



**GQA LEVEL 2 CERTIFICATE IN PRINT
ADMINISTRATION**

Qualification Number
600/1743/0

Welsh Qualification Number
C00/1250/1

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

				ASSESSOR SIGNATURE	DATE
				Performance and knowledge assessment completed and supplemented with evidence overtime	
Unit Number	Mandatory Units	Level	Credit		
Y/601/9389 PR001	Maintain Health and Safety within a Print Related Working Environment	2	4		
H/601/9394 PR997	Communicating and Working with Others in the Print Working Environment	2	3		
Y/502/8504 PR124	Send and Receive Digital Files	2	1		
F/502/4625 SS2	Spreadsheet Software	2	4		
T/503/1507 PR003	Delivery of Company Customer Service Standards	2	5		
R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information	2	4		
R/502/4628 WP2	Word Processing Software	2	4		
Optional Units A (Optional - Credits: 3 Minimum, 3 Maximum)					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace
 Records of prior experience
 Testimonial(s)
 Work records

Assessment of knowledge
 Witness statement(s)
 Photographic evidence
 External testing

Passport Style
Candidate Photo
(Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at those who carry out Administration work in a print working environment. The standards cover the most important aspects of the job. This qualification is at Level 2, and should be taken by those who are fully trained to deal with routine assignments. Candidates should require minimum supervision in undertaking the job. A further qualification for Print Administration Management at Level 3 is also available. Candidates for this qualification will need to contribute to Company objectives, follow Health and Safety guidelines and have an understanding of the print activities within the Organisation in addition to the specific Administration duties involved in their job role.

Candidates are likely to have jobs entitled

- Administrator
- Clerk
- Office Worker
- Print Estimator
- Account Manager
- Production Coordinator

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 7 mandatory units and a group of optional units. Candidates should achieve all credits from the 7 mandatory units, plus a minimum of 3 credits from the group of optional units. This makes the minimum credit value of the qualification 27 credits. The group of optional units is intended to allow all those involved in Print Administration to achieve the full qualification: when choosing from the optional units it is important to ensure the units selected are appropriate and achievable within your job role. The units are made up of the things you need to know and the things you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 280 hours.

Unit Ref	Title	Level	Credit
Mandatory units			
Y/601/9389 PR001	Maintain Health and Safety within a Print Related Working Environment	2	4
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R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information	2	4
R/502/4628 WP2	Word Processing Software	2	4
Optional Units A (Optional - Credits: 3 Minimum, 3 Maximum)			
R/503/1692 PR526	Produce print estimates from Price Lists	2	3
Y/503/1693 PR527	Maintain and archive print records	2	2
R/503/1370 PR528	Collate print job cost information	2	3

Achieving all of the mandatory units will mean the qualification has been completed and GQA will provide the Certificate with the qualification title. Where a candidate has completed additional credits the Certificate will list these as “additional credits”, in cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of Unit credit can be issued for the units achieved.

Assessment guidance

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate’s performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident books/reporting systems
- Training records
- Estimates and quotations
- Notes and memos
- Customer feedback and communications
- Witness testimonies
- Job bags/work instruction tickets/
production records
- Examples of management information records

Please note that photocopied or downloaded documents such as manufacturers’ or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
 - o Dealing with emergencies
 - o Dealing with accidents
 - o Certain pre-approved real time simulators
 - o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Y/601/9389	Maintain Health and Safety within a Print Related Working Environment	Level 2	4 Credits
PR001			

The aim of this unit is to provide the learner with the knowledge and skills to be able to work safely in the print working environment and to be able to carry out the correct actions should an accident or emergency occur.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which health and safety acts, regulations and guidelines apply to the print working environment.	1.1 State which acts, regulations and guidelines apply to the Print environment.			
	1.2 Explain how these acts, regulations and guidelines apply in practice.			
2. Know how to carry out an assessment of hazards and risks in the print working environment and the types of hazards or risks that can occur.	2.1 Describe the steps in carrying out a risk assessment.			
	2.2 Give 3 examples of risk or hazards that can occur in the print working environment.			
	2.3 Explain the actions required when discovering unsafe working conditions.			
3. Be able to identify hazards and assess risks in the print working environment.	3.1 Carry out a risk assessment of the print related working environment.			
4. Know how to adopt safe working practices.	4.1 State the employer's and manufacturer's instructions available for equipment in the work area and how to access them.			
	4.2 Describe three tasks in the work area and the equipment and personal protective equipment (PPE) used.			
	4.3 Explain the choices of equipment and personal protective equipment given in the example above.			
	4.4 Explain what to do if the required PPE or tools and equipment are not fit for purpose.			
5. Be able to adopt and adhere to safe working practices.	5.1 Follow employer's and manufacturer's instructions on the safe use of equipment and materials.			
	5.2 Select and use personal protective equipment in accordance with Company guidelines and legislation.			
	5.3 Select and use tools and equipment in accordance with Company guidelines and legislation.			
6. Know how to ensure there is no unauthorised or unsafe access to the working area.	6.1 Explain how to establish who is authorised to enter the work area.			
	6.2 Explain how to establish if a person is authorised to enter the work area.			
	6.3 Explain how to ensure that authorised people entering the work area are kept safe.			
7. Know what to do in the event of accidents or emergencies.	7.1 Describe the Company procedures to follow in the case of an accident.			
	7.2 Describe the Company procedure to follow in the case of an emergency.			
	7.3 Describe the procedure for evacuating workers and visitors.			
	7.4 Describe the procedure for the reporting and recording of accidents and emergencies.			

