GQA LEVEL 3 NVQ DIPLOMA IN PRINT ADMINISTRATION

Qualification Number
600/2808/7

Qualification Number
C00/1244/2

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**		
L/601/9390 PR002	Promote and Maintain Health and Safety in a Print Related Working Environment	3	4		
L/601/9406 PR998	Understanding the Print Industry	3	4		
D/601/9393 PR999	Contribute to Improving the Effectiveness of the Print Organisation	3	5		
R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information	2	4		
Y/502/8504 PR124	Send and Receive Digital Files	2	1		
F/502/4625 SS2	Spreadsheet Software	2	4		
R/502/4628 WP2	Word Processing Software	2	4		
Optional units					

1

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

Observation in the workplace ☐   Assessment of knowledge ☐

Records of prior experience ☐   Witness statement(s) ☐

Testimonial(s) ☐   Photographic evidence ☐

Work records ☐   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. This qualification is at Level 3, although some units may be at different levels. Level 3 qualifications are primarily aimed at those who are fully trained and experienced in a wide range of roles that may involve decision making, quality checks, and making contributions to improvements in working practices and procedures. Candidates should require minimum supervision in undertaking the job and may also take on a supervisory role, particularly in relation to less-experienced colleagues. They will also work closely with customers and have well-developed knowledge of the organisation worked for and the print industry. A further qualification for print administration at Level 2 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. Due to the wide range of job roles and the diverse nature of organisations in the print industry it is difficult to give a definitive list of job roles the qualification may be appropriate for but Candidates could have jobs entitled:

- Senior Administrator
- Office Supervisor
- Senior Clerk
- Office Manager
- Print Estimator
- Customer Service Manager
- 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 a group of 7 mandatory units, which have a total of 26 credits and a number of groups of optional units. Candidates must achieve all of the mandatory units, and the required minimum credits from the chosen pathway – see below for details.
The units are made up of the things those working in these job roles need to know and the tasks they need to be able to do to carry out the work 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 450 hours. Qualifications are also required to indicate the number of hours of teaching someone would normally need to receive in order to pass the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 226.

Unit ref	Title	Level	Credit
Mandatory Units			
L/601/9390	Promote and Maintain Health and Safety in a Print Related Working Environment	3	4
PR002			
L/601/9406	Understanding the Print Industry	3	4
PR998			
D/601/9393	Contribute to Improving the Effectiveness of the Print Organisation	3	5
PR999			
R/601/9407	Knowledge of the Organisations Printing Processes and related information	2	4
PR996			
Y/502/8504	Send and Receive Digital Files	2	1
PR124			
F/502/4625	Spreadsheet Software	2	4
SS2			
R/502/4628	Word Processing Software	2	4
WP2			
Optional Units (Optional - Credits: 14 Minimum, 14 Maximum)			
H/503/3835	Review print production costs and prepare invoices	3	3
PR508			

L/500/4586	Choose supplies and suppliers for your business	3	2
L/500/4586			
D/601/2539	Order products and services	3	5
D/601/2539			
K/503/3836	Understanding Internal and External Supply Chains	4	6
PR555			
D/500/7296	Database Software	3	10
D/500/7296			
T/503/3838	Monitor organisational quality systems in printing	3	3
PR522			
J/503/3827	Understanding of the Company Standard Operating Procedures and how to develop them	3	8
GEN007			
F/503/3843	Understand how to Organise The Workplace	4	7
GEN992			
R/503/1692	Produce print estimates from Price Lists	2	3
PR526			
Y/503/3847	Understanding the Environmental Impact of work activities	4	6
PR444			
Y/502/7501	Handling objections, negotiating and closing sales	3	6
Y/502/7501			
Y/503/1693	Maintain and archive print records	2	2
PR527			
R/502/8601	Meeting customers' after sales needs	2	3
R/502/8601			
R/502/7500	Preparing and delivering a sales presentation	3	5
R/502/7500			
R/502/8534	Preflight Digital Files	3	4
PR130			
Costing & Estimating (Pathway - Credits: 5 Minimum, 5 Maximum)			
Y/503/4397	Produce and analyse estimates for print or print services	3	5
PR517			
Production Coorindator (Pathway - Credits: 6 Minimum, 6 Maximum)			
F/503/3860	Plan, schedule and monitor print production	3	6
PR509			
Customer Service (Pathway - Credits: 6 Minimum, 6 Maximum)			
L/503/3862	Understanding and contributing to the achievement of Customer satisfaction	4	6
PR559			

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, quotations, contracts
- Notes and memos
- Customer feedback and communications
- Witness testimonies
- Job bags/work instruction tickets/ production records
- Examples of Management Information records

- Use of office equipment
- Emergency procedures, risk assessments, accident reporting systems
- Tutor and employer feedback/reviews
- Photographic evidence
- Professional discussion
- Responses to oral and written questions
- Written narrative

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 verification and hold the EQA national 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 EV'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 Verification 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

Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

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 in 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

