of competency in ICP10 qualifications		
Code	Title	Origin
CUFANM302A	Create 3D digital animations	CUF07
CUFANM303A	Create 3D digital models	CUF07
CUFANM401A	Prepare 3D digital models for production	CUF07
CUFANM403A	Create titles for screen productions	CUF07
CUFANM503A	Design animation and digital visual effects	CUF07
CUFCMP301A	Implement copyright arrangements	CUF07
CUFDIG201A	Maintain interactive content	CUF07
CUFDIG302A	Author interactive sequences	CUF07
CUFDIG304A	Create visual design components	CUF07
CUFDIG401A	Author interactive media	CUF07
CUFDIG403A	Create user interfaces	CUF07
CUFDIG404A	Apply scripting language to authoring	CUF07
CUFDIG501A	Coordinate the testing of interactive media products	CUF07
CUFDIG502A	Design web environments	CUF07
CUFDIG503A	Design e-learning resources	CUF07
CUFDIG504A	Design games	CUF07
CUFDIG505A	Design information architecture	CUF07
CUVACD101A	Use basic drawing techniques	CUV11
CUVACD201A	Develop drawing skills to communicate ideas	CUV11
CUVACD401A	Integrate colour theory and design processes	CUV11
CUVGRD302A	Use typography techniques	CUV11
ICADBS503A	Create a data warehouse	ICA11
ICADBS504A	Integrate database with a website	ICA11

Imported units of competency in ICP10 qualifications		
Code	Title	Origin
ICANWK414A	Create a common gateway interface script	ICA11
ICANWK414A	Create a common gateway interface script	ICA11
ICAWEB409A	Develop cascading style sheets	ICA11
ICAWEB410A	Apply web authoring tool to convert client data for websites	ICA11
ICAWEB418A	Use development software and IT tools to build a basic website	ICA11
ICAWEB419A	Develop guidelines for uploading information to a website	ICA11
ICAWEB421A	Ensure website content meets technical protocols and standards	ICA11
ICAWEB429A	Create a markup language document to specification	ICA11
ICAWEB502A	Create dynamic web pages	ICA11
ICAWEB510A	Analyse information and assign meta-tags	ICA11
MSACMC410A	Lead change in a manufacturing environment	MSA07
MSACMS200A	Apply competitive manufacturing practices	MSA07
MSACMS201A	Sustain process improvements	MSA07
MSACMC210A	Manage the impact of change on own work	MSA07
MSACMT230A	Apply cost factors to work practices	MSA07
MSACMT240A	Apply 5S procedures in a manufacturing environment	MSA07
MSACMT270A	Use sustainable energy practices	MSA07
MSACMT271A	Use sustainable environmental practices	MSA07
MSACMT440A	Lead 5S in a manufacturing environment	MSA07
MSAENV272B	Participate in environmentally sustainable work practices	MSA07
MSAENV472B	Implement and monitor environmentally sustainable work practices	MSA07
MSACMT280A	Undertake root cause analysis	MSA07

Imported units of competency in ICP10 qualifications		
Code	Title	Origin
MSAPMSUP390 A	Use structured problem solving tools	MSA07
MSACMT621A	Develop a just-in-time (JIT) system	MSA07
MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09
MSL954001A	Obtain representative samples in accordance with sampling plan	MSL09
MSL973001A	Perform basic tests	MSL09
MSL973002A	Prepare working solutions	MSL09
MSL974001A	Prepare, standardise and use solutions	MSL09
SIRXCCS005A	Manage business customers	SIR07
SIRXCCS006A	maintain business to business relationships	SIR07
SIRXSLS001A	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
SIRXSLS008A	Develop a sales strategy	SIR07
TAEASS402B	Assess competence	TAE10
TAEDEL402A	Plan, organise and facilitate learning in the workplace.	TAE10
TLIA2041A	Manually sort mail and parcels	TLI07
TLIA2043A	Consolidate mail	TLI07
TLIA2047A	Stream mail	TLI07
TLIW3006A	Operate computerised mail and parcels sorting equipment	TLI07

Units in ICP10 qualifications with prerequisites		
Code	Title	Prerequisite unit
CUFANM401 A	Create 3D digital models for production	CUFANM303A Create 3D digital models

Units in ICP10 qualifications with prerequisites		
Code	Title	Prerequisite unit
ICPCF3100C	Run and monitor in-line tube making machine for sack or bag manufacture	ICPCF298C Run and monitor sack and bag machines
ICPCF3101C	Run and monitor in-line bottom making machine for sack or bag manufacture	ICPCF298C Run and monitor sack and bag machines
ICPCF3102C	Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture	ICPCF298C Run and monitor sack and bag machines
ICPCF398C	Set up in-line bottom making machine for sack or bag manufacture	ICPCF298C Run and monitor sack and bag machines
ICPCF399C	Set up in-line tube making machine for sack or bag manufacture	ICPCF298C Run and monitor sack and bag machines
ICPMM491D	Create an extensible document	ICAWEB429A Create a markup language document to specification
ICPMM492D	Create an extensible style sheet	ICAWEB429A Create a markup language document to specification
ICPPP311C	Develop a detailed design concept	ICPPP211C Develop a basic design concept
ICPPP321C	Produce a typographic image	ICPPP221C Select and apply type
ICPPP324C	Create pages using a page layout application	ICPPP224C Produce pages using a page layout application
ICPPP396A	Generate high-end PDF files	ICPPP284A Produce PDF files for online or screen display
ICPPP411C	Undertake a complex design brief	ICPPP311C Develop a detailed design concept
ICPPP421C	Compose and evaluate typography	ICPPP221C Select and apply type

Units in ICP10 qualifications with prerequisites		
Code	Title	Prerequisite unit
ICPPP452C	Output complex images direct to plate or press	ICPPP352C Output complex images
ICPPP485C	Develop a digital data template	ICPPP385C Operate a database for digital printing
ICPPP494C	Develop document content and structure	ICPPP396A Generate high-end PDF files
ICPPR385A	Apply software applications to digital production	ICPSU281C Use computer systems
ICPPR387A	Use colour management for production	ICPPR284A Introduction to colour management
ICPPR494A	Apply advanced software applications to digital production	ICPPR385A Apply software applications to digital production
ICPPR495A	Set up and use complex colour management for production	ICPPR387A Use colour management for production
ICPPR496A	Set up and produce complex digital print	ICPPR384A Set up and produce basic digital print
ICPSU311C	Prepare ink and additives (advanced)	ICPSU211C Prepare ink and additives
ICPSU458C	Monitor production workflow	ICPSU216C Inspect quality against required standards

Mapping of Qualifications

Mapping to Previous Training Package versions			
Mapping of Qualifications Key: E = equivalent, N = not equivalent			
Qualification code and title ICP10 v2.0	Qualification code and title ICP10 v1.0	Comments	E/N
ICP20110 Certificate II in Printing and Graphic Arts (General)	ICP20110 Certificate II in Printing and Graphic Arts (General)	Updated equivalent elective units.	E
ICP20210 Certificate II in Printing and Graphic Arts (Desktop Publishing)	ICP20210 Certificate II in Printing and Graphic Arts (Desktop Publishing)	Updated equivalent elective units.	E
ICP20310 Certificate II in Printing and Graphic Arts (Digital Printing)	ICP20310 Certificate II in Printing and Graphic Arts (Digital Printing)	Updated equivalent elective units.	E
ICP30112 Certificate III in Printing and Graphic Arts (Graphic Design Production)	ICP30110 Certificate III in Printing and Graphic Arts (Graphic Design Production)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30212 Certificate III in Printing and Graphic Arts (Graphic Pre-press)	ICP30210 Certificate III in Printing and Graphic Arts (Graphic Pre-press)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30312 Certificate III in Printing and Graphic Arts (Multimedia)	ICP30310 Certificate III in Printing and Graphic Arts (Multimedia)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable	E

