GQA LEVEL 2 CERTIFICATE IN REPROGRAPHICS

Qualification Number
600/6836/X

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE					ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
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		
F/601/9399 PR250	Keep Equipment Clean and in Working Order for use in the Printing Industry		2	4		
R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information		2	4		
Group B Optional Units						

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		
IQA		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at those who carry out a cross section of activities within a print or reprographic working environment and is particularly suited to those whose job role and responsibilities do not make one of the suite of qualifications covering specific parts of the print industry achievable or appropriate. The standards cover the most important aspects of the job. This qualification is at Level 2, and should be taken by those dealing with routine activities/ assignments. Candidates should require minimum supervision in undertaking the job. There are qualifications to cover machine printing, print finishing, pre-press and administration job roles available through GQA, further information can be found at www.gqaqualifications.com

What is required from candidates?

Candidates for this qualification will need to prove the skills and knowledge required to work safely, communicate with others and keep equipment in good working order as well as having an understanding of the range of print related services provided by their organisation. In addition to these core skills candidates will have the opportunity to prove competence in a range of print related services and activities.

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 310 hours.

Unit Ref	Title	Level	Credit
Group A Mandatory Units			
Y/601/9389	Maintain Health and Safety within a Print Related Working Environment	2	4
PR001			
H/601/9394	Communicating and Working with Others in the Print Working Environment	2	3
PR997			
F/601/9399	Keep Equipment Clean and in Working Order for use in the Printing Industry	2	4
PR250			
R/601/9407	Knowledge of the Organisations Printing Processes and related information	2	4
PR996			
Group B Optional Units			
K/601/9400	Make lithographic printing plates	2	4
PR251			
L/502/8502	Output Digital Image Carriers for Print	2	8
PR129			
D/601/9412	Prepare and Maintain Image Carriers for Printing	2	4
PR257			
M/601/9396	Create Digital Artwork for Print	2	5
PR710			
M/502/8511	Plan and Produce Edited Images	3	4
PR127			
Y/502/8504	Send and Receive Digital Files	2	1
PR124			
A/502/8513	Use of scanning techniques to create digital images	2	6
PR125			
Y/601/9408	Set up and run machinery within the Print Industry	2	10
PR995			
R/502/8503	Operate digital printing machines	2	4
PR227			
M/601/9401	Prepare Inks and Coatings for Printing	2	4
PR252			
R/601/9438	Set and Run Folding Machinery	2	5
PR363			

A/601/9417	Set and Run Guillotines	2	5
PR357			
H/601/9430	Set and run booklet making machinery	2	5
PR356			
K/601/9428	Set and run foil blocking machinery	2	6
PR350			
L/502/8497	Set and Run wire binding machinery	2	3
PR355			
T/601/9433	Set and run adhesive binding machinery	2	5
PR360			
Y/601/9411	Set and run laminating equipment	2	4
PR407			
T/503/1507	Delivery of Company Customer Service Standards	2	5
PR003			
Y/601/9439	Set and Run multi-knife trimming machinery	2	4
PR364			

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the qualification title. In cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits 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 though performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved 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 could be supplemented by the following types of physical or documentary evidence:

• Quality/production records
• Witness testimonies
• Photographic evidence
• Artwork
• Professional discussion
• Written narrative

• Prepared and completed customer orders
• Job bags/work instruction tickets/production records
• Examples of component replacement and/or records
• Examples of maintenance reports and/ or records
• Responses to oral and written questions
• Emergency procedures, risk assessments, accident reporting systems

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.

IQA's 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 IQA's national award. It is recommended that IQA's 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 IQA 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 IQA 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:
  • Dealing with emergencies
  • Dealing with accidents
  • Certain pre-approved real time simulators
  • 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..