L/601/9390 PR002	Promote and Maintain Health and Safety in a Print Related Working Environment	Level 3	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to work safely in the print related environment, to be able to carry out the correct actions should an accident or emergency occur and to promote and develop safe working practices. The learner will also need to know how to monitor the health and safety of others. Finally the learner is required to show awareness of associated problems that can occur and possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know which acts, regulations and guidelines apply to the print related working environment.	1.1 State which acts, regulations and guidelines apply to the print related working environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the print related working environment.			
2. Know how to monitor and implement changes in health and safety acts, regulations and guidelines.	2.1 Explain how to monitor changes in health and safety acts, regulations and guidelines, to include: • Accessing HSE information • Receiving training updates			
	2.2 Explain how to introduce and implement changes.			
	2.3 Explain how to monitor the implementation of changes in health and safety to the working environment.			
3. Know how to carry out a formal assessment of hazards and risks in the print related working environment and the types of risk or hazards that exist.	3.1 Describe the steps in carrying out a formal risk assessment.			
	3.2 Explain how to record the findings and why recording is important.			
	3.3 Explain who should be made aware of the findings and how.			
	3.4 Explain why it is important to inform the relevant people of the findings.			
	3.5 Give 3 examples of risks or hazards that can occur in their working environment.			
4. Be able to identify hazards and assess risks in the print related working environment.	4.1 Carry out a risk assessment of the print related working environment.			
	4.2 Report the findings to the correct authority.			
5. Know how to promote safe working practices.	5.1 Give 3 examples of information that promote safe working practices related to the print related working environment.			
	5.2 Explain how each of the 3 examples given promote safe working practices.			
6. Be able to promote safe working practices.	6.1 Disseminate information on safe working practices.			
7. Be able to adopt a safe method of work.	7.1 Plan and organise a safe method of work.			
	7.2 Select and use personal protective equipment in accordance with Company guidelines and legislation.			
	7.3 Select and use print related materials in accordance with Company guidelines and legislation.			
8. Know how to ensure there is no unauthorised or unsafe access to the working areas.	8.1 Explain how to establish if a person is authorised to enter the work area.			
	8.2 Explain how to ensure that authorised people entering the work area are kept safe.			
9. Know how to monitor colleagues to ensure they comply with health and safety requirements.	9.1 Explain how to monitor colleagues to ensure they comply with health and safety requirements.			

10. Know what to do in the event of accidents or emergencies.	10.1 Describe the Company procedures to follow in the case of an accident.			
	10.2 Describe the Company procedures to follow in the case of an emergency.			
	10.3 Describe the procedure for evacuating workers and visitors.			
	10.4 Describe the procedure for reporting and recording accidents and emergencies.			
11. Understand the problems that can occur with promoting and maintaining health and safety within the print related working environment and the potential solutions.	11.1 Give 3 examples of problems that can arise when promoting health and safety, one each of the following: • Problem with communicating information to others • Problem with introducing changes • Problem with monitoring colleagues' compliance with health and safety requirements			
	11.2 Give an explanation of how to overcome each of the problems given in answer to 11.1.			

Assessor comments/feedback

L/601/9406	Understanding the Print Industry	Level 3	4 Credits
PR998			

The aim of this unit is to provide the learner with the knowledge and understanding of the print industry, the main processes, products and equipment and also understanding of the importance of confidentiality within the industry.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know the printing processes used within the print industry.	1.1 Name 5 main print processes used within the print industry.			
	1.2 Explain the basic principles of each process.			
	1.3 Name one product that can be produced by each process.			
	1.4 Name 3 stages of production workflow in print.			
2. Understand the factors that influence the choice of printing process.	2.1 Explain the advantages of each process.			
	2.2 Explain the disadvantages of each process.			
3. Know the types of equipment used within the print industry.	3.1 List 3 pieces of equipment/machinery used within the print production process.			
	3.2 Explain the purpose of each piece of equipment/machinery given in answer to 3.1.			
	3.3 Explain the difference between in line and off line operations.			
4. Recognise and understand the need for confidentiality within the print industry.	4.1 List 2 types of information concerning a print job that may need to be kept confidential.			
	4.2 Explain the reasons the information should be kept confidential.			

Assessor comments/feedback

D/601/9393	Contribute to Improving the Effectiveness of the Print	Level 3	5 Credits
PR999	Organisation		

The aim of this unit is to provide the learner with the knowledge and skills to be able to contribute to the improvement of the Organisation through the use of resources, communications and working relationships within the print working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to obtain and understand the work schedule.	1.1 Explain the Organisational procedure for obtaining the work schedule.			
	1.2 Explain what to do if the work schedule is: • Unclear • Not achievable			
2. Know how to ensure that the correct quantities of products and materials and human resources are used.	2.1 Explain how to ensure that the required quantities of products and materials and human resources are selected.			
3. Know how to minimise wastage of materials.	3.1 List three types of material that can potentially be wasted.			
	3.2 Describe what actions can be taken to minimise wastage of the materials listed.			
	3.3 Explain how surplus materials may be reused.			
4. Know why it is important to contribute to improving the effectiveness of the organisation.	4.1 Explain 3 reasons for contributing to improving the effectiveness of the organisation.			
5. Know what information to share with colleagues on your job role and why this is important.	5.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	5.2 Explain why sharing information with colleagues is important.			
6. Be able to share information with colleagues.	6.1 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			

Assessor comments/feedback

D/601/9393 PR999	Contribute to Improving the Effectiveness of the Print Organisation (continued)	Level 3	5 Credits

7. Know how to identify and pass on improvements to work activities.	7.1 Explain 2 ways to identify improvements that can be made in work activities.			
	7.2 Explain how to pass on suggestions for improvements identified in line with organisational policies.			
	7.3 Explain who to make the suggestions to and why these people need to be made aware.			
8. Know how and why to identify opportunities and needs for self development and how to manage this information.	8.1 Explain 2 ways that a need to update skills and/or knowledge of the print industry can be identified.			
	8.2 Give 2 examples of how to check opportunities for self development related to the print industry.			
	8.3 Explain the benefits of keeping skills and knowledge up to date, give one example each of how it benefits: • The individual • The organisation			
9. Know why it is important to have good relationships with customers.	9.1 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

