Australian Government

Department of Education, Employment and Workplace Relations

ICPPP485C Develop a digital data template

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to document content and structure for digital print equipment.

Application of the Unit

Application of the unit	This unit requires the individual to identify data requirements, content and structure of a digital template for variable digital printing.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	ICPPP385C Operate a database for digital printing.	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify content requirements	1.1. ***Data purpose*** is identified from job requirements and clarified with client 1.2. Data file format and type of database are identified 1.3. Layout is determined from job requirements and confirmed with client 1.4. Static and ***variable*** areas are identified according to job specifications 1.5. Accuracy of data is confirmed and signed off as such by client 1.6. The requirement for additional software integration is determined such as postal software
2. Develop the template	2.1. Fields are created and named consistently to reduce errors 2.2. Copy holes and data are ***marked-up*** to match the job specifications 2.3. A report for the printer is developed which identifies the relevant data assigned to each copy hole according to job specifications and business rules 2.4. Copy holes are assigned and related information documented for the printer to understand the connection to the data 2.5. The correct number of fields is available for the job 2.6. Template is signed off as suitable by client
3. Finalise and test the template	3.1. Business rules are tested and if possible a soft proof is reviewed 3.2. The final document is viewed with a markup language parser 3.3. Spot colours are converted to process colours where necessary 3.4. The template is well-formed, free of errors and meets the needs of the client 3.5. The template is extensible to meet future client needs 3.6. Template is finalised and made ready to send to the press

Required Skills and Knowledge

Required knowledge
• standard Generalised Markup Language and why it is important • SGML relationship to XML and PPML • difference between SGML, PPML and XML and the use of SGML over XML • difference between Cascading Style Sheets (CSS) and XSL • intended purpose of XSL • use an extensible markup language over HTML • ways that you use both with the one set of data • purposes of meta data within markup language documents • PRISM importance for content publishing • personalised Print Markup Language relationship to XML

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identifying correct data requirements and developing and marking up the structure of a digital template for variable digital printing • demonstrate an ability to find and use information relevant to the task from a variety of information sources • a digital template for variable data printing that is error free in the soft proof • evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment • relevant hardware and software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Data purpose may include:	• target audience, type of product.
Variable fields may include:	• text • images • layout with flexible placement.
Markup may include:	• PPML/VDX • XML.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Pre-press

Co-requisite units

Co-requisite units		