Mapping to Previous Training Package versions			
Mapping of Qualifications Key: E = equivalent, N = not equivalent			
Qualification code and title ICP10 v2.0	Qualification code and title ICP10 v1.0	Comments	E/N
		work practices. Updated equivalent elective units.	
ICP30412 Certificate III in Printing and Graphic Arts (Digital Printing)	ICP30410 Certificate III in Printing and Graphic Arts (Digital Printing)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30512 Certificate III in Printing and Graphic Arts (Printing)	ICP30510 Certificate III in Printing and Graphic Arts (Printing)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30612 Certificate III in Printing and Graphic Arts (Screen Printing)	ICP30610 Certificate III in Printing and Graphic Arts (Screen Printing)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30712 Certificate III in Printing and Graphic Arts (Print Finishing)	ICP30710 Certificate III in Printing and Graphic Arts (Print Finishing)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable	E

Mapping to Previous Training Package versions			
Mapping of Qualifications Key: E = equivalent, N = not equivalent			
Qualification code and title ICP10 v2.0	Qualification code and title ICP10 v1.0	Comments	E/N
		work practices.	
ICP30812 Certificate III in Printing and Graphic Arts (Sacks and Bags)	ICP30810 Certificate III in Printing and Graphic Arts (Sacks and Bags)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Updated equivalent elective units.	E
ICP30912 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)	ICP30910 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices.	E
ICP31012 Certificate III in Printing and Graphic Arts (Mail House)	ICP31010 Certificate III in Printing and Graphic Arts (Mail House)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices. Elective unit ICPKN313C replaced with ICPKN318C. Updated equivalent elective units.	E
ICP31112 Certificate III in Printing and Graphic Arts (Ink Manufacture)	ICP31110 Certificate III in Printing and Graphic Arts (Ink Manufacture)	Core unit BSBSUS301A Implement and monitor environmentally sustainable work practices replaced with BSBSUS201A Participate in environmentally sustainable work practices.	E

Mapping to Previous Training Package versions			
Mapping of Qualifications Key: E = equivalent, N = not equivalent			
Qualification code and title ICP10 v2.0	Qualification code and title ICP10 v1.0	Comments	E/N
ICP40110 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)	ICP40110 Certificate IV in Printing and Graphic Arts (Graphic Pre-press)	Updated equivalent elective units.	E
ICP40210 Certificate IV in Printing and Graphic Arts (Multimedia)	ICP40210 Certificate IV in Printing and Graphic Arts (Multimedia)	Updated equivalent elective units.	E
ICP40310 Certificate IV in Printing and Graphic Arts (Printing)	ICP40310 Certificate IV in Printing and Graphic Arts (Printing)	Updated equivalent elective units.	E
ICP40410 Certificate IV in Printing and Graphic Arts (Print Finishing)	ICP40410 Certificate IV in Printing and Graphic Arts (Print Finishing)	Updated equivalent elective units.	E
ICP40510 Certificate IV in Printing and Graphic Arts (Mail House)	ICP40510 Certificate IV in Printing and Graphic Arts (Mail House)	Updated equivalent elective units. Group A elective unit ICPKN313C replaced with ICPKN318C.	E
ICP40610 Certificate IV in Printing and Graphic Arts (Management/Sales)	ICP40610 Certificate IV in Printing and Graphic Arts (Management/Sales)	Updated equivalent elective units.	E
ICP40710 Certificate IV in Printing and Graphic Arts (Process Leadership)	ICP40710 Certificate IV in Printing and Graphic Arts (Process Leadership)	Updated equivalent elective units.	E
ICP50110 Diploma of Printing and Graphic Arts (Digital Production)	ICP50110 Diploma of Printing and Graphic Arts (Digital Production)	Updated equivalent elective units.	E
ICP50210 Diploma of Printing and Graphic Arts (Multimedia)	ICP50210 Diploma of Printing and Graphic Arts (Multimedia)	Updated equivalent elective units.	E
ICP50310 Diploma of Printing and Graphic Arts (Printing)	ICP50310 Diploma of Printing and Graphic Arts (Printing)	Updated equivalent elective units.	E

Mapping to Previous Training Package versions			
Mapping of Qualifications Key: E = equivalent, N = not equivalent			
Qualification code and title ICP10 v2.0	Qualification code and title ICP10 v1.0	Comments	E/N
ICP50410 Diploma of Printing and Graphic Arts (Management/Sales)	ICP50410 Diploma of Printing and Graphic Arts (Management/Sales)	Updated equivalent elective units.	E
ICP50510 Diploma of Printing and Graphic Arts (Process Improvement)	ICP50510 Diploma of Printing and Graphic Arts (Process Improvement)	Updated equivalent elective units.	E

Mapping of Units of Competency Key: E = equivalent, N = not equivalent			
Unit of competency code and title ICP10 v2.0	Unit of competency code and title ICP10 v1.0	Comments	E/N
ICPMM491D Create an extensible document	ICPMM491C Create an extensible document	Prerequisite unit requirement updated to equivalent current version: ICAWEB429A Create a markup language document to specification, version identifier changed	E
ICPMM492D Create an extensible style sheet	ICPMM492C Create an extensible style sheet	Prerequisite unit requirement updated to equivalent current version: ICAWEB429A Create a markup language document to specification, version identifier changed	E
ICPPP284B Produce PDF files for online or screen display	ICPPP284A Produce PDF files for online or screen display	Typographical error corrected in performance criterion 6.3, version identifier changed	E
ICPSP337D Prepare stencil using photographic capillary method	ICPSP337C Prepare stencil using photographic capillary method	Critical aspects of evidence corrected to reflect unit focus (capillary stencils and associated methodology), version identifier changed	E
No other native ICP10 units were changed, added or removed as a result of the release of Version 2 of ICP10.			

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

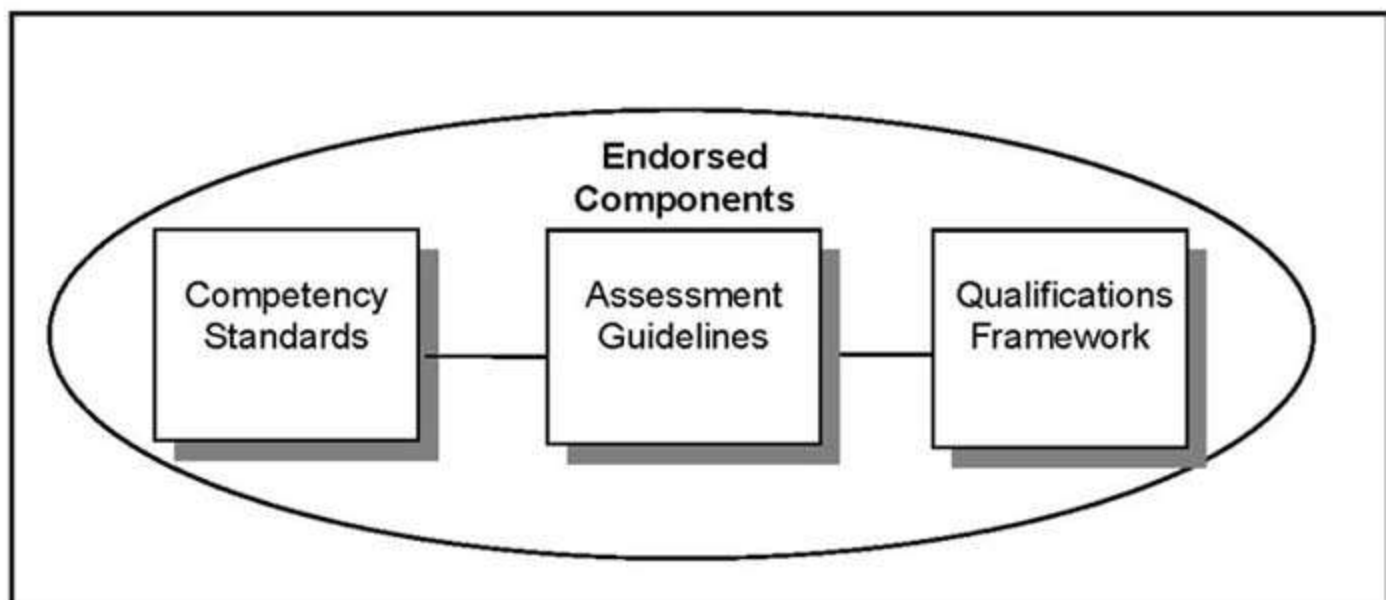
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