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

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

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

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

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

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

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

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

H/503/3835 PR508	Review print production costs and prepare invoices	Level 3	3 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to take responsibility for reviewing production costs and determining the invoice changes to the customer.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to review print production costs.	1.1 Collate and compare production cost information with the original job specification and estimate, including quantities produced and/or delivered.			
	1.2 Identify if any additional costs have been incurred and state if these are chargeable to the customer.			
	1.3 Record and report any additional costs that have been incurred or confirm original costings were accurate.			
2. Be able to prepare invoices.	2.1 Produce sales invoices for the customer following Company procedures.			
	2.2 Maintain job costing and invoice information securely on file following Company procedures.			
3. Know how to review production costs and prepare invoices.	3.1 Describe confidentiality issues relating to production costs and invoices.			
	3.2 Explain Company policy for storage and security of production costs and invoices.			
	3.3 Explain how to interpret and deal with information in accordance with Company procedures that indicates a variation between estimated and actual costs, to include: • Additional costs to be charged to the customer • Additional costs not to be passed on to the customer			

Assessor comments/feedback

L/500/4586 L/500/4586	Choose Supplies and Suppliers for Your Business	Level 3	2 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to recognise supply needs, investigate, identify and compare suppliers. The unit requires the learner to assess costs and look for cost savings. The need to have effective stock control systems that minimise waste is also included.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to prepare and monitor a schedule of the supplies needed for your business.	1.1 Assess current and future supply needs for utilities, equipment (including IT), tools and materials and check they are in line with your business aims, finances and profit forecasts.			
	1.2 Draw up a schedule of what and when supplies will be needed, the resources required and match this to your business financial plans.			
	1.3 Set clear targets and limits for buying your business supplies.			
2. Understand how to achieve best value when buying supplies for your business.	2.1 Investigate different suppliers, purchase options and methods and calculate the full costs of each.			
	2.2 Undertake a cost-benefit analysis of the various suppliers and use this to decide the best options for your business.			
	2.3 Review the decisions to check for any hidden costs or alternative methods of reducing costs and expenditure to make sure best value is achieved.			
3. Understand how to manage and control business supplies to maximise the profitability of your business.	3.1 Devise a system which could be used to manage and control utilities, fixtures and fittings to make sure they are always working effectively.			
	3.2 Set up a stock control system to record and review the supply of consumables and non-consumables to make sure there is adequate supply and minimal wastage.			
	3.3 Describe how to reduce waste and potential waste products using environmentally friendly methods.			

Assessor comments/feedback

D/601/2539	Order Products and Services	Level 3	5 Credits
D/601/2539			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify, select and negotiate with suppliers. The unit requires the learner to understand the ordering processes and look for and recommend improvements in these, while building and maintaining effective working relationships with suppliers and monitoring and dealing with supply chain problems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to identify, select and negotiate the supply of products and services.	1.1 Identify different sources of information on products and services for an organisation.			
	1.2 Explain how to use different sources of information on products and services.			
	1.3 Describe how to write a specification for a product or service.			
	1.4 Identify sources of products and services that meet the quality expectations of an organisation.			
	1.5 Explain the purpose of selecting products and services that represent best value for money.			
	1.6 Describe how to negotiate best value for money.			
	1.7 Explain the purpose of developing and maintaining good relationships with suppliers, and ways of doing so.			
	1.8 Describe a supply chain and how it works.			
2. Understand organisational requirements and policies for the ordering and supply of products and services.	2.1 Describe the procedures for the ordering and supply of products and services for an organisation.			
	2.2 Describe the needs and priorities for the ordering and supply of products and services for an organisation.			
	2.3 Explain the purpose of having organisational policies for the acceptance of gifts and hospitality.			
3. Understand how to monitor, evaluate and improve procedures for the ordering and supply of products and services.	3.1 Explain the purpose of monitoring and evaluating procedures for the ordering and supply of products and services, and ways of doing so.			
	3.2 Describe actions that may be taken to improve efficiency in the ordering and supply of products and services.			
	3.3 Describe ways of getting better value for money for products and services provided.			
4. Be able to follow organisational procedures for the ordering and supply of products and services.	4.1 Use available information to keep up to date with products and services in own area of work.			
	4.2 Agree a budget and specification for products or services to be ordered.			
	4.3 Identify sources of products and services that meet the quality specification(s) of the organisation.			
	4.4 Select the product or service which represents best value for money.			
	4.5 Procure product(s) or service(s) following organisational procedures.			
	4.6 Negotiate with selected supplier(s) to reach an agreement which offers good value for money and which is acceptable to both parties, within limits of own authority.			

D/601/2539	Order Products and Services (continued)	Level 3	5 Credits
D/601/2539			

	4.7 Agree a contract for the supply of product(s) or service(s), within limits of own authority.			
5. Be able to maintain relationships with suppliers of products and services and deal with problems.	5.1 Take actions to create and maintain partnerships with suppliers to improve quality and cut costs, within limits of own authority.			
	5.2 Monitor the performance of suppliers in line with the terms of the contract.			
	5.3 Deal with problems as they occur, seeking support from others, where necessary.			
6. Be able to monitor, evaluate and make recommendations to improve the ordering and supply of products and services.	6.1 Monitor the ordering and supply of products and services for effectiveness and efficiency.			
	6.2 Evaluate the ordering and supply of products and services and identify areas for improvement.			
	6.3 Suggest ways to improve effectiveness and efficiency and obtain better value for money for the supply of products and services.			