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

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

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: • 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: • 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

F/601/9399 PR250	Keep Equipment Clean and in Working Order for use in the Printing Industry	Level 2	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to keep printing equipment clean and in working order within the print industry. It includes basic maintenance and problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to keep printing equipment clean.	1.1 Obtain and use cleaning equipment and materials in accordance with manufacturer's and Company guidelines.			
	1.2 Remove any build up of materials and dust in or around the machine.			
	1.3 Use personal protective equipment in accordance with Company guidelines and legislation.			
	1.4 Dispose of used cleaning agents and waste material in accordance with environmental regulations.			
	1.5 Check that the machine is safe to operate and all guards are fitted in accordance with manufacturer's and Company guidelines after cleaning.			
2. Be able to keep printing equipment in working order.	2.1 Identify the lubrication points on the machine and the manufacturer's recommended types of lubricant and lubrication intervals.			
	2.2 Carry out lubrication of the machine in accordance with Company schedules.			
	2.3 Examine machinery for worn or defective components.			
	2.4 Restore machine to a safe operating condition after replacing components or performing lubrication.			
3. Know how to keep printing equipment clean and in working order.	3.1 Explain how to obtain maintenance plans and schedules.			
	3.2 Explain how to record removal and replacement of components and lubrication of machinery.			
	3.3 Explain how to carry out the cleaning and/or replacement of filters.			
	3.4 Describe the type of machine faults that need to be referred to the responsible person and why.			
	3.5 List consumables that are likely to require periodic replacement.			
	3.6 List three components which they have replaced, explaining methods and tools.			
	3.7 Explain when and how to isolate the machinery to carry out the cleaning process.			
	3.8 Explain the reasons and benefits of regular cleaning and maintenance of machinery.			

Assessor comments/feedback

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

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

K/601/9400	Make lithographic printing plates	Level 2	4 Credits
PR251			

The aim of this unit is to provide the learner with the knowledge and skills to be able to make lithographic printing plates and store them for reuse.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to produce lithographic printing plates.	1.1 Identify the required plate material for plate making.			
	1.2 Identify the required files and materials for exposing the plate to meet the job specification.			
	1.3 Check that the imaging/exposure and any online processing equipment is ready for operation.			
	1.4 Load the plate into the imaging/exposure equipment in accordance with manufacturer's instructions.			
	1.5 Begin the imaging/exposure of the plate in accordance with Company guidelines.			
	1.6 On completion of imaging/exposure, develop the plate to meet the job specification.			
	1.7 Check the plate for correct exposure, completeness of the image and free from physical damage or blemishes.			
2. Know how to maintain lithographic printing plates.	2.1 Explain how and when to clean and protect plates for re-use.			
	2.2 Explain the conditions and procedure for storage of plates.			
3. Know how to produce lithographic printing plates.	3.1 Explain the types of lithographic printing plates and their uses.			
	3.2 Explain the process of producing a lithographic printing plate			
	3.3 Explain 3 checks to make before beginning the production process.			
	3.4 Describe three common faults in plate making and plate processing, their causes and how to correct them.			
	3.5 Explain how and why, to report a fault that is not able to be corrected either due to lack of knowledge or lack of authority.			

Assessor comments/feedback

L/502/8502 PR129	Output Digital Image Carriers for Print	Level 2	8 Credits

The aim of this unit is to provide the learner with the knowledge and skills to produce image carriers for printing, utilising digital system technology, e.g. Computer to Plate, (flexo, gravure, litho) Film output technology.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to impose images electronically.	1.1 Obtain all the details needed for the job			
	1.2 Select an appropriate imposition scheme by taking into account, for example: • The quantity required • The working size of the job • Paper size • Printing machine sizes and the number available • The type of printing machine to be used • Colour fall (where appropriate) • The method of finishing			
	1.3 Retrieve or create an imposition template that meets the requirements of the imposition scheme.			
	1.4 Identify and correct data, system and software problems which will affect the production of impositions.			
2. Be able to prepare images for processing.	2.1 Check that the job files are compatible with the imaging software to be used.			
	2.2 Set the required output parameters to meet the job specification, taking into account, for example: • Resolution • Screen ruling and dot type • Screen angle • Orientation • Position on the image carrier • Register or other marks • Right/wrong reading • Emulsion up/down • Separations settings			
	2.3 Make sure the required image carrier is loaded into the output device.			
	2.4 Check that the output device is calibrated and prepared for operation.			
3. Be able to produce and process image carrier.	3.1 Send the data to output device.			
	3.2 After imaging, process the image carrier as required.			
	3.3 Check that output meets the job requirements for quality and specification.			
	3.4 Store finished output in line with Company guidelines.			
	3.5 Keep records for quality assurance and administrative purposes as required by the Company.			
	3.6 Archive digital files in accordance with Company procedures.			
4. Know how to produce computer-generated image carriers.	4.1 Explain what information is required to start the work.			
	4.2 Describe 3 factors to consider when selecting an appropriate imposition scheme.			
	4.3 Describe three problems that can occur during the process of producing computer generated image carriers and suggest possible solutions.			
	4.4 Explain the Company procedures for reporting faults and delays to production.			