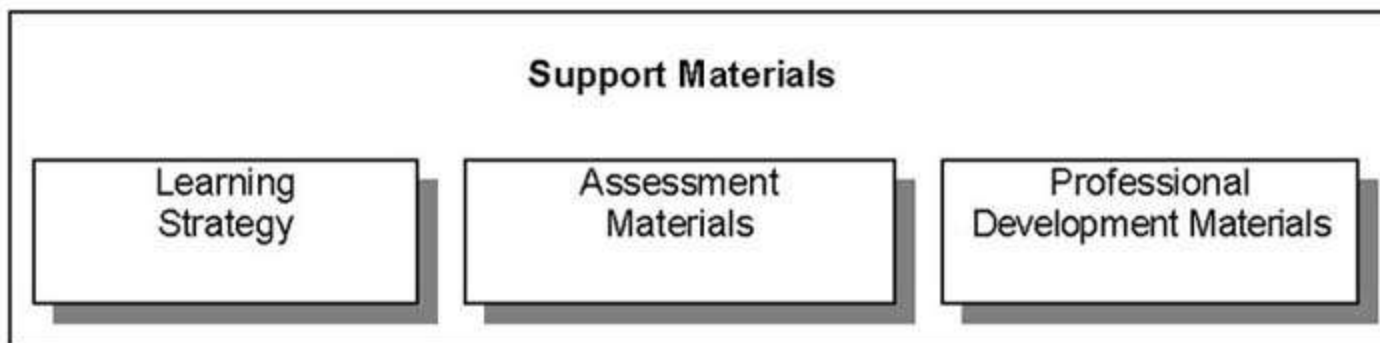
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au >.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example FNS10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example FNS10110. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in ICPKN321A;
- the first three characters signify the Training Package - ICP10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;

- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- ICPCF105C Operate in-line mail machine

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- ICPCF105C Operate in-line mail machine

Historical and General Information

The ICP10 Printing and Graphic Arts Training Package covers all aspects of the printing and graphic arts industry from design through to the production of products in material or electronic form.

The ICP10 Printing and Graphic Arts Training Package contains 385 units of competency – 291 ICP specific and 94 imported units of competency and 34 qualifications. There are eight competency streams or groups:

- Support – SU
- Pre-press – PP
- Multimedia – MM
- Printing – PR
- Screen printing – SP
- Converting, binding and finishing – CF
- Ink manufacture – IM
- Knowledge – KN

In 2009 industry identified a need for broadly based training in Digital Technology to be included in ICP05. The Training Package was enhanced to:

- incorporate relevant digital units into the Certificate III in Printing and Graphic Arts (Printing) as elective units
- ICP20305 Certificate II in Printing and Graphic Arts (Instant Print) and ICP30405 Certificate III in Printing and Graphic Arts (Instant Print) were modified to include the relevant digital units. The qualifications were then re-coded and re-titled as (Digital Printing).

All other qualifications were updated to include environmental units and a range of additional elective units. The packaging rules were also changed to remove all ambiguities and create greater flexibility.

Introduction to the Industry

The printing and graphic arts industry is a major manufacturing industry in Australia and its products are used by every other industry sector. It is a critical, enabling industry supporting the operations of businesses and organisations across all industry sectors.

Of the estimated 6,900 enterprises in the printing and graphic arts industry approximately 6,000 (or 88%) of them are small businesses with fewer than 20 employees. The major sectors within the printing and graphic arts industry are:

- Printing
- Graphic media
- Converting, binding and finishing

- Sacks and bags
- Mail house
- Cartons and corrugations
- Ink manufacture.

In February 2010 approximately 53,000 people were employed in the printing and graphic arts industry, with the majority working full time. The median age of workers in 2009 was 42 years.

The printing industry is male-dominated with male workers making up 68.2% of the total workforce in the year to February 2009. The industry has a predominantly full-time workforce with 84.9% of workers employed full-time in the year to February 2009, well above the all-industry figure of 71.5%.

In 2010 attention was drawn to the ageing of the printing industry workforce due to the low number of new workforce entrants over recent years. This may well change with the technological changes occurring in the industry – it is likely that it will become more attractive to new and younger entrants.¹

The Australian Government report *Employment Outlook for Manufacturing*, produced by the Department of Education, Employment and Workplace Relations (DEEWR), 2010², includes information on the ‘Printing (including Recorded Media)’ workforce. It can be found at www.skillsinfo.gov.au.

¹ IBSA, 2011, *Environmental Scan 2011 – Printing and Graphic Arts Industry* p.28

² Available from <http://www.skillsinfo.gov.au/NR/rdonlyres/E05ABD76-D7EC-4EB4-9C3E-E2E9A1D0E259/0/OutlookManufacturing.pdf>

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*. The 2007 version of the *AQF Implementation Handbook* is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website www.aqf.edu.au during September 2007, and in print in October 2007 (obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at aqfab@curriculum.edu.au).

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the *AQTF 2007 Essential Standards for Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the *AQTF 2007 Essential Standards for Registration*.

Under the AQTF 2007, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

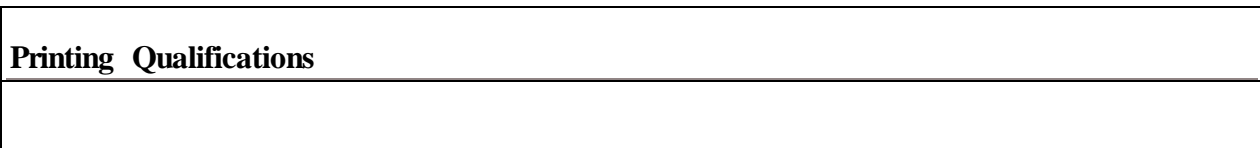
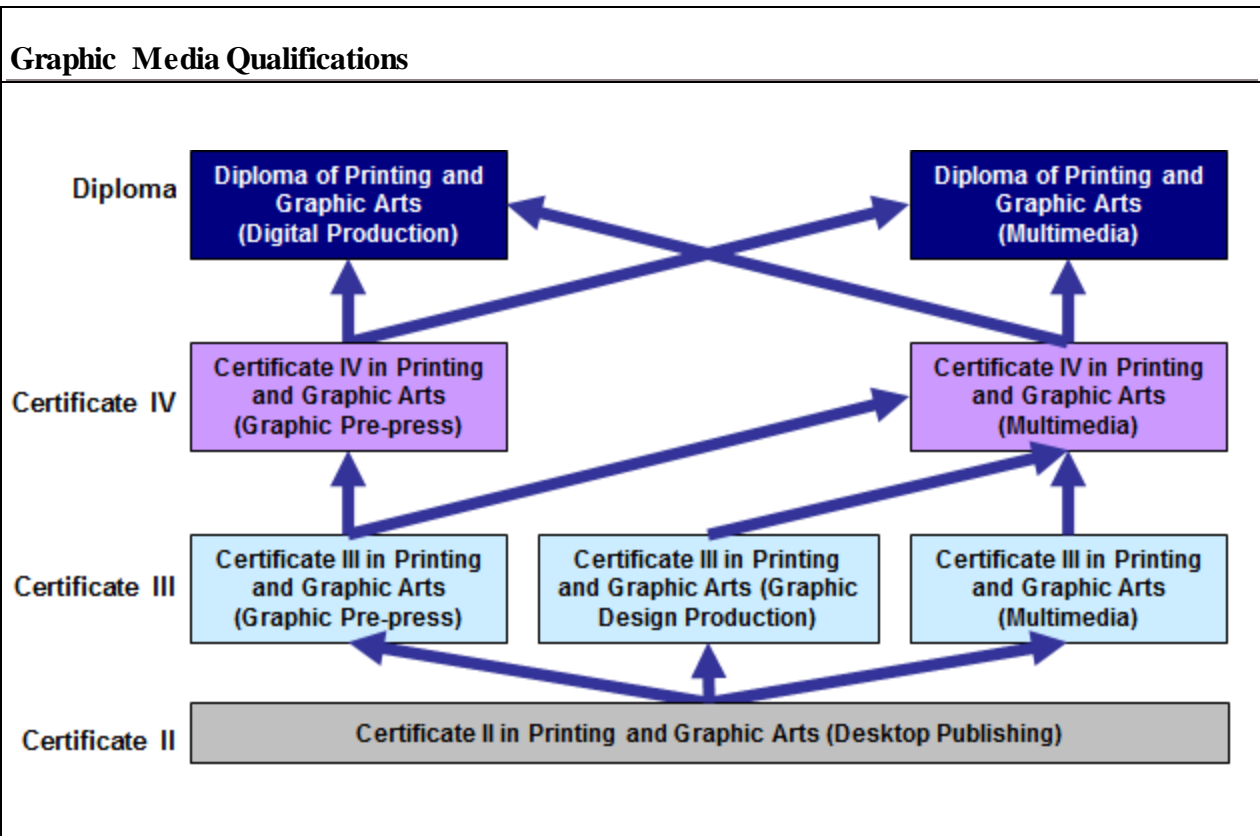
- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