Assessor comments/feedback

K/503/3836 PR555	Understanding Internal and External Supply Chains	Level 4	6 Credits

The aim of this unit is to provide the learner with the knowledge of supply chains in sufficient depth to be able to review existing services, products and suppliers, analyse the performance of suppliers and research alternatives. Also included is the need to be able to recommend changes to supply chains and products and services offered, considering the impact to the Company on introducing changes. There is also the need to produce a plan for the introduction of changes to the supply chain.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the products and services currently provided by suppliers in their area of responsibility.	1.1 Summarise the products currently outsourced by the Company.			
	1.2 Summarise the services currently outsourced by the Company.			
	1.3 Explain what is meant by an Internal Customer, an Internal Supplier, an External Customer and an External Supplier.			
	1.4 Produce a map for your area that indicates external and internal inputs. This should include reference to: products, materials, equipment and people.			
	1.5 Explain how your area of responsibility impacts on the rest of the organisation.			
2. Understand how to analyse supplier performance and effectiveness.	2.1 Explain in detail how to measure the performance of suppliers, to include: • KPI • Benchmarking • Frequency • Timescale of analysis • Who to involve • Recording and reporting			
	2.2 Justify the information provided, particularly with regards to frequency and timescale.			
	2.3 Give examples of results of analysis that could mean there is a need to source alternative suppliers.			
3. Understand how to identify other products and services that could be outsourced.	3.1 Explain how to analyse the Company products and services currently provided in house with a view to outsourcing.			
4. Be able to identify other products and services that could be outsourced.	4.1 Identify one product and one service that could be outsourced to the benefit of the Company.			
	4.2 Explain the potential benefits to the Company of outsourcing the identified product/service.			

Assessor comments/feedback

K/503/3836	Understanding Internal and External Supply Chains (Continued)	Level 4	6 Credits
PR555			

5. Understand the implications of changes to the products and services provided by suppliers.	5.1 Critically compare the implications of outsourcing products and services currently provided in house.			
	5.2 Critically compare the implications of bringing products and services in house that are currently outsourced.			
	5.3 Explain how to determine the most appropriate course of action to recommend.			
6. Understand how and why to identify and evaluate alternative suppliers.	6.1 Explain the sources available to identify potential alternative suppliers.			
	6.2 Summarise the key factors to consider when evaluating potential suppliers.			
	6.3 Explain the benefits of comparing suppliers.			
7. Understand how to implement changes to the supply chain.	7.1 Suggest improvements to the supply chain in your area of responsibility.			
	7.2 Produce an implementation plan linked to improving supply chain issues within your area of responsibility.			

Assessor comments/feedback

D/500/7296 D/500/7296	Database Software	Level 3	10 Credits

The aim of this unit is to ensure the candidate has the skills and knowledge to use databases effectively and appropriately to carry out a range of tasks.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to optimise the use of databases.	1.1 Describe what types of information the database has been designed for.			
	1.2 Describe what types of design content are stored within the database.			
	1.3 Identify what characteristics a database field may have, such as data type, field name, field size and field format.			
	1.4 Describe how field characteristics can contribute to data validation and how field characteristics can facilitate queries and reports and can be used to validate data.			
	1.5 Describe why you would use a form for entering data into a database.			
	1.6 Describe how to find and retrieve information from a database.			
	1.7 Describe how data is structured in a simple (eg singletable, non-relational) database and in a multiple-table database.			
	1.8 Describe what characteristics fields may have in a multiple-table database, such as primary key and relationships with other fields.			
	1.9 Describe the purpose of relationships in multiple-table databases and how relationships are established in multiple-table databases.			
	1.10 Describe why it is important to maintain data integrity. What methods should be used to maintain data integrity in a simple (eg single-table, non-relational) database and in a multiple-table database.			
	1.11 Describe what issues there are about handling data, such as completeness of data, data consistency and data redundancy and ways to balance different issues in handling data.			
	1.12 Describe what logical operators are and describe how to use them.			
2. Optimise the use of databases.	2.1 Use techniques for entering data into databases.			
	2.2 Create fields for entering data with the required field characteristics, name, type, size and format.			
	2.3 Using appropriate tools and techniques to format and layout database fields, tables, forms, records and reports from multiple-table databases, such as font, colour, column and row.			
	2.4 Modifying field characteristics within a simple (eg single-table, non-relational) database and a multipletable database, while maintaining the integrity of existing data, such as name, type and size.			
	2.5 Check data in databases.			

D/500/7296	Database Software	Level 3	10 Credits
D/500/7296			

	2.6 Using automated facilities for checking data and reports (eg spell checking and sorting data).			
	2.7 Create forms for data entry			
	2.8 Importing data from external sources such as other databases or spreadsheets.			
	2.9 Link data with other software applications, such as spreadsheets or word processing.			
	2.10 Check data integrity, formatting and any links with other applications.			
	2.11 Establishing data file relationships that enable appropriate information to be retrieved while maintaining the integrity of the data (eg primary key and file relationships).			
	2.12 Create styles for fields, tables, forms, records and reports within multiple-table databases.			
	2.13 Carry out types of queries.			
	2.14 Produce and format reports.			
	2.15 Improving efficiency (eg setting up short cuts. Customising menus and toolbars. Automating common tasks, such as by using macros).			