L/502/8502 PR129	Output Digital Image Carriers for Print (continued)	Level 2	8 Credits

	4.5 Describe the operation of equipment for the following: • The set-up of digital equipment and software • The operation of digital imaging equipment and software.			
	4.6 State the characteristics of sensitive material in printing.			
	4.7 Explain how to deal with the digital files in relation to the following: • File conversion techniques • File compression and decompression systems • File management			

Assessor comments/feedback

D/601/9412 PR257	Prepare and Maintain Image Carriers for Printing	Level 2	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare and maintain image carriers and related consumables (such as blocks, pads, plates, or engraved cylinders).

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare image carriers for printing.	1.1 Identify and select the required image carrier(s) and any associated materials to meet the job specification.			
	1.2 Prepare the image carrier for use by fitting into/onto any externally-prepared carrier devices in accordance with Company guidelines.			
	1.3 Ensure the image carrier is located and fitted in accordance with Company guidelines prior to production.			
2. Know how to store image carriers.	2.1 Explain how and when to clean and protect an image carrier.			
	2.2 Explain how to report any image carrier wear or damage in line with Company procedures.			
	2.3 Explain the Company procedure for labelling and storing image carriers.			
3. Know how to prepare and maintain image carriers for printing.	3.1 Describe the operation of image carrier mounting equipment.			
	3.2 Describe the difference between direct and indirect image transfer, giving an example of each.			
	3.3 Give two examples of faults that can occur with image carriers, what causes them and how to correct them.			
	3.4 Describe the Company's quality control checks on image carriers.			
	3.5 Describe the Company's procedure for reporting faults.			
	3.6 Explain the types of image carriers used in the Company.			

Assessor comments/feedback

M/601/9396	Create Digital Artwork for Print	Level 2	5 Credits
PR710			

The aim of this unit is to provide the learner with the knowledge and skills to be able to create digital artwork and prepare the layout of documents, including images and text. Proofreading and problem solving skills and knowledge are also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare layout of documents for print.	1.1 Obtain and check the job specification.			
	1.2 Agree the number of colours that will be used to print the job in line with the job specification.			
	1.3 Identify, locate and retrieve data, text and graphics required for the job.			
	1.4 Select or create a template that is appropriate for the style of document.			
	1.5 Confirm page size and orientation, margins, columns, headers and footers to produce a balanced presentation throughout the document.			
	1.6 Select typefaces appropriate for the style of document or as specified by the customer.			
	1.7 Save templates and originals to preserve their integrity and to comply with the organisation's requirements.			
2. Be able to set text to agreed typographical specifications.	2.1 Use input devices to import or capture image files to meet the job requirements.			
	2.2 Retain required text formatting when importing original text files.			
	2.3 Use automated checking facilities to eliminate spelling and other errors.			
	2.4 Check the document against the job requirements and the typographical specification to confirm that: • The layout is correct • The correct typefaces have been used			
	2.5 Rotate, crop, and/or overlay text to create effective digital artwork to meet the customer's requirements.			
	2.6 Align and justify the text to meet the job requirements throughout the document.			
	2.7 Use effects, for example: • Bold • Italics • Underlines • Indents • Horizontal and vertical alignment			
	2.8 Select and apply printable colours to text where required.			
3. Be able to import and use images in digital artwork.	3.1 Use input devices to import or capture image files e.g. CD, scanner, camera, pen drive.			
	3.2 Choose a file format, image resolution which is suitable for the printing method to be used to print the document.			
	3.3 Resize images to fit the available space on the page.			
	3.4 Rotate, crop, and/or overlay images to create effective digital artwork suitable for its purpose and the customer's requirements.			

