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# GQA LEVEL 4 DIPLOMA IN PRINT LEADERSHIP

**Qualification Number**

600/2820/8

**Welsh Qualification Number**

C00/1251/1

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# PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE <small>Performance and knowledge assessment completed and supplemented with evidence overtime</small>	DATE
Unit Number	Mandatory Units	Level	Credit		
R/503/4088 PR043	Knowledge of promoting, maintaining and evaluating Health and Safety in the Print related working environment	4	6		
Y/503/3847 PR444	Understanding the Environmental Impact of work activities	4	6		
H/503/4094 GEN112	CPD as a self development tool	3	4		
<b>Optional Units A (Credits: 10 Minimum)</b>					
<b>Optional Units B (Credits: 12 Minimum)</b>					
<b>Optional Units C (Credits: 13 Minimum)</b>					
<b>Optional Units D (Credits: 11 Minimum)</b>					

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 at Level 4, although some units may be at different levels. Level 4 qualifications are primarily aimed at those who are fully trained and experienced in a wide range of roles that involve decision making. This qualification is aimed at those who have the responsibility and/or opportunity for providing leadership in a print working environment.

Candidates will require knowledge of health and safety and environmental issues in the print industry along with the need to understand the importance of keeping skills and knowledge current. The qualification has been written in a way that will require the candidate to also prove knowledge of technical matters, quality checks and the legal and commercial aspects of the print industry. Candidates will also need to be able to identify potential for improvements in working practices and procedures of themselves, individuals, departments and processes and procedures.

Candidates may also take on a supervisory role, particularly in relation to less-experienced colleagues. There is a suite of qualifications available to cover a wide range of roles in operational and administrative roles within the print industry at Level 2 and Level 3.

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. The qualification is not restricted to those with managerial responsibility but candidates must ensure they will have the opportunity to produce the required evidence. Some possible examples of job titles are shown below:

- General Manager
- Department Process Manager
- Team Leader
- Production Coordinator
- Operations Manager
- Supervisor
- No. 1 Printer
- Line Manager

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 620 hours.

Unit Ref	Title	Level	Credit
<b>Mandatory Units</b>			
R/503/4088 PR043	Knowledge of promoting, maintaining and evaluating Health and Safety in the Print related working environment	4	6
Y/503/3847 PR444	Understanding the Environmental Impact of work activities	4	6
H/503/4094 GEN112	CPD as a self development tool	3	4
<b>Optional Units A (Credits: 10 Minimum)</b>			
L/503/1187 GEN113	Identifying And Organising Resources To Fulfil Work Requirements	4	6
K/503/4095 GEN998	Delivery of Effective Training Programmes	4	10
T/503/4097 PR556	Provide Leadership in the Workplace	4	8
F/503/4135 GEN997	Monitoring and developing Individual Staff to improve performance and efficiency	4	6
J/503/4136 GEN996	Supervising others	3	6
R/503/1188 GEN098	Providing Operational Support	4	4
<b>Optional Units B (Credits: 12 Minimum)</b>			
H/503/4208 PR100	Understanding Colour Management	4	7

T/503/4150	Understanding how to identify and rectify technical problems	4	6
PR035			
L/503/3845	Maintenance of Mechanical Equipment	4	8
PR558			
K/503/4209	The Properties of paper, board, inks and coatings in Print	4	6
PR042			
<b>Optional Units C (Credits: 13 Minimum)</b>			
Y/503/4190	Understanding the principles of Quality Auditing	4	6
PR557			
J/503/4198	Understanding How to Review Job Changeover Processes	4	9
GEN990			
F/503/3843	Understand how to Organise The Workplace	4	7
GEN992			
L/503/4199	Understanding Methods of Continuous Improvement	4	10
GEN991			
<b>Optional Units D (Credits: 11 Minimum)</b>			
D/503/4207	Law for Printers	4	5
PR040			
K/503/3836	Understanding Internal and External Supply Chains	4	6
PR555			
L/503/3862	Understanding and contributing to the achievement of Customer satisfaction	4	6
PR559			
A/503/4831	Understanding and contributing to the aims of the Organisation	4	6
PR560			

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 Diploma with the qualification title. Where a candidate has completed additional credits the Diploma 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 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 through 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 can be supplemented by the following types of physical or documentary evidence:

- Training records
- Notes and memos
- Witness testimonies
- Examples of management information records
- Tutor and employer feedback/reviews
- Professional discussion
- Responses to oral and written questions
- Written narrative
- Estimates, quotations, contracts
- Customer feedback and communications
- Job bags/work instruction tickets/production records
- Emergency procedures, risk assessments, accident reporting systems
- Photographic evidence
- Accident books/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.....