Assessor comments/feedback

T/503/3838 PR522	Monitor Organisational Quality Systems in Printing	Level 3	3 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to contribute to monitoring quality systems within the organisation. This includes the need to carry out organisational quality assurance procedures and evaluate the effectiveness of the systems. Also included is the need to report on problems and contribute to implementing changes.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to contribute to the implementation of organisational quality systems.	1.1 Ensure the Company quality standards are observed.			
	1.2 Contribute to monitoring quality systems.			
2. Be able to carry out quality assurance procedures following approved methods.	2.1 Follow the Company procedure for quality assurance within area of responsibility.			
	2.2 Check the output/manufactured product meets quality requirements.			
	2.3 Ensure records are completed accurately and stored following Company procedures.			
3. Know how to maintain organisational quality systems.	3.1 Describe the relevant organisational quality standards and quality assurance procedures.			
	3.2 Explain the Company procedure for conducting quality control checks.			
	3.3 Describe the quality records that must be maintained and how these can be used to monitor and evaluate performance and quality output.			
	3.4 Explain how to deal with situations where Company quality standards are not being met, give one example related to each of the following: • Individual performance • Materials • Machinery			

Assessor comments/feedback

J/503/3827 GEN007	Understanding of the Company Standard Operating Procedures and How to Develop Them	Level 3	8 Credits

The aim of this unit is to ensure the learner has the skills and knowledge to be able to understand, develop and introduce Standard Operating Procedures in their working environment. Knowledge of recording and distribution of SOPs is also required as is the need to deal with problems that can occur during the development of SOPs.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the meaning and purpose of Standard Operating Procedures.	1.1 Explain the term "Standard Operating Procedure".			
	1.2 Explain the benefits of Standard Operating Procedures, giving one example each of a benefit to: • The Organisation • Individuals			
2. Know the Standard Operating Procedures in place within their area of responsibility.	2.1 List 3 tasks in their area of responsibility that have Standard Operating Procedures.			
	2.2 Explain the Standard Operating Procedures in place for each task and where to obtain further information on them.			
3. Understand how to identify a need for development of Standard Operating Procedures.	3.1 Explain the factors that could indicate a need for development of Standard Operating Procedures.			
	3.2 Explain the reasons for reviewing existing Standard Operating Procedures.			
4. Understand how to develop Standard Operating Procedures.	4.1 Explain how a Standard Operating Procedure would be developed to include: • People/Resource • Equipment • Techniques/Visual aids • Timescales			
	4.2 Explain who outside of the immediate department/working area could contribute to the development of Standard Operating Procedures.			
	4.3 Explain the checks/tests to make to ensure the Standard Operating Procedures developed are appropriate and effective.			
	4.4 Explain the Company procedures in place to approve Standard Operating Procedures for use.			

Assessor comments/feedback

5. Understand how to record and implement the Standard Operating Procedure developed.	5.1 Explain the Company system used to record and distribute information on amended/newly introduced Standard Operating Procedures.			
	5.2 Explain how to implement and monitor the use of amended/newly introduced Standard Operating Procedures.			
	5.3 Explain how to monitor the effectiveness of amended/newly introduced Standard Operating Procedures.			
	5.4 Explain the differences in recording and implementation of amendments to existing Standard Operating Procedures and where no Standard Operating Procedure is in use.			
6. Understand the problems that can occur with the development of Standard Operating Procedures.	6.1 Explain 3 problems that can occur with the development of Standard Operating Procedures.			
	6.2 Suggest possible solutions to each of the problems identified.			

Assessor comments/feedback

F/503/3843	Understand How to Organise the Workplace	Level 4	7 Credits
GEN992			

The aim of the unit is to provide the learner with a full understanding of workplace organisation, its benefits and the roles and equipment involved in planning, implementing and communicating the activities. Also the learner will be required to understand how to review and evaluate the effectiveness of the activities.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know the key steps and benefits of organising a workplace.	1.1 Define the term 'an organised workplace'.			
	1.2 Summarise the 5 key steps of a workplace organisation activity.			
	1.3 Explain the requirements involved in each of the 5 steps.			
	1.4 State 7 types of waste in the work environment and give an example of each.			
	1.5 Explain how workplace organisation contributes to the following: • The elimination of accidents • Improved productivity • The elimination of breakdowns • The elimination of waste			
2. Know how to plan a workplace organisation activity.	2.1 Explain how a workplace organisation activity would be implemented to include: • People/Resource • Equipment • Techniques/Visual aids • Timescales			
	2.2 Explain who outside of the immediate Department/working area could contribute to the planning and introduction of workplace organisation.			
	2.3 Develop a plan for implementing a workplace organisation activity in their area of work.			
3. Know the communication requirements in an organised workplace.	3.1 Explain the purpose of the following: • Shadow boards • Cleaning schedules • Standard Operating Procedures • Tagging systems • Visual controls			
	3.2 Develop an example of each of the above for the work area.			
	3.3 Develop a communication plan for ensuring a sustained organised workplace.			
	3.4 Give 3 benefits for each of the following: • Sharing information which is clear, sufficient and accurate • Having good working relationships with colleagues when introducing workplace organisation			
4. Know how to sustain an organised workplace.	4.1 Describe 2 examples of visual control systems that will assist in sustaining an organised workplace.			
	4.2 Explain how auditing can contribute to sustaining an organised workplace.			
	4.3 Describe the key roles in sustaining an organised workplace.			
	4.4 Suggest a system for reporting potential improvements within the work area.			
	4.5 Explain who improvement suggestions should be made to and why these people need to be made aware.			