M/601/9396 PR710	Create Digital Artwork for Print (continued)	Level 2	5 Credits

4. Be able to proof and correct digital artwork for print.	4.1 Output a suitable proof for checking.			
	4.2 Review the document for possible faults with images, such as low resolution, poor colour, sizing or text wrapping problems before submission.			
	4.3 Submit the proof for review.			
	4.4 Amend existing file in line with alterations marked on the proof e.g. data, text, image.			
	4.5 Save intermediate and final files to preserve their integrity and to comply with their organisation's requirements.			
	4.6 Obtain authorisation before releasing the work for print.			
5. Know how to create digital artwork for print.	5.1 Describe the organisation's arrangements and requirements for the safety, security and storage of customers' work.			
	5.2 Identify the reasons for selecting one printing process over another			
	5.3 Describe 3 pieces of hardware and software used to produce artwork for print.			
	5.4 Explain the meaning of the following terms: • Typography • Alignment • Font-style and size • Copyright • Cropping • PDF			
	5.5 Identify 3 factors which can have an influencing effect on the creation of digital artwork for print.			
	5.6 Identify the range of file types used in the creation of artwork for print and their suitable application.			
	5.7 Identify the administrative procedures to be considered when producing artwork for print.			
	5.8 Identify the checks which must be carried out to ensure the artwork is suitable for output.			
	5.9 List 4 types of proofreader's marks and explain their meanings.			
	5.10 Explain the difference between "brightness" and "contrast" in relation to images.			
	5.11 Explain the term "image resolution".			
	5.12 Explain what is meant by "bleed" with regards to the page edge.			
	5.13 Explain the term "screen ruling" and how it can be expressed.			

Assessor comments/feedback

M/502/8511	Plan and Produce Edited Images	Level 3	4 Credits
PR127			

The aim of this unit is to provide the learner with the knowledge and skills to edit digital images. It covers the process of retrieving, editing, converting and archiving for production output.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to decide on the imaging approach.	1.1 Ensure all elements of the job are available, e.g. photos (digital or original).			
	1.2 Select the hardware and software most suitable for the editing they intend to carry out.			
	1.3 Check the compatibility of the elements to be combined in the editing process and decide how to treat any elements that are not compatible.			
2. Be able to produce edited images.	2.1 Import the required image elements correctly into the editing software.			
	2.2 Produce edited images to suit the requirements of the job.			
	2.3 Produce edited images which are accurate in terms of the following: • Physical size • File size • Content • Colour • Sharpness • Brightness (exposure) • Contrast • Colour space — RGB, CMYK and greyscale • Output resolution			
	2.4 Check the content and quality of the edited images against customer requirements and workplace standards.			
	2.5 Take action to make customer amendments.			
	2.6 Maintain the confidentiality of customer material.			
	2.7 Save the edited image data files in the required/ appropriate format.			
3. Know how to plan and produce edited images.	3.1 Explain their understanding of the law as it affects printing in relation to: • Copyright and ownership of images • Obscenity • Forgery			
	3.2 Describe the ethical issues relevant in printing.			
	3.3 Describe how to ensure the safe handling of customer material as required by their company.			
	3.4 State the requirements for security and storage within their company for: • High value products or print with a high risk of theft • Secure means of archiving digital and conventional prints			
	3.5 State Company procedures for communicating with customers.			
	3.6 Describe workplace policy and practice in relation to the following: • Standards • Procedures			
	3.7 Describe the operation of image editing equipment and software.			