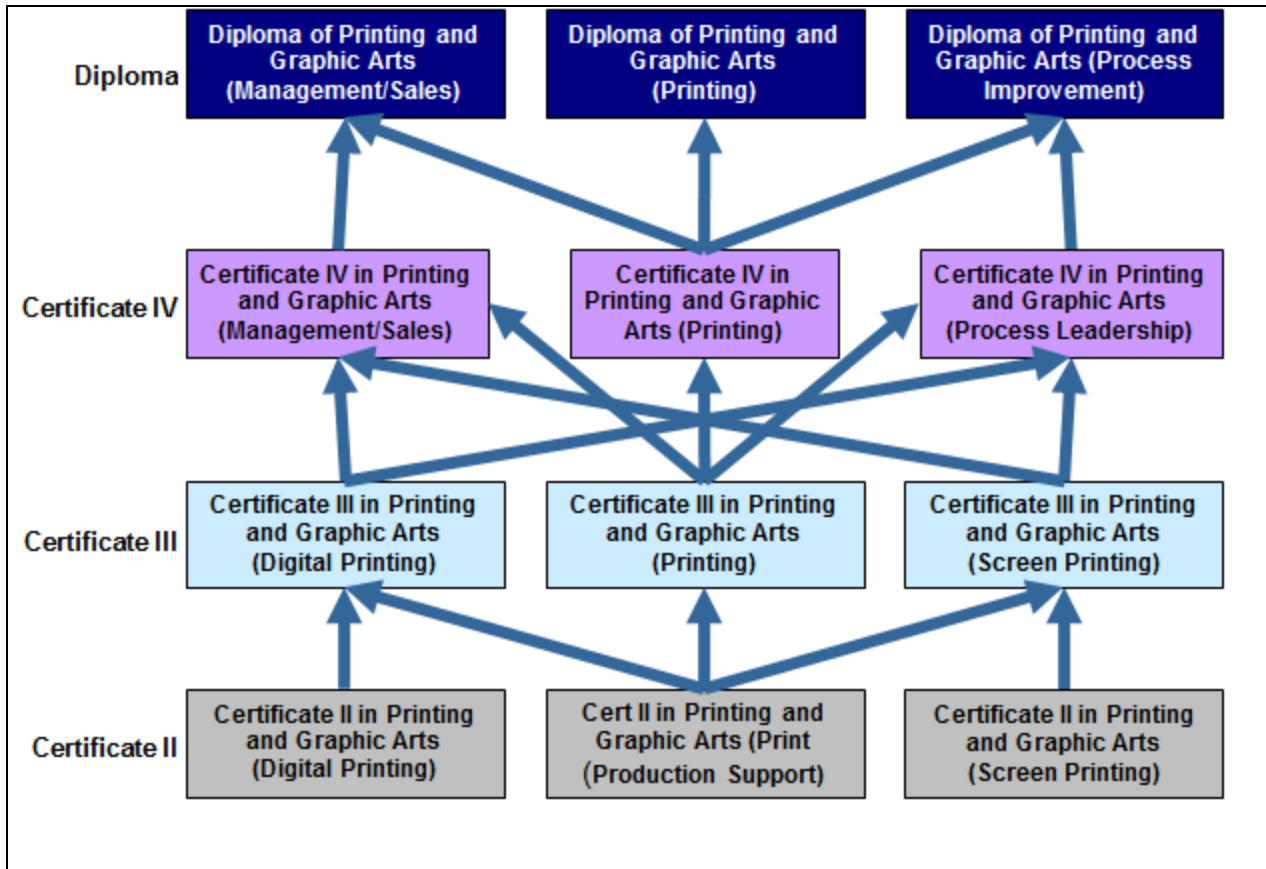
Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