F/503/3843 GEN992	Understand How to Organise the Workplace (continued)	Level 4	7 Credits

5. Understand how to review the impact of the introduction of workplace organisation.	5.1 Explain how to review the effectiveness of the introduction of workplace organisation, to include: • Review timescales • Review methods • Success measures • Identification of cost/time savings			
	5.2 Explain the importance of evaluating workplace organisation activities.			

Assessor comments/feedback

F/503/3843 GEN992	Understand How to Organise the Workplace (continued)	Level 4	7 Credits

5. Understand how to review the impact of the introduction of workplace organisation.	5.1 Explain how to review the effectiveness of the introduction of workplace organisation, to include:			

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 pre-completed 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/503/3847	Understanding the Environmental Impact of Work Activities	Level 4	6 Credits
PR444			

The aim of this unit is to provide the learner with the knowledge and skills to be able to understand the environmental issues in the Organisation, know how to interpret legislation and assess the environmental impact of work activities. There is also the requirement to review the outcomes of environmental assessments and recommend changes to procedures. There is also the need to monitor the compliance of others to environmental policies. Finally the learner has to be able to put all this together to develop an environmental policy.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the work activities that could have environmental impact.	1.1 Summarise the work activities within your Organisation that could have an impact on the environment.			
	1.2 Explain how the environment could be affected.			
2. Understand the legal requirements regarding the environmental impact of work activities.	2.1 Explain the relevant legislation that governs environmental issues linked to the Organisation's processes.			
	2.2 Explain how this applies in practice to the working environment.			
	2.3 Describe the consequences of non-compliance with environmental legislation.			
3. Understand how to assess the impact of work activities on the environment.	3.1 Explain in detail how to plan an accurate assessment of the environmental impact of work activities, to include: • Objectives • Timescales • Resources • Data/Information • Responsibilities • Methods • External advice/support			
	3.2 Explain how to carry out the assessment to ensure the information obtained is accurate, objective and based on recognised guidelines, relevant legislation and good practice.			
4. Understand how the outcomes of environmental assessments are recorded and reported.	4.1 Describe 3 different ways that the results of environmental assessments can be recorded.			
	4.2 Critically compare the different methods taking into account, for example: • Ease of access • Ease of understanding • Ease of updating/amending • Cost effectiveness • Practicality			
5. Know how to review and evaluate the findings of environmental reports and decide on suggested changes.	5.1 Explain how to evaluate the findings with regards to: • Prioritising • Benchmarking • Ensuring acceptable outcomes are maintained or improved • Implementing changes to improve areas in need of improvement			
	5.2 Identify the factors to take into account when devising and suggesting changes based on the findings of the environmental assessment.			
	5.3 Explain how to communicate the suggested changes to the relevant people.			
6. Understand the principles of environmental management.	6.1 Explain the purpose of an environmental policy.			

Y/503/3847 PR444	Understanding the Environmental Impact of Work Activities (continued)	Level 4	6 Credits

	6.2 Explain how to collect and evaluate objective and verifiable data on the suitability of existing environmental policies and procedures.			
	6.3 Explain the importance of continued improvements with regards to environmental performance.			
	6.4 Describe the potential consequences of not managing significant aspects of environmental performance.			
7. Understand how to communicate information on environmental issues to the relevant personnel.	7.1 Describe 3 ways environmental information can be made available to relevant people, to include: • Existing policies/procedures • Changes/newly introduced policies/procedures			
	7.2 Critically compare the different methods taking into account, for example: • Ease of access • Ease of understanding • Ease of updating/amending • Cost effectiveness • Practicality			
	7.3 Explain how to produce an environmental policy.			
8. Understand how to monitor the adherence of staff to environmental policies.	8.1 Explain in detail how to plan accurate monitoring of the adherence of individuals to environmental policies/procedures.			
	8.2 Explain how to carry out the monitoring to ensure findings are accurate, objective and relevant.			

Assessor comments/feedback

Y/502/7501	Handling Objections, Negotiating and Closing Sales	Level 3	6 Credits
Y/502/7501			

The aim of this unit is to ensure the candidate has the skills and knowledge to handle objections, negotiate with customers and potential customers and close sales in accordance with Company procedures

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare to handle objections, negotiate and close the sale.	1.1 Plan to deal with a range of sales objections prior to dealing with the customer.			
	1.2 Confirm authorisation to negotiate and prepare a negotiation plan.			
	1.3 Identify methods of closing the sale.			
2. Be able to handle objections.	2.1 Identify any issues that are preventing the customer agreeing the sale.			
	2.2 Explore issues with the customer to identify and prioritise concerns.			
	2.3 Provide evidence to the customer of the strengths of the Company's products or services.			
	2.4 Confirm that the customer is in agreement with how the objection(s) can be overcome.			
	2.5 Respond to verbal and non-verbal buying signals.			
3. Be able to negotiate with the customer.	3.1 Carry out negotiation according to plan.			
	3.2 Inform the customer when no further adjustment is available.			
4. Be able to close the sale.	4.1 Apply a trial close.			
	4.2 Respond to any further objections and concerns.			
	4.3 Use questions to identify potential opportunities for add-ons, up-selling or cross-selling.			
	4.4 Close the sale and summarise agreements.			