M/502/8511	Plan and Produce Edited Images (continued)	Level 3	4 Credits
PR127			

	3.8 Describe the key factors which affect digital imaging, to include: • Sources of original material, e.g. photographers and graphic artists • Colour theory, e.g.: additive and subtractive systems such as RGB and CMYK; colour gamuts • Compatibility in digital images • The relationship between image size, file size and resolution • File formats for digital images – the differences between them and the reasons for using them			
	3.9 Describe how to deal with digital files in relation to the following: • File conversion techniques • File compression and decompression systems • File management			

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: • Customer's preferences • Speed of transmission • Security • Cost			
	1.3 Make sure that the information accompanying the digital file(s) is: • 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: • 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: • 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: • File conversion techniques • File compression and decompression techniques • File management			

Assessor comments/feedback

A/502/8513	Use of scanning techniques to create digital images	Level 2	6 Credits
PR125			

The aim of this unit is to provide the learner with the knowledge and skills to be able to convert analogue material into digital form. It covers all aspects of scanning, including detailed intervention where automatic settings do not give the required result.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to decide on the appropriate scanning approach.	1.1 Make an accurate assessment of the suitability of the material for scanning.			
	1.2 Make an accurate assessment of the scanner operations necessary to produce the required output.			
	1.3 Check that the scanners available will produce the quality of output to meet customer requirement.			
	1.4 Select the most suitable scanning equipment for the material to be scanned and the output required.			
2. Be able to prepare equipment and material for scanning.	2.1 Carry out any low-resolution scanning necessary to establish the correct software values.			
	2.2 Apply the required software values for: • The material to be scanned • The output required			
	2.3 Ensure that the scanner to be used, and the material to be scanned, are clean.			
	2.4 Handle the material to be scanned in accordance with Health and Safety guidelines.			
	2.5 Load the material to be scanned with regard to alignment and positioning.			
3. Be able to produce and save scanned images in line with the job specification and Company standards.	3.1 Produce scanned images which are correct in terms of the following: • Physical size • File size • Content • Orientation • Colour • Sharpness • Brightness (exposure) • Contrast • Colour space — RGB, CMYK and greyscale • Output resolution			
	3.2 Produce scanned images to the required image profiles.			
	3.3 Produce scanned images which are free of the following unwanted effects: • Physical defects — fingerprints, dust damage and scratches • Newton's rings • Moiré patterning from screened originals • Pixelisation • Posterisation • Halo effects			
	3.4 Assess the scanned images accurately against customer requirements and workplace standards.			
	3.5 Detect any problems with the scanned images and identify the probable causes of the problems.			
	3.6 Maintain the confidentiality of customer material.			
	3.7 Save the scanned image data files in the required format.			

A/502/8513 PR125	Use of scanning techniques to create digital images (continued)	Level 2	6 Credits

4. Know how to plan and capture digital images.	4.1 Explain the law affecting printing in relation to: • Defamation • Copyright and ownership of images • Obscenity • Incitement • Forgery • Data Protection			
	4.2 Describe how to ensure the safe handling of customer material as required by their company.			
	4.3 State the Company requirements for the safe storage and archiving of digital artwork.			
	4.4 Describe the operation of equipment for the following: • The set-up of scanning equipment • The operation of scanning equipment			
	4.5 Describe how digital imaging is affected by: • Colour theory, e.g.: additive and subtractive systems such as RGB and CMYK; colour gamuts • The relationship between image size, file size and resolution • File formats for digital images – the differences between them and the reasons for using them • The range of methods, equipment, material and software appropriate to the imaging requirements • Methods of controlling contrast, density and colour characteristics during scanning • The assessment of material for scanning – potential problems and solutions • Colour management: how to set up, maintain and use image profiles			
	4.6 Describe how to identify and correct three faults which affect the quality of the scanned image.			
	4.7 Describe the principal activities involved with machine cleaning and calibration: • The choice and use of suitable cleaning agents and lubricants • The methods used to set up and calibrate a scanner for use			

Assessor comments/feedback

Y/601/9408 PR995	Set up and run machinery within the Print Industry	Level 2	10 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run machinery. It includes the need to understand how to make adjustments and solve problems with this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare a machine for production.	1.1 Check that all the details and materials for the job are available.			
	1.2 Accurately identify any post-printing requirements.			
	1.3 Make ready the machine for effective operation.			
	1.4 Obtain authorisation to being production in line with Company policy.			
2. Be able to prepare a machine for production.	2.1 Run the machine at the optimum speed.			
	2.2 Keep up the supply of materials and consumables throughout the run.			
	2.3 Check that quality standards and job specifications are met throughout the run.			
	2.4 Check production details are recorded.			
	2.5 Follow Company procedures for the removal of waste.			
	2.6 Stack work in accordance with Company guidelines.			
3. Know how to set up and run machinery.	3.1 Explain 4 things to check to ensure effective operation of the machinery.			
	3.2 Explain how to start up and shut down the machinery in: • Normal operation • Emergency situation			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Explain how to identify faults which: • Affect the quality of the products • Produce a shortfall in output • Create risk to health and safety			
	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