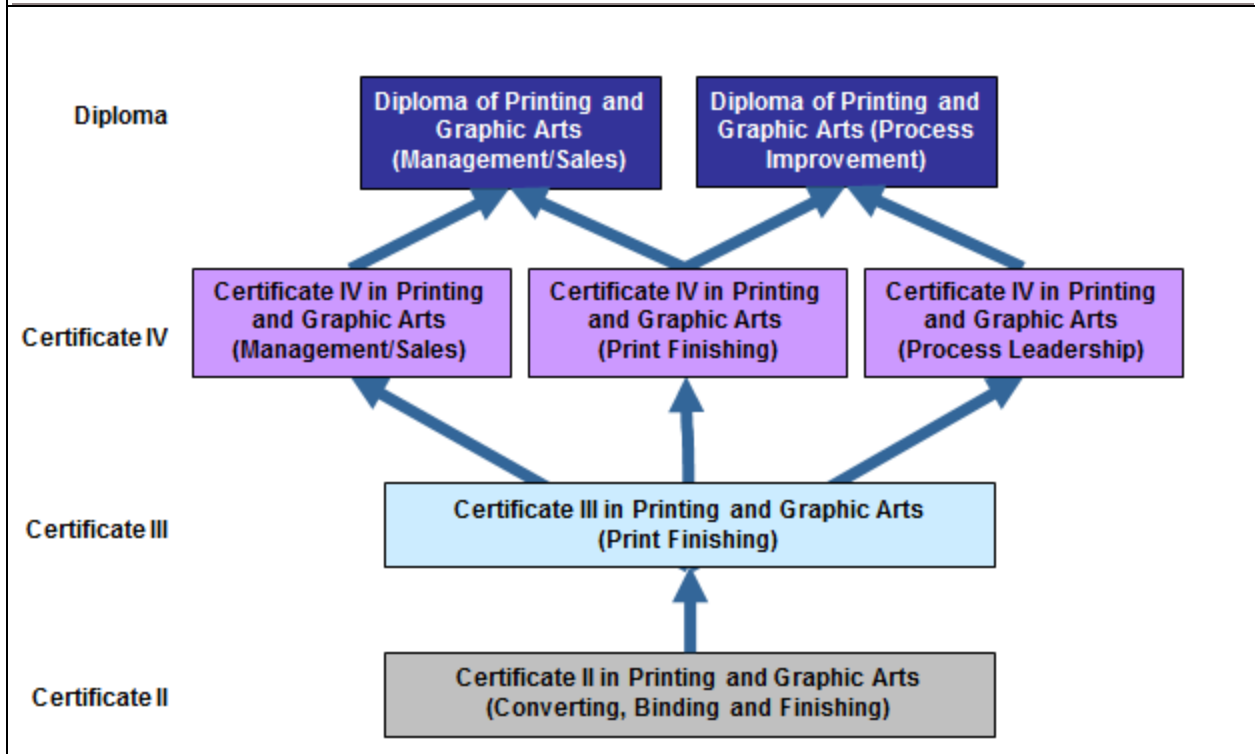
Qualification Pathways

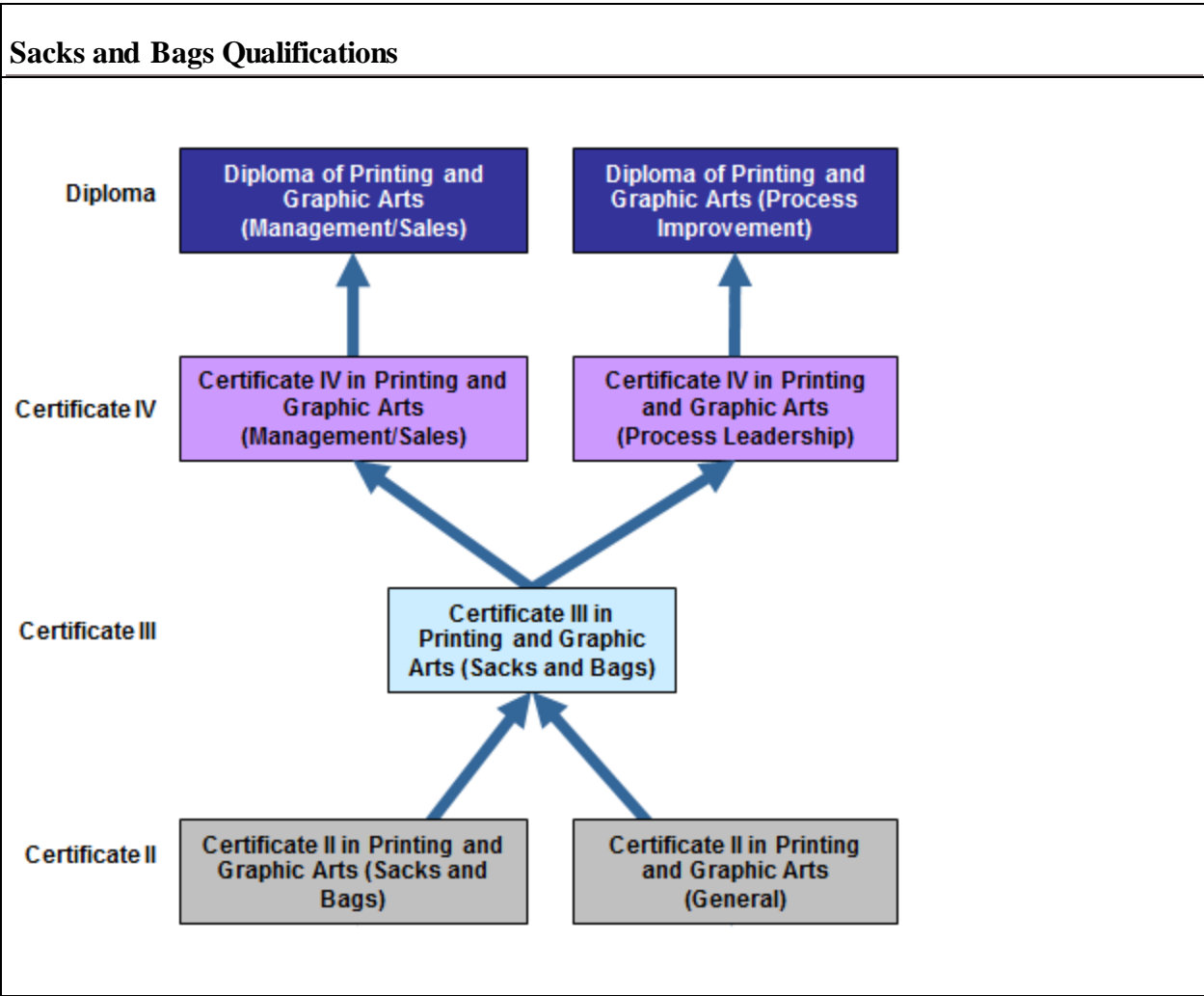
The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Industry Skills Council (<http://www.ibsa.org.au>).