Assessor comments/feedback

H/601/9394	Communicating and Working with Others in the Print Working Environment	Level 2	3 Credits
PR997			

The aim of this unit is to provide the learner with the knowledge and skills to communicate and work effectively with others in the print working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what information to share with colleagues on your job role and why this is important.	1.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	1.2 Explain why sharing information with colleagues is important.			
2. Be able to share information with colleagues.	2.1 Share information with colleagues using different methods, for example: <ul style="list-style-type: none"> • Face to face conversations • Company systems • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet 			
3. Know why it is important to respond promptly to requests.	3.1 Explain why it is important to respond promptly to requests from colleagues and customers and give 3 examples.			
4. Be able to respond promptly to requests from colleagues.	4.1 Respond promptly to requests from colleagues and/or customers to include the provision of: <ul style="list-style-type: none"> • Information • Physical assistance • Advice 			
5. Know why good working relationships with colleagues are important and how barriers to this can be overcome.	5.1 Explain why good working relationships are important.			
	5.2 Give 3 examples of problems in developing and maintaining good working relationships with colleagues and suggest solutions.			
6. Be able to develop and maintain good working relationships with colleagues.	6.1 Develop and maintain good working relationships with colleagues.			

Assessor comments/feedback

Y/502/8504	Send and Receive Digital Files	Level 2	1 Credits
PR124			

The aim of this unit is to provide the learner with the knowledge and skills to be competent in the sending and receiving of digital files over a telecommunications network, including as email attachments, by ISDN or through a virtual private network or similar permanent connection.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to send digital files by electronic means.	1.1 Confirm that the file(s) to be sent are in the format required by the customer and are of a suitable size for transmission.			
	1.2 Make sure the transmission method is suitable for the files to be transmitted, taking into account for example: <ul style="list-style-type: none"> • Customer's preferences • Speed of transmission • Security • Cost 			
	1.3 Make sure that the information accompanying the digital file(s) is: <ul style="list-style-type: none"> • Detailed enough for the customer • Clear and accurate 			
	1.4 Send the files to the specified people.			
	1.5 Complete all records on the transmission as required by Company procedures.			
2. Be able to receive digital files by electronic means.	2.1 Confirm that the digital communications systems are operating and are ready to receive incoming files.			
	2.2 Check for incoming files in accordance with Company guidelines.			
	2.3 Confirm that the required files have been received.			
	2.4 Save received files in accordance with Company guidelines.			
	2.5 Complete all records on the files received in accordance with Company guidelines.			

Assessor comments/feedback

Y/502/8504	Send and Receive Digital Files (continued)	Level 2	1 Credits
PR124			

3. Know how to send and receive digital files.	3.1 Explain how to check that virus software is up-to-date and functioning correctly on the host computer, why this is important and what to do if there is a problem.			
	3.2 Explain how to seek confirmation that digital files sent have been received as required, and when this has to be done to comply with Company procedures.			
	3.3 Explain the Company procedure when a digital file has been: <ul style="list-style-type: none"> • Sent to the wrong address • Sent to the correct address but in the wrong format 			
	3.4 Describe one problem that could occur when sending digital files and how to overcome the problem.			
	3.5 Explain the Company procedure when a file has been received in the following situations: <ul style="list-style-type: none"> • From a known source but unable to open • From an unknown source 			
	3.6 State how to deal with digital files in relation to the following: <ul style="list-style-type: none"> • File conversion techniques • File compression and decompression techniques • File management 			

Assessor comments/feedback

F/502/4625	Spreadsheet Software	Level 2	4 Credits
SS2			

The aim of this unit is to provide the learner with the knowledge and skills to be able to use spreadsheets to provide information. This includes the use of formulas, tools and techniques to present the information in a range of ways.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured.			
	1.2 Enter and edit numerical and other data accurately.			
	1.3 Combine and link data across worksheets.			
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.			
2. Select and use appropriate formulas and data analysis tools to meet requirements.	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements.			
	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements.			
	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements.			
3. Select and use tools and techniques to present and format spreadsheet information.	3.1 Plan how to present and format spreadsheet information effectively to meet needs.			
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets.			
	3.3 Select and format an appropriate chart or graph type to display selected information.			
	3.4 Select and use appropriate page layout to present and print spreadsheet information.			
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary.			
	3.6 Describe how to find errors in spreadsheet formulas.			
	3.7 Respond appropriately to any problems with spreadsheets.			