R/502/8503	Operate Digital Printing Machines	Level 2	4 Credits
PR227			

The aim of this unit is to provide the learner with the knowledge and skills to be able to operate digital printing machines in a production environment – where there is a customer, either internal or external, for whom work is produced.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare digital printing machines for production.	1.1 Obtain and check the job specification.			
	1.2 Ensure the required type, quantity and quality of materials are available to meet the job specification.			
	1.3 Accurately identify printing and post-printing requirements of the job.			
	1.4 Check that the machine and the work area are safe and ready for production.			
	1.5 Download or print the digital job file(s) to the digital printing machine so that the print output meets the job specification.			
	1.6 Make adjustments to the machine settings or print download settings as necessary to achieve the required job specification and quality standards.			
2. Be able to operate a digital printing machine.	2.1 Run the digital printing machine at the required speed and in accordance with manufacturer and Company guidelines.			
	2.2 Keep up the supply of materials and consumables throughout the run.			
	2.3 Check that quality standards and job specifications are met.			
	2.4 Take action to correct faults which fall within the job holder's responsibility.			
	2.5 Record production and quality assurance details in line with Company requirements.			
	2.6 Follow the Company procedure for the removal of waste.			
3. Know how to operate digital printing machines.	3.1 Describe 4 things to check to ensure effective operation of the print machine.			
	3.2 Explain how to start up and shut down the print machine.			
	3.3 Explain where to obtain information on the setting and operation of print machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Explain how to identify and correct faults which: • Affect the quality of the product • Produce a shortfall in output			
	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating Print machines that may not be resolved by adjustment and the Company procedure for dealing with them.			

R/502/8503	Operate Digital Printing Machines (continued)	Level 2	4 Credits
PR227			

| | | 3.10 Explain the Company/manufacturer requirements in relation to machine cleaning, lubrication and maintenance. To include:
• The principal activities involved with machine cleaning, lubrication and maintenance
• Roles and responsibilities for cleaning, lubrication and maintenance
• Which components wear or become degraded over time
• The choice and use of suitable cleaning agents and lubricants | | | |

Assessor comments/feedback

M/601/9401	Prepare Inks and Coatings for Printing	Level 2	4 Credits
PR252			

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare printing inks and coatings for printing, either to achieve a specified colour or to alter the characteristics of the inks or coatings to suit the process conditions or substrate being printed.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to mix and match ink to meet the product specification.	1.1 Identify the mix and the inks required from the job instructions.			
	1.2 Obtain the required quantity and types of inks to make up the batch to meet the job specification.			
	1.3 Use Company procedures for estimating and measuring the quantities required to produce the required mix in the required batch size(s).			
	1.4 Produce the mix, following Company procedures.			
	1.5 Match a sample against the specification, using approved test methods.			
	1.6 Record product details in line with Company requirements.			
2. Know how to adjust viscosity and tack to suit materials or print conditions.	2.1 Explain the adjustments that can be made to viscosity or tack.			
	2.2 List suitable medium with which to adjust the viscosity and take.			
	2.3 Explain how to identify the required viscosity or tack has been achieved.			
3. Be able to store inks and coatings in accordance with Company procedures.	3.1 Store inks and coatings in containers and conditions in accordance with Company guidelines.			
	3.2 Ensure containers are marked in accordance with Company procedures.			
	3.3 Record the stock control details required by the Company.			