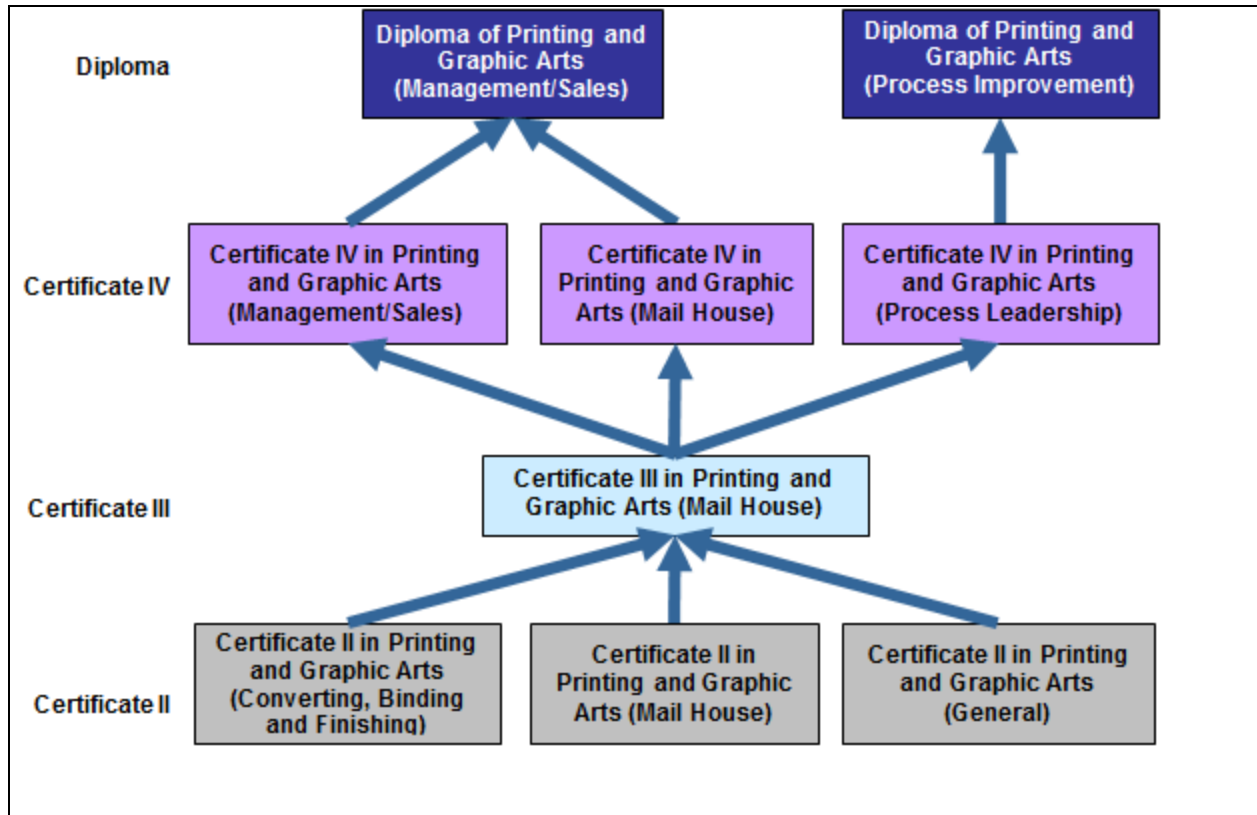


Converting, Binding and Finishing Qualifications

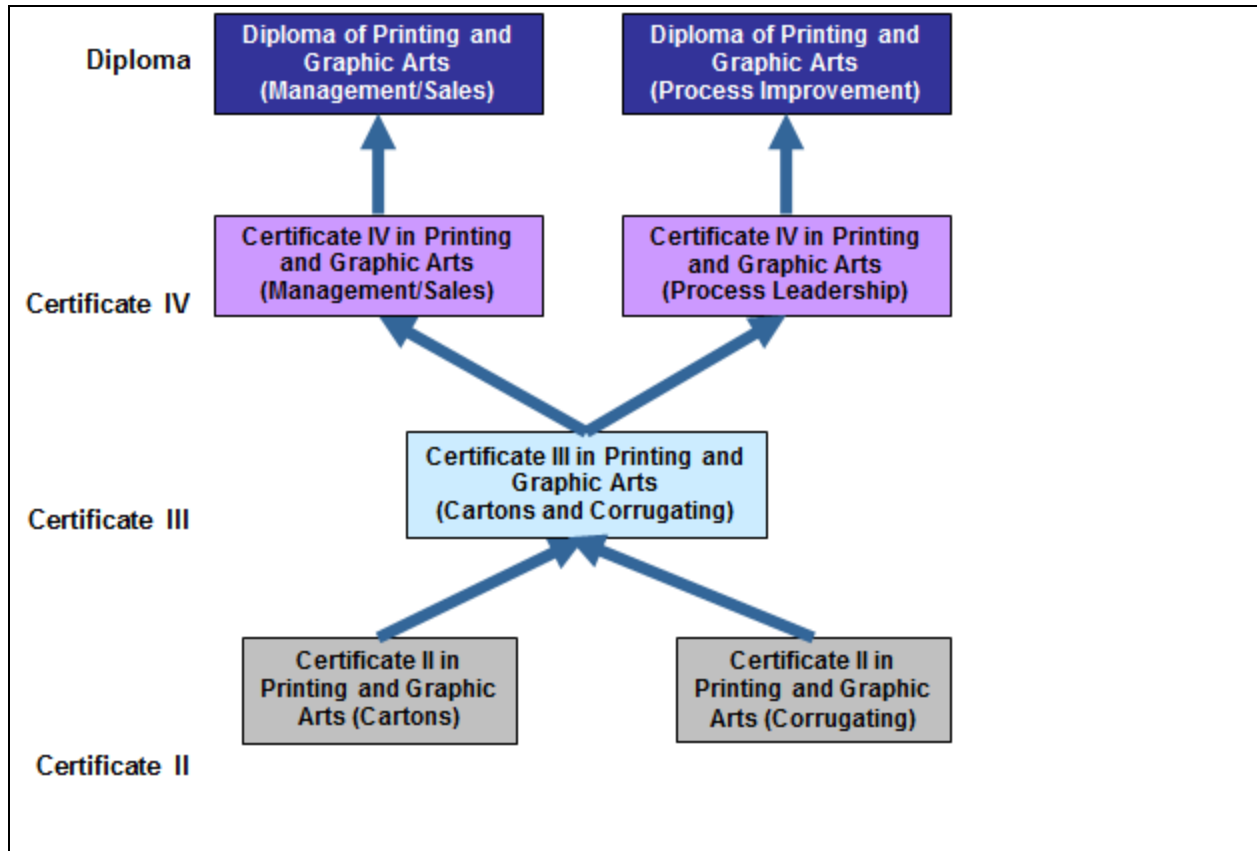




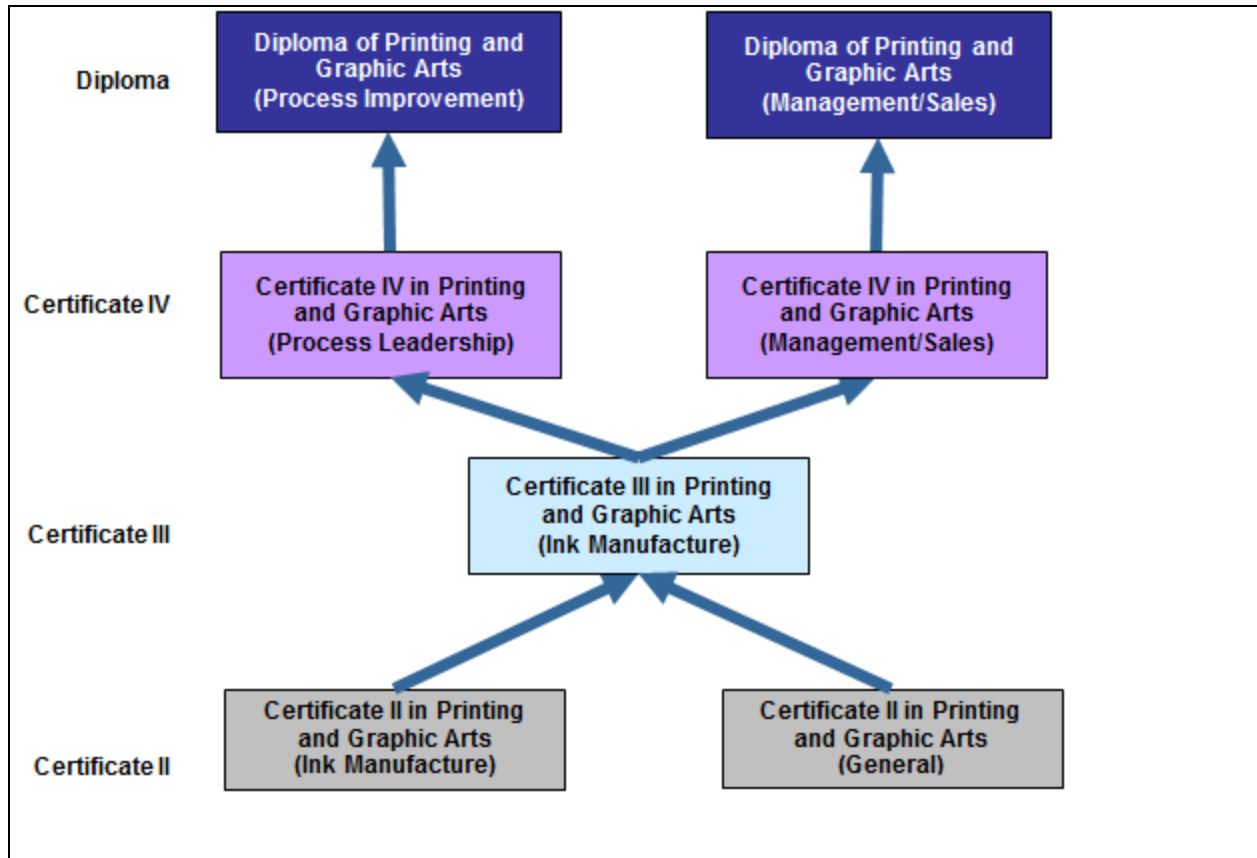
Mail House Qualifications



Cartons and Corrugating Qualifications



Ink Manufacture Qualifications



Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment the updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

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

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	<ul style="list-style-type: none"> • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems

	<ul style="list-style-type: none"> • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility

<p>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
<p>Technology that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.

- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

ICP10 Printing and Graphic Arts Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills are both explicit and embedded within units of competency. This means that employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to employability skills.

Examples from this Training Package of Employability Skills

Examples from this Training Package of Employability Skills embedded within unit components

Unit Component	Example of embedded Employability Skill
Unit Title	Set up and use complex colour management for production (technology)
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create profiles and finger-print presses to obtain the best match across colour devices (technology)
Element	Create and use digital device profiles (initiate and enterprise, technology, planning and organising)
Performance Criteria	Press is optimised to workplace standards in collaboration with the press operator (technology, communication, teamwork)
Range Statement	Software may include: <ul style="list-style-type: none"> • colour management software (e.g. Colorsync) • profile creating software • scanner profiling software (e.g. Colortone Pro, Scan Open) • densitometry and spectrophotometry software (technology)
Required Skills and Knowledge	<ul style="list-style-type: none"> • skills needed to communicate ideas and information by printing a test chart on a press • skills needed in collecting, analysing and organising information to determine printing conditions and colour management requirements • planning and organising skills needed to clarify colour requirements before generating a proof • teamwork skills for maintaining the production process in association with others and working independently with responsibility for others • numeracy skills used in relation to densitometry, spectrophotometry and colour profiles • problem-solving skills used in diagnosing and correcting colour problems • skills needed for utilising software and hardware correctly when creating a profile (technology, communication, teamwork, problem solving, self management, planning and organising)

Unit Component	Example of embedded Employability Skill
Evidence Guide	Evidence of the ability to: <ul style="list-style-type: none"> • create custom device profiles in a digital production workflow to enhance the match across proofs, monitors and final products (planning and organising, technology, problem solving) • find and use information relevant to the task from a variety of information sources (self-management, technology)

Qualifications

The industry coverage in ICP10 includes printing, graphic media, converting binding and finishing, sacks and bags, mail house, cartons and corrugating and ink manufacture. However, all qualifications have been expanded to include environmental sustainability as a core component. The Certificate III in Printing and Graphic Arts (Printing) includes a range of units of competency for digital printing, including wide format, high speed document production, variable data and colour management.