Assessor comments/feedback

Y/503/1693 PR527	Maintain and Archive Print Records	Level 2	2 Credits

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: • 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/502/8601	Meeting Customers' After Sales Needs	Level 2	3 Credits
R/502/8601			

The aim of this unit is to ensure the candidate has the skills and knowledge to communicate with customers to identify and deal with after sales needs in accordance with Company procedures.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to investigate customer's after sales needs.	1.1 Establish the nature of customers' after sales needs.			
	1.2 Communicate with customers in a way that conforms with quality and customer service standards at all times.			
2. Be able to handle customers' after sales needs.	2.1 Deal with customers' after sales needs following organisational customer service standards and procedures.			
	2.2 Balance customers' needs with those of the Organisation.			
	2.3 Explain when to refer to someone in authority if the problem cannot be resolved within the limits of own authority.			
	2.4 Fulfil commitments made to customers in accordance with quality and customer service standards.			
	2.5 Record commitments made to customers.			
3. Be able to review the after sales process.	3.1 Obtain customers' comments on service reliability.			
	3.2 Analyse and report the findings to the relevant person in the Organisation.			
	3.3 Make recommendations for improvements to after sales service provision in the light of customer feedback.			

Assessor comments/feedback

R/502/7500 R/502/7500	Preparing and Delivering a Sales Presentation	Level 3	5 Credits

The aim of this unit is to ensure the candidate has the skills and knowledge to be able to prepare and deliver sales presentations using appropriate resources, deal with customer questions and objections that may arise and complete relevant activities in line with Company procedures.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare a sales presentation.	1.1 Identify the needs of the customer.			
	1.2 Set objectives for the sales presentation ensuring they reflect the customer's needs and interests.			
	1.3 Assess the likely physical situation for the presentation and identify the most appropriate method of presentation.			
	1.4 Identify and evaluate resources for delivery of the presentation.			
	1.5 Prepare a presentation that includes unique selling propositions.			
2. Be able to deliver a sales presentation.	2.1 Deliver a presentation.			
	2.2 Provide the customer with opportunities to ask questions and raise objections.			
	2.3 Listen and respond to questions from the customer			
	2.4 Gain commitment to proceed to the next stage of the sale.			
3. Be able to evaluate a sales presentation.	3.1 Evaluate the presentation to identify lessons learnt which can be applied to future presentations.			

Assessor comments/feedback

R/502/8534	Preflight Digital Files	Level 3	4 Credits
PR130			

This unit covers the checking or 'preflighting' of digital artwork files supplied for production-scale printing.
It includes knowledge of problems and possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to prepare a sales presentation.	1.1 Identify the needs of the customer.			
	1.2 Set objectives for the sales presentation ensuring they reflect the customer's needs and interests.			
	1.3 Assess the likely physical situation for the presentation and identify the most appropriate method of presentation.			
	1.4 Identify and evaluate resources for delivery of the presentation.			
	1.5 Prepare a presentation that includes unique selling propositions.			
2. Be able to deliver a sales presentation.	2.1 Deliver a presentation.			
	2.2 Provide the customer with opportunities to ask questions and raise objections.			
	2.3 Listen and respond to questions from the customer.			
	2.4 Gain commitment to proceed to the next stage of the sale.			
3. Be able to evaluate a sales presentation.	3.1 Evaluate the presentation to identify lessons learnt which can be applied to future presentations.			
	3.2 Outline the procedures to follow when: • The standard has been met • The standard cannot be met without further changes			
	3.3 Describe how to ensure the safe handling of customer material as required by the Company.			
	3.4 Describe how to deal with digital files in relation to the following: • File conversion techniques • Missing fonts and images • Knockout v Overprinting • RGB v CMYK and other colour models			
	3.5 Describe 3 faults encountered in preflighting, their causes and possible solutions.			
	3.6 Explain the recording and reporting procedures, including: • Who to inform • Documentation required			
	3.7 Explain the main features of quality assurance and quality control systems.			

Assessor comments/feedback

Y/503/4397 PR517	Produce and analyse estimates for print or print services	Level 3	5 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to take responsibility for estimating the cost of supplying a printed product or print service, to be able to analyse the accuracy and effectiveness of the estimate and also to be able to identify where alternative materials or methods could be beneficial.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to interpret job specifications.	1.1 Interpret the customer's requirements to allow the production of accurate estimates.			
	1.2 Assess the following: • Methods of working • The processes and sequence required for production • Any outwork required • What the customer has agreed to supply (eg artwork, materials) • When the work is required • The packing and delivery requirements • Any issues affecting cost and/or working, eg material and equipment compatibility			
2. Be able to produce and analyse estimates.	2.1 Produce an estimate to meet the job specification following Company procedures.			
	2.2 Analyse the estimated costs for added value, contribution and cost ratios.			
	2.3 Maintain accurate records of the estimate following Company procedures.			
3. Know how to produce estimates for print and print services.	3.1 Explain the law as it affects printing in relation to copyright and ownership of images.			
	3.2 Describe confidentiality issues relating to estimates in print.			
	3.3 Explain Company policy for storage and security of items and job records.			
	3.4 Explain how the Law of Contract applies to the following: • Estimates v Quotations • Terms and Conditions			
	3.5 Interpret the added value, contribution and cost ratios from the estimate provided.			
	3.6 Describe the stages in the printing process from pre-press to post-press.			
	3.7 Describe how cost rates are calculated.			
	3.8 List 3 different methods of working and when they would be used.			
	3.9 Describe how standard production times are calculated.			