Assessor comments/feedback

M/601/9401 PR252	Prepare Inks and Coatings for Printing (continued)	Level 2	4 Credits

4. Know how to prepare inks and coatings for printing.	4.1 Explain where and how to obtain information on the job requirements.			
	4.2 Explain the operation of 2 of the following pieces of equipment: • Ink weighing and checking equipment • Viewing equipment • Spectrophotometers			
	4.3 Explain three common problems with inks and coatings, and their likely causes.			
	4.4 Explain the administrative procedure for recording and reporting faults/problems.			
	4.5 Explain quality assurance and control in relation to: • Techniques for controlling quality - testing, sampling • Equipment for controlling quality - light standards for colour viewing, spectrophotomers, colour reference book			
	4.6 Describe the types and characteristics of inks and coatings.			

Assessor comments/feedback

4. Know how to prepare inks and coatings for printing.

R/601/9438	Set and Run Folding Machinery	Level 2	5 Credits
PR363			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run folding machinery. It includes the need to understand how to make adjustments and solve problems with this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set the folding machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set the equipment to meet the job specification taking into consideration, for example: • The size, type and caliper of the flat sheet • Position and type of fold • Imposition • Grain direction • Production time • Mis-feed and double detector(s) are set correctly • Production times			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run folding machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run folding machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Give 2 examples of the possible causes of faults which result in for example: • Sheets folded out of square • Slitting and perforating not parallel to sheet edge • Unacceptable creasing of sections • Incorrect header and footer alignment • Sections not in page sequence • Marking of sections			

R/601/9438	Set and Run Folding Machinery (continued)	Level 2	5 Credits
PR363			

		3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
		3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

A/601/9417	Set and Run Guillotines	Level 2	5 Credits
PR357			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set and run guillotines, including knowledge of faults and problems that can occur with guillotines.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set/programme and run guillotines.	1.1 Obtain all details of work required.			
	1.2 Identify and obtain the materials needed to meet the job specification.			
	1.3 Check that the guillotine and work area is safe and ready for production.			
	1.4 Follow manufacturer's instruction to start up the guillotine.			
	1.5 Set up the guillotine taking into consideration: • The use of an existing programme or the need to create a programmed cutting sequence • The required cut size(s) is (are) produced with minimum handling • Setting the back fence manually for each cut • Production time			
	1.6 Run the guillotine, making sure that, for example: • Cuts are clean, square and accurately positioned • Clamp pressure does not cause marking or set-off			
	1.7 Monitor the output to ensure the job specification and Company quality standards are met.			
	1.8 Record production information in accordance with Company requirements.			
	1.9 Follow the Company procedures for the removal of waste.			
2. Know how to run guillotines.	2.1 Explain the information required to carry out the work and where to obtain it.			
	2.2 Describe the principles of guillotining.			
	2.3 Explain the risks associated with operating a guillotine, and how to avoid them.			
	2.4 Explain how to start up and stop the guillotine in: • Normal operation • Emergency situations			
	2.5 Explain the Company's method for stacking of finished work from the machine.			

Assessor comments/feedback

A/601/9417	Set and Run Guillotines (continued)	Level 2	5 Credits
PR357			

3. Be able to monitor quality of guillotine cutting.	3.1 Check that the Company's quality standards are being met.			
	3.2 Record the quality assurance details following Company procedures.			
4. Know how to monitor quality of guillotine cutting.	4.1 Describe the Company's quality standards for guillotine work.			
	4.2 Describe 3 faults with a product that can occur in guillotine work, how to identify them, and how to rectify them.			
	4.3 Explain how to check that the machine is safe to operate, once quality defects have been corrected.			
	4.4 Explain the Company procedure for recording and reporting problems or faults.			

Assessor comments/feedback

H/601/9430	Set and run booklet making machinery	Level 2	5 Credits
PR356			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and operate booklet making machinery. It includes knowledge of problems that can occur with this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set booklet making machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set the collator to meet the job specification taking into consideration, for example: • The size of the flat sheet • The flat sheets are in the required sequence • Each pile showing its different, correctly-positioned printed image • Mis-feed and double detector(s) are set correctly • Production times			
	1.5 Set the stitch-fold unit so that: • The staples are positioned as required by the job specification • The fold is made in the required position • The settings are appropriate for the booklet thickness and size			
	1.6 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run booklet making machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run booklet making machinery.	3.1 Explain how to start up and shut down machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			