All qualifications must lead to a work outcome. The flexibility of ICP10 Printing and Graphic Arts Training Package qualifications allows RTOs to vary programs to meet:

- the specific needs of learners and industry clients
- the needs of a locality or a particular industry application of skills.

Competency Standards - Industry Contextualisation

A range of units of competency have been imported into the Printing and Graphic Arts Training Package to provide greater flexibility, choice and transferability of skills within the printing and graphic arts industry and across other industries.

RTOs may contextualise units of competency imported from other Training Packages to reflect outcomes relevant to the printing and graphic arts industry.

For example, when using BSBSUS301A Implement and monitor environmentally sustainable work practices, RTOs should include relevant industry specific examples of environmentally sustainable work practices employed in the industry or industry sector. All legislative and occupational health and safety (OHS) guidelines should also be specific to the printing and graphic arts industry.

Assessment Guidelines

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for ICP10 Printing and Graphic Arts Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact IBSA at www.ibsa.org.au.

Requirements for Assessors

Requirements for Candidates

Requirements for RTOs

Assessment in a simulated environment

Units of competency in the ICP10 Printing and Graphic Arts Training Package may be assessed in the workplace or in a simulated environment.

The overarching principle to be applied to units suitable for simulation is that simulated environments should only be used in cases where:

- the safety of the candidate and other is at high risk
- there is limited opportunity to present evidence of work-based practice and so waiting for such evidence would either be unreasonable, create unfair delay in the assessment process, or risk de-motivating the candidate
- assessment could result in a breach of confidentiality or privacy.

Under normal circumstances, evidence from a simulated environment should not be the primary source of a candidate's competence. Fully institutionalised training with a work

placement component should satisfy the conditions stipulated below.

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

- work conditions should reflect those found in the workplace and include facilities, equipment and materials used in the workplace for the activities being assessed. Most importantly, they should also reflect the relationships, constraints and pressures of the workplace
- the activity which the candidate must demonstrate in order to be assessed as competent must be realistic and reasonable in terms of scale
- any assessment conducted under simulated conditions must take into consideration what would be typical ambient conditions encountered in the normal workplace as well as reflect the typical workflow involved
- information available to the candidate on the nature of the activity must be consistent with workplace policies and practices.

Workplace supervisors

Instructions for workplace supervisors involved in preparing candidates for on-the-job assessment are available on the IBSA website:

<http://www.ibsa.org.au/training-packages/by-industry/printing-and-graphic-arts/assessment-and-rpl-tools-for-icp05.aspx>

Training and assessment issues for schools

Implementation of ICP10 Printing and Graphic Arts Training Package within the school sector, while encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the units of competency
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

It is recommended that delivery of qualifications in schools should only include Certificates I and II. The following two qualifications are recommended as most suitable for VET in schools programs:

- ICP20110 Certificate II in Printing and Graphic Arts (General)
- ICP20210 Certificate II in Printing and Graphic Arts (Desktop Publishing).

For more information on VET in Schools, please refer to Appendix A.

Industry Assessment Contextualisation 1

Training and assessment for people with specific needs

Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005. They clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.

The Department of Education, Employment and Workplace Relations (DEEWR) provides further information in the *Disability Standards for Education 2005 Guidance Notes*, accessible via the DEEWR website (www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/Disability_Standards_Education_Guidance_Notes_pdf.pdf).

Good vocational training and assessment are often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

Health conditions can also be acquired through sporting accidents, repetitive or over-use (through regular or sporting activities), or the daily activities of life.

There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed in the contacts section below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a ‘person who has an intellectual disability’ and an ‘intellectually disabled person’. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests, etc. However, the term ‘intellectually disabled person’ refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer

Programme, which ‘provides information, coordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.deewr.gov.au).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Industry Assessment Contextualisation 2

Assessment for Indigenous organisations

Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes.

There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

The term diversity is used to emphasise the wide range of opinions, aspirations, community circumstances, cultural practices, geographic locations, and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.

One approach is to distinguish between remote, rural and urban settings. These settings suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:

- culture

- language
- history
- social make-up
- geography
- social and economic infrastructure
- economy
- political structure.

These factors suggest that training and assessment, in order to be relevant to the needs of a particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

The term culture is used in a broad sense, it refers to:

- values, social beliefs and customs, such as Aboriginal and Torres Strait Islander law, land, and family and kinship systems
- protocols of behaviour and interaction e.g. cultural authority, gender and kinship
- ways of thinking, including preferred learning styles
- language, both English and Aboriginal English
- lifestyles
- local history
- location, including region and place.

A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment.

It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control

The term community control is synonymous with such things as self-determination and self-management, and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.

The essence of control is control of decision-making. In order to be able to do this, people need all relevant information, relevant competencies, and recognition of their own structures and processes.

Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in meaningful ways in all stages of planning, development, delivery and evaluation. One way to achieve this is for communities to have control of the contract for training initiatives.

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the ICP10 Printing and Graphic Arts Training Package.

Accreditation

Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they use in managing their organisations and delivering services to their communities have not been valued.

The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel. Secondly, until this time, recognition of current competencies (RCC) has been under-utilised.

Individuals may demonstrate competence in complete units of competency through formal training, informal training or the recognition of current competencies and skills, resulting in qualifications or statements of attainment being awarded.

In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience, which may result in diverse literacy and numeracy issues. However, literacy and numeracy skills are not a barrier to sophisticated thought, and care must be taken not to use assessment strategies that rely on a person having numeracy and literacy skills that are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the ICP10 Printing and Graphic Arts Training Package.

Assessment in Aboriginal and Torres Strait Islander communities

The guiding principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- members or prospective members of community management committees should

have opportunities to demonstrate their competencies and skills

- activities undertaken by the candidate in a community management role may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a statement of attainment or qualification, listing the units of competency achieved
- records of candidate achievement maintained by the RTO must include the statement of attainment, listing the units of competency or qualifications achieved as required by the AQTF 2007
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

Given the importance of the assessment to the candidate and community management committees, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

Units of competency with cultural content, including the following of local protocols, will require the assessor to have knowledge of these cultural matters. As these matters are often governed by local rules regarding access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.

Discussion must take place with the community and agreement must be reached on how these matters are assessed. For non-Aboriginal and Torres Strait Islander RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.

It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.

Candidates must be informed of the right to access grievance procedures.

Employability Skills in the industry context

ICP10 Printing and Graphic Arts Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills are both explicit and embedded within units of competency. This means that employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regard to employability skills.

Contacts

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Innovation and Business Skills Australia
Level 11

176 Wellington Parade

East Melbourne Vic 3002

Tel: 03 9815 7000

Fax: 03 9815 7001

Web: www.ibsa.org.au

Email: reception@ibsa.org.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

Melbourne VICTORIA 8006

Tel: 03 9832 8100

Fax: 03 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation and Business Skills Australia

Level 11

176 Wellington Parade

East Melbourne Vic 3002

Tel: 03 9815 7000

Fax: 03 9815 7001

Web: www.ibsa.org.au

Email: reception@ibsa.org.au

General resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following publications.

AQF Implementation Handbook, third edition. Australian Qualifications Framework Advisory Board, 2002, www.aqf.edu.au.

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007.

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration.

AQTF 2007 User's Guide to the Essential Standards for Registration. A Users' Guide

for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business Industry Skills Council, and can be viewed and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses (www.ntis.gov.au).

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.deewr.gov.au.

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.deewr.gov.au. Go to www.resourcegenerator.gov.au.

Printed and/or CD versions of the guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors

- Quality Assurance Guide for Assessment.

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS and Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools*, A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, *Key competencies professional development package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment system design and management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE Victoria (now 'Skills Victoria').