Assessor comments/feedback

T/503/1507	Delivery of Company Customer Service Standards	Level 2	5 Credits
PR003			

The aim of this unit is to provide the learner with the knowledge and skills to be able to deliver a professional standard of customer service in accordance with the Company standards. Knowledge of how the Data Protection Act applies is required as is the knowledge of customer complaint handling and how to determine customer satisfaction.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the principles of customer service.	1.1 Define customer satisfaction and how to contribute to this.			
	1.2 Give 3 examples of: <ul style="list-style-type: none"> • Good customer service • Poor customer service 			
	1.3 Explain why it is important for companies to have a customer service policy.			
	1.4 Explain the benefits of delivering good customer service.			
	1.5 State the possible barriers to delivering good customer service.			
2. Understand the attributes and qualities required in customer service roles.	2.1 Describe the key personal qualities required to deliver professional customer service.			
	2.2 Describe the key attributes required to deliver professional customer service in their role.			
3. Understand the customer service standards set within the Organisation.	3.1 Explain how to find information on the Company's expected standards of customer service.			
	3.2 List the key aspects of customer service covered by Company standards.			
4. Know the Company's customer base.	4.1 Explain the make up of the Company's customer base.			
	4.2 Explain the difference between internal and external customers			
5. Know the Company guidelines for communicating with customers.	5.1 Explain the Company guidelines for communicating with customers in 3 of the following ways, to include how to make initial contact: <ul style="list-style-type: none"> • Face to face • By telephone • By email • By letter • By fax 			
	5.2 Explain the Company guidelines on			
	5.3 Explain the Company procedures for informing customers when their expectations cannot be met.			
6. Be able to communicate and interact with Customers in accordance with Company guidelines.	6.1 Communicate and interact with customers in accordance with Company guidelines in 3 of the following ways: <ul style="list-style-type: none"> • Face to face • By telephone • By email • By letter • By fax 			
	6.2 Confirm that customers understand and agree with the information provided.			

T/503/1507	Delivery of Company Customer Service Standards (continued)	Level 2	5 Credits
PR003			

7. Know how to handle customer complaints.	7.1 Name the top 3 complaints from their customers.			
	7.2 Explain the Company guidelines on dealing with customer complaints, to include recording and reporting procedures.			
8. Know how to obtain information regarding customer satisfaction levels.	8.1 Describe 3 ways to determine if the customer service provided by the Company has met customer expectations.			
	8.2 Explain how to review your own level of customer service.			
9. Know the extent of own authority when dealing with customers.	9.1 Describe 2 different situations that could arise that need authorisation/discussion with others within the Company.			
	9.2 Explain how to inform the customer when this type of situation occurs.			
10. Know how the Data Protection Act applies to their area of responsibility.	10.1 Explain the principal purpose of the Data Protection Act.			
	10.2 Explain the information that may be obtained as part of their job role that is covered by the Data Protection Act.			
	10.3 Explain how to keep information obtained in a way that complies with the Data Protection act.			

Assessor comments/feedback

R/601/9407	Knowledge of the Organisations Printing Processes and related information	Level 2	4 Credits
PR996			

The aim of this unit is to provide the learner with the knowledge of the Organisation's processes, products and equipment and also knowledge of the specific Department(s) worked in by the learner.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know the Departments within the Organisation and their area of responsibility.	1.1 List the Departments within the Organisation.			
	1.2 Explain the responsibilities of each Department.			
	1.3 Describe the job roles within each Department.			
2. Know the products produced by the Organisation.	2.1 List the products produced by the Organisation.			
	2.2 List the products produced by the specific Department(s) worked in.			
	2.3 Name the materials used to produce the printed product.			
3. Know the types of equipment used within the Organisation for print related work.	3.1 List 3 pieces of equipment/machinery used within the Organisation for print related work.			
	3.2 Explain the purpose of each piece of equipment/machinery given in answer to 3.1.			
4. Know the printing processes/operations used within the Department(s) worked in.	4.1 Name the printing processes/operations carried out within the Department(s) worked in.			