H/601/9430 PR356	Set and run booklet making machinery (continued)	Level 2	5 Credits

		3.7 Define the possible causes of faults which can result in, for example: • Pages missing or duplicated • Wire stitches or staples missing, broken or mis-formed • Wire stitches/staples and fold not aligned • Trimming faults such as out of square or wrong size • Marking of inside or outside pages			
		3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
		3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

K/601/9428	Set and run foil blocking machinery	Level 2	6 Credits
PR350			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run foil blocking machinery. The unit also includes making adjustments to the machinery and problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set up foil blocking machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up foil blocking machinery, so that: • The temperature is correct for the material to be blocked • Material to be blocked is fed squarely, coming to the register against stops • The foil is fed evenly, to give minimum gap between impressions • Images are clean, sharp and have overall solid colour density • Images are accurately positioned on the material • Subsequent colours are in register and fit with other colours • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run foil blocking machinery.	2.1 Run foil blocking machinery at the required speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved.			
3. Know how to set and run foil blocking machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Image out of square • Foil not sticking to material surface • Image not having solid appearance • Image blurred • Marking of material outside image area • Loss of fine detail			

K/601/9428	Set and run foil blocking machinery (continued)	Level 2	6 Credits
PR350			

	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

L/502/8497	Set and Run wire binding machinery	Level 2	3 Credits
PR355			

The aim of this unit is to provide the learner with the knowledge and skills to be able to use wire binding machinery. The unit also contains problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set wire binding machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up wire binding machinery so that: • Sheets are square • Wire is fed without any damage to the wire or product • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run wire binding machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			

Assessor comments/feedback

L/502/8497 PR355	Set and Run wire binding machinery (continued)	Level 2	3 Credits

3. Know how to set and run wire binding machinery	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in: • Sheets out of square • Damaged wire or product			
	3.8 Describe 2 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

T/601/9433	Set and run adhesive binding machinery	Level 2	5 Credits
PR360			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set and run adhesive binding machinery. It includes knowledge of adjustments and problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set adhesive binding machine under supervision.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set the adhesive binding machinery to meet the job specification taking into consideration, for example: • The size of the article • The temperature and volume of the adhesive • Production speeds • Synchronization with other machinery • Production times			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run adhesive binding machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run adhesive binding machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Cracking of the surface along score lines • Print being out of square on the front cover and spine • Rounding of spines • Too much and too little glue penetration • Poor page-pull strength • Covers not registering correctly with book block			

T/601/9433 PR360	Set and run adhesive binding machinery (continued)	Level 2	5 Credits

	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

Y/601/9411	Set and run laminating equipment	Level 2	4 Credits
PR407			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run laminating equipment. There is also the need to have knowledge of adjustments and problem solving when operating this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set laminating equipment.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the laminator, so that: • Laminating film is fed squarely on to the product • Laminating takes place without marking, creasing or air bubbles • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run laminating equipment.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run laminating equipment.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Bubbles • Creases • Material not fed square • De lamination			

Y/601/9411	Set and run laminating equipment (continued)	Level 2	4 Credits
PR407			

	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

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: • 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: • 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: • 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 PR003	Delivery of Company Customer Service Standards (continued)	Level 2	5 Credits

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

Y/601/9439	Set and Run multi-knife trimming machinery	Level 2	4 Credits
PR364			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run multi-knife trimming machinery. It includes the need to understand how to make adjustments and solve problems with this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set multi-knife trimming machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the multi-knife trimmer so that: • Piles are fed squarely into the trimmer • The clamp holds the pile firmly without marking • Piles are trimmed squarely and delivered without damage or distortion • The trimmed size is within variations permitted by their company • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run multi-knife trimming machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work according to the Company's approved method.			
3. Know how to set and run multi-knife trimming machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Unacceptable cut size variation • Score marks on cut surfaces • Glue marks on cut surfaces • Ragged cut on bottom pages • Book spines splitting at head or tail • Books not square • Creasing on spines			

Y/601/9439 PR364	Set and Run multi-knife trimming machinery (continued)	Level 2	4 Credits

		3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
		3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

Notes

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