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Support for employment, training and assessment of people with specific needs

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198

Alphington VIC 3078

Tel: 03 9411 4033

Fax: 03 9411 4053

Email: info@acenational.org.au

Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)

ADECT provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET

Locked Bag 1335

Launceston TAS 7250

Tel: 03 6324 3787

Fax: 03 6324 3788

Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083

Stafford QLD 4053

Tel: 07 3357 8266

Fax: 07 3357 8377

TTY: 07 3357 8277

Email: aad@aad.org.au

Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060

Parramatta NSW 2124

Tel: 02 8833 3615

Fax: 02 9893 8333

TTY: 02 9893 8858

Australian Federation of Disability Organisations

247 Flinders Lane

Melbourne VIC 3000

Tel: 03 9662 3324

Fax: 03 9662 3325

Email: office@afdo.org.au

Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24

Sunshine VIC 3020

Tel: 03 9372 6400

Fax: 03 9372 6466

TTY: 03 9372 9275

Freecall: 1800 033 660

Email: bca@bca.org.au

Website: www.bca.org.au

Brain Injury Australia

PO Box 82

Mawson ACT 2607

Tel: 02 6290 2253

Fax: 02 6290 2252

Email: bianational@apex.net.au

Carers Australia

PO Box 73

Deakin West ACT 2600

Tel: 02 6122 9900

Fax: 02 6122 9999

Email: caa@carersaustralia.com.au

Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone:

ACT: 02 6274 5206

New South Wales: 02 263 3818

Northern Territory: 08 8946 3555

Queensland: 07 3360 2800

South Australia: 08 8236 6111

Tasmania: 03 6221 1411

Victoria: 03 9285 8523

Western Australia: 08 9346 5311

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue

Braddon ACT 2612

Tel: 02 6262 7808

Fax: 02 6262 7810

TTY: 02 6262 7809

Email: info@deafnessforum.org.au

Website: www.deafnessforum.org.au

Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church Street

Richmond VIC 3121

Tel: 03 9427 0407

Fax: 03 9427 1294

Email: admin@mhfa.org.au

Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771

Mawson ACT 2607

Tel: 02 6296 4400

Fax: 02 6296 4488

Email: ncid@dice.org.au

Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381

Harris Park NSW 2150

Tel: 02 9687 8933

Fax: 02 9635 5355

TTY: 02 9687 6325

Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77

Northgate QLD 4013

Tel: 07 3267 1057

Fax: 07 3267 1733

Email: pdca@pdca.org.au

Website: www.pdca.org.au

SANE Australia

PO Box 226

South Melbourne VIC 3205

Tel: 03 9682 5933

Fax: 03 9682 5944

Freecall: 1800 18 SANE

Email: info@sane.org

Email: helpline@sane.org

Website: www.sane.org

SAI Global

Standards Australia publications distributor.

Tel: 131 242

Fax: 1300 65 49 49

Email: sales@sai-global.com

Website: www.saiglobal.com

Standards Australia

Standards Australia develops standards and codes for building access.

Standards Australia Limited

Level 10, The Exchange Centre

20 Bridge Street

Sydney NSW 2000

Tel: 1800 035 822

Email: mail@standards.org.au

Women with Disabilities Australia WWDA

PO Box 605

Rosny Park TAS 7018

Tel: 03 6244 8288

Fax: 03 6244 8255

Email: wwda@ozemail.com.au

Website: www.wwda.org.au

Appendices

Appendices

Appendix A: VET in Schools

What is VET in schools?

Vocational education and training in schools (VETiS) provides for nationally recognised vocational education and training undertaken as part of a senior secondary certificate and based on industry standards.

Successful completion of a VETiS program enables students to gain a nationally-recognised Australian Qualifications Framework (AQF) qualification, usually at the same time as their school-based qualification.

How are VET in schools programs structured?

VETiS programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VETiS programs:

- schools can be a registered training organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.

Appropriate qualifications for VET in schools

IBSA encourages links between schools, businesses and the community, and strongly supports young people combining schooling with VET and workplace learning.

It is essential that all VET qualifications gained through a VETiS program are consistent with the outcomes detailed in the Training Package.

The following two qualifications are recommended as most suitable for VETiS programs:

- ICP20110 Certificate II in Printing and Graphic Arts (General)
- ICP20210 Certificate II in Printing and Graphic Arts (Desktop Publishing).

The AQTF 2007 Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF 2007 requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike. Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

Work placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.

An essential feature of school-industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job. The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs, although the nature and extent of work placement programs vary across states and territories.

The broad MCEETYA principles are documented below.

Quality workplace learning is integrated into a program

- it operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and
- it operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and forms part of a student's exit credential.

Quality workplace learning is structured

- it has a clearly articulated and documented purpose;
- there are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
- they are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
- there is a matching between the students' skills and interests and the work placements; and
- students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

Quality workplace learning is monitored

- the learning is coordinated by personnel with appropriate expertise and adequate resources; and
- support should be made available to students and employers throughout the course of the work placement.

Quality workplace learning is regulated

There are clearly stated procedures designed to ensure that:

- students are protected from moral and physical danger;
- students work in a non-discriminatory and harassment-free environment;
- students receive appropriate training and instruction in occupational health and safety;
- students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages; and

- students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and other employees.

Quality workplace learning is assessed

- the assessment, according to industry standards, is of students' competencies achieved in the workplace which contributes to the overall assessment of the program; and
- there are mechanisms for the recording and reporting of students' competencies.

There is a strong correlation between these MCEETYA quality principles and the OECD characteristics of high quality learning programs detailed below.

The major 14-country study entitled **From Initial Education to Working Life: Making Transitions Work** by the OECD identified 10 characteristics of high quality workplace learning programs. These are:

- Work placements that are long enough for real learning to take place
- Systematic analysis of the training capacity of the workplace, to see what it can realistically supply
- A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student's program
- Employer involvement in student selection for work placements
- The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur
- The use of qualified, highly competent workers as workplace trainers or mentors
- Regular face-to-face contact between the coordinators and employers and in-firm supervisors
- Monitoring of the students on the job by the program coordinator
- The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly
- Deliberate efforts by schools to relate what has been learned at work to students' school-based learning

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose

- development of appropriate attitudes towards work
- development of competence in designated industry skills and employability skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of 'seriousness' if the outcomes are to be valued by individuals and industry clients of the VET system.

It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles:

- That the RTO assume responsibility for finding placements and validating the arrangements
- That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements
- That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF 2007 standards
- That a student on work placement must be covered by injury insurance
- That there is a formal contract setting out each party's responsibilities and obligations
- That, where possible, the workplace has on site a qualified workplace trainer and assessor in 'direct line' control of the student (to avoid training and assessment by 'proxy')
- That if the placement is for assessment only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal)
- That if the placement also includes training, then any 'academic pass' cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned
- That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge
- That where assessment occurs it be clearly related to a unit of competency relevant to the work placement
- That where more than one performance criterion (possibly over more than one unit)

is being assessed there must be a clearly linked and documented relationship between the assessment and the performance criterion

- That the qualifications level be appropriate in context, i.e. if it is advanced programming there must be an advanced programming task observed and assessed
- That the actual variables of the performance criterion be documented for audit purposes and for verification of appropriateness of the range of activities in the work placement

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual or simulated work placements may also be legitimate.

Appendices

Appendix B: Australian Apprenticeships

All qualifications within ICP10 Printing and Graphic Arts Training Package can be achieved by a variety of pathways and delivery methods – either on-the-job or through a combination of on- and off-the-job training and recognition processes.

Qualifications at AQF levels II to IV particularly facilitate Australian Apprenticeship pathways. Industry recommends that the following qualifications are achieved through contracted training as Apprenticeships:

- ICP30210 Certificate III in Printing and Graphic Arts (Graphic Pre-press)
- ICP30510 Certificate III in Printing and Graphic Arts (Printing)
- ICP30610 Certificate III in Printing and Graphic Arts (Screen Printing)
- ICP30710 Certificate III in Printing and Graphic Arts (Print Finishing).