Assessor comments/feedback

R/502/4628	Word Processing Software	Level 2	4 Credits
WP2			

The aim of this unit is to provide the learner with the knowledge and skills to be able to use word processing software, using tools and techniques to produce documents in a range of styles.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Enter and combine text and other information accurately within word processing documents.	1.1 Identify what types of information are needed in documents.			
	1.2 Use appropriate techniques to enter text and other information accurately and efficiently			
	1.3 Select and use appropriate templates for different purposes.			
	1.4 Identify when and how to combine and merge information from other software or other documents.			
	1.5 Select and use a range of editing tools to amend document content.			
	1.6 Combine or merge information within a document from a range of sources.			
	1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.			
2. Create and modify layout and structures for word processing documents.	2.1 Identify the document requirements for structure and style.			
	2.2 Identify what templates and styles are available and when to use them.			
	2.3 Create and modify columns, tables and forms to organise information.			
	2.4 Select and apply styles to text.			
3. Use word processing software tools to format and present documents effectively to meet requirements.	3.1 Identify how the document should be formatted to aid meaning.			
	3.2 Select and use appropriate techniques to format characters and paragraphs.			
	3.3 Select and use appropriate page and section layouts to present and print documents.			
	3.4 Describe any quality problems with documents.			
	3.5 Check documents meet needs, using IT tools and making corrections as necessary.			
	3.6 Respond appropriately to quality problems with documents so that outcomes meet needs.			

Assessor comments/feedback

R/503/1692	Produce print estimates from Price Lists	Level 2	3 Credits
PR526			

The aim of this unit is to provide the learner with the knowledge and skills to be able to supply prices for printed products or print services, primarily, but not exclusively using a precompleted price list or computer software.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to produce print estimates/prices.	1.1 Interpret the customer's requirements to enable accurate pricing.			
	1.2 Produce an estimate/price using a price list or computer software.			
	1.3 Provide the estimate/price to the customer in an appropriate format.			
	1.4 Maintain accurate records of the price calculations following Company procedures.			
2. Know how to produce print prices.	2.1 Explain the difference between a price and an estimate for print products or services.			
	2.2 Describe the information required in order to produce a price or estimate.			
	2.3 Explain the confidentiality issues relating to prices and estimates in print.			
	2.4 Describe the Company procedure for authorising prices.			
	2.5 Describe how the Law of Contract applies to the Terms & Conditions in print prices given to customers.			
	2.6 Explain the Company's administrative procedures for filing and retrieving records of prices and estimates sent to customers.			
3. Know the problems that can occur when giving prices or estimates.	3.1 Give 3 examples of questions asked by customers on prices or estimates provided.			
	3.2 Describe 3 subjects on which advice may be given to the customer.			
	3.3 Explain the Company procedures to follow if a customer disputes a price given.			

Assessor comments/feedback

Y/503/1693	Maintain and archive print records	Level 2	2 Credits
PR527			

The aim of this unit is to provide the learner with the knowledge and skills to be able to create and maintain works instruction tickets or job bags or maintain a system that collates information and documentation for print production jobs.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to maintain records for print production.	1.1 Record all relevant information that agrees with the purchase order from the customer and/or any estimate provided by the Company.			
	1.2 Maintain a record in line with Company requirements of: <ul style="list-style-type: none"> • Any purchase order raised by the Company for materials or outwork • Delivery notes • Information updates 			
	1.3 Ensure that all items and records are accurately identified and indexed or referenced for future retrieval.			
	1.4 Ensure that any customer owned materials are stored in accordance with Company guidelines or returned to the customer.			
	1.5 On completion of the job store information following Company's procedures.			
2. Know how to maintain records for print production.	2.1 Explain the Company policy for storage and archiving of items and job records.			
	2.2 Describe confidentiality issues relating to print records.			
3. Know the problems that can occur with maintaining and archiving records of print production.	3.1 Describe one problem that can occur with the maintenance of records.			
	3.2 Describe one problem that can occur with the archiving of records.			
	3.3 Suggest one solution for each problem identified.			

Assessor comments/feedback

R/503/1370	Collate print job cost information	Level 2	3 Credits
PR528			

The aim of this unit is to provide the learner with the knowledge and skills to be able to bring together, recording or reviewing information relating to the cost of production of print production.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to collate job cost information.	1.1 Collate all relevant information about the job, for example: <ul style="list-style-type: none"> • Original estimate • Customer order • Job ticket/works instructions • Stock records • Materials or outwork orders or invoices • Production records • Delivery notes 			
	1.2 Check that the collated information meets with original estimated requirements of the job.			
2. Know how to collate print job cost information.	2.1 Describe confidentiality issues relating to print job cost information.			
	2.2 Explain what information would be required in order to make a comparison between estimated and actual costs.			
	2.3 Describe what checks are necessary to ensure that collated information meets with the original estimated requirements of the job.			
	2.4 Explain what you would do if the collated information did not match the original estimated requirements of the job and the consequences of this.			
	2.5 Explain under the Law of Contract what the following terms mean: <ul style="list-style-type: none"> • Estimates v. quotations • Terms & conditions 			

Assessor comments/feedback

Notes

Notes



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