Assessor comments/feedback

Y/503/4397 PR517	Produce and analyse estimates for print or print services	Level 3	5 Credits

4. List the percentage of overs required for three different production processes.	4.1 Describe 3 typical questions asked by customers when producing estimates.			
	4.2 Describe 2 situations where alternative materials and/or methods of working could produce benefits, one example each of: • A direct cost benefit • Cost benefit through reduced waste • Cost benefit through improved productivity			

Assessor comments/feedback

Y/503/4397 PR517	Produce and analyse estimates for print or print services	Level 3	5 Credits

4. List the percentage of overs required for three different production processes.	4.1 Describe 3 typical questions asked by customers when producing estimates.
	4.2 Describe 2 situations where alternative materials and/or

F/503/3860 PR509	Plan, Schedule and Monitor Print Production	Level 3	6 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to take responsibility for planning, monitoring and taking decisions relating to production control.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to plan job tasks and schedule print production.	1.1 Ensure all relevant information is collated and available to allow production planning to take place.			
	1.2 Plan production in accordance with customer's requirements following company procedures.			
	1.3 Plan production in line with planned maintenance schedules.			
	1.4 Check that the customer's order corresponds with estimate or quotation provided by the Company.			
	1.5 Prepare or obtain a detailed written works instruction, setting out the job specification and all relevant information for production staff and outworkers/suppliers.			
	1.6 Create a production schedule that makes best use of the Company resources within the time available for production.			
2. Be able to monitor print production.	2.1 Check the progress of jobs against the production schedule.			
	2.2 Liaise with internal/external colleagues to maintain productivity, plant efficiency and meet deadlines.			
	2.3 Maintain working records following Company procedures.			
3. Be able to review the production output in line with the planned schedule.	3.1 Review production against planned schedule to monitor cost effectiveness.			
4. Know how to plan, schedule, monitor and review print production.	4.1 Explain what information is required to be able to: • Plan print production • Schedule print production • Review print production			
	4.2 Explain when and how to review the progress of the production and the Company procedure for reporting on this review.			
5. Know the problems that can occur when reviewing print production.	5.1 Describe three reasons that production schedule may be affected, and suggest solutions to minimise their impact on productivity.			

Assessor comments/feedback

L/503/3862	Understanding and contributing to the achievement of	Level 4	6 Credits
PR559	Customer satisfaction		

The aim of this unit is to provide the learner with the knowledge and skills to be able to take responsibility for estimating the cost of supplying a printed product or print service, to be able to analyse the accuracy and effectiveness of the estimate and also to be able to identify where alternative materials or methods could be beneficial.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the purpose and culture of the Organisation.	1.1 Summarise the business purposes of the Organisation, for example: • Services and products provided • Customer base • Market share • Aims and objectives			
	1.2 Explain the culture and ethical behaviours required in the Organisation with regards to customers.			
	1.3 Explain how these cultures and ethical behaviours apply in practice.			
2. Understand how to communicate the customer service strategy to the people within your area of responsibility.	2.1 Describe 3 ways of communicating information on customer ethos to those within your area of responsibility.			
	2.2 Critically compare the 3 methods given.			
	2.3 Clarify which is the most appropriate form of communication within your Organisation and justify your views.			
	2.4 Explain how to measure the level of understanding of individuals within your area of responsibility.			
3. Understand how to monitor and analyse the standards of service delivery.	3.1 Explain how to research the customer service delivery, including resource, timescales and KPI against: • Organisational standards • Customer expectations • Industry recognised benchmarks/national standards			
	3.2 Explain how to use the information gathered to evaluate performance, to include: • Who to involve in the review • When to complete it • Prioritising information			
	3.3 Classify the types of findings that may indicate a need to: • Review and revise customer service standards • Introduce a training programme • Carry out further research • Introduce a new product or service			
4 . Understand how to develop and recommend changes to the Organisation's customer service strategy.	4.1 Explain how to identify strategies that will give the opportunity for individuals and teams to help the Organisation improve in the areas identified.			
	4.2 Explain how to evaluate the effects of implementing a revised customer service strategy with regards to: • Costs • Timescales • Impact on service levels			
	4.3 Describe when and how to present the proposed revised strategy and who to present it to.			
5. Understand the nature of customer complaints and how to investigate them.	5.1 Explain the typical areas of service or product provided by the Organisation that attract customer complaints.			

	5.2 Classify the types of complaints to indicate: • Complaints that have localised or minimal implications for the Organisation • Complaints that could have wider implications for the Organisation			
	5.3 Explain the organisational procedure for dealing with: • Verbal (face to face) complaints • Telephone complaints • Electronic complaints			
	5.4 Summarise the information necessary to carry out an accurate investigation of customer complaints.			
	5.5 Explain the steps in the Organisation's process for the investigation of customer complaints, to include lines of communication and recording and reporting procedures.			
	5.6 Explain how to analyse the findings of the investigation and how to identify: • Possible solutions • The need to escalate or refer the complaint • Organisational impact			
	5.7 Explain how to review a range of potential solutions to decide on the most appropriate course of action.			
	5.8 Explain the organisational procedure for escalating or referring complaints and when this may be necessary.			
6. Understand how to take action to deal with customer complaints.	6.1 Explain how to keep the customer and other relevant persons informed of the proposed action to be taken.			
	6.2 Explain how to implement the agreed action and liaise with the customer to ensure the outcome of the actions has produced a satisfactory outcome.			
7. Understand why and how to analyse customer complaints.	7.1 Explain how to analyse the customer service evaluation methods and KPI used and justify the reasons they are valid or otherwise.			
	7.2 Explain how to identify the patterns and trends in customer complaints.			
	7.3 Explain why it is important to identify trends in customer complaints and how this information can be used to improve customer service delivery.			
8. Know the importance of good relationships with colleagues and customers.	8.1 State 3 benefits of having good working relationships with colleagues.			
	8.2 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

Notes

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