<b>R/503/4088</b>	<b>Knowledge of promoting, maintaining and evaluating</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR043</b>	<b>Health and Safety in the Print related working environment</b>		

The aim of this unit is to provide the learner with the knowledge and skills to be able to promote and maintain health and safety and keep knowledge of related matters current, including accident procedures. The learner is also required to understand how to implement and monitor changes to health and safety related information and evaluate related information. There is also the requirement to evaluate the effectiveness of health and safety related processes and procedures and recommend improvements.

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 and where this information can be obtained.	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.			
	1.3 Explain where the information can be obtained.			
2. Know how to obtain information and keep aware of changes in health and safety acts, regulations and guidelines that apply to the print related working environment.	2.1 Explain why it is important to obtain details of changes to health and safety related information in the print related working environment. Give 3 reasons.			
	2.2 Explain 3 ways to obtain information on changes in health and safety acts, regulations and guidelines.			
	2.3 Describe 3 ways of obtaining explanations of health and safety updates or information.			
	2.4 Critically compare each source of information with regards to: <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Ease of access</li> <li>• Ease of understanding</li> <li>• Cost effectiveness</li> </ul>			
3. Know the cause of health risks in printing.	3.1 Explain the relevant legislation in regards to personal health risks in printing.			
	3.2 Explain the occupational health and rehabilitation available in printing.			
	3.3 Describe the risks in the use of hazardous substances.			
	3.4 Describe the risks in the chemical hazards in printing.			
	3.5 Describe the risks in the specific process health hazards within printing.			
	3.6 Explain the UK Printing Solvent Substitution Scheme.			
	3.7 Explain the Acrylate Preference Criteria.			
	3.8 Describe the health and safety risks of noise.			
	3.9 Describe the health and safety risks of manual handling.			
	3.10 Describe the health and safety risks of radiation.			
	3.11 Describe the health and safety risks of skin disease (dermatitis).			
	3.12 Explain the health and safety risks of humidifiers and de-humidifiers.			
	3.13 Describe the health and safety risks of local exhaust ventilation.			
	3.14 Describe the health and safety risks of personal protective equipment.			

<b>R/503/4088</b>	<b>Knowledge of promoting, maintaining and evaluating Health and Safety in the Print related working environment (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR043</b>			

4. Know and understand the risks of fire and explosion.	4.1 Explain the relevant legislation in regards to risks in printing.			
	4.2 Describe the fire risk management policy.			
	4.3 Explain general fire precautions.			
	4.4 Describe the fire precautions process.			
	4.5 Explain the risks involved in charging electrical vehicles or machines.			
	4.6 Explain the risks involved with lithographic printing.			
	4.7 Describe the explosion risks in flexographic and gravure.			
	4.8 Explain the precautions taken for driers.			
	4.9 Explain the precautions taken for coating machines.			
	4.10 Explain the precautions taken for laminators with glue application.			
5. Know how to implement and monitor changes in health and safety practices of others to comply with legislation, regulations and organisational guidelines.	5.1 Explain how to introduce and implement changes in health and safety practices of others.			
	5.2 Explain how to monitor the implementation of changes in health and safety working practices of others in the print related working environment.			
6. Know how to evaluate the effect of changes introduced to health and safety practices in the print related working environment.	6.1 Explain how to evaluate the effect of changes introduced in health and safety practices of others.			
	6.2 Describe 3 benefits of evaluating this type of information.			
7. Know how to carry out a formal assessment of hazards and risks in the print related working environment.	7.1 Describe the steps in carrying out a formal risk assessment.			
8. Know how to evaluate and deal with the risks from potential hazards that can be found in the print related working environment.	8.1 Give examples of 4 potential hazards that can be found in the print related working environment.			
	8.2 Evaluate the potential impact that the 4 named hazards could have and suggest recommendations for change.			
9. Know how to adopt and promote safe working practices.	9.1 Explain how to find and follow employer's and manufacturer's instructions on the safe use of equipment and materials.			
	9.2 Explain how to select and recommend appropriate personal protective equipment and materials required to carry out the work.			
	9.3 Give 3 examples of ways that safe working procedures can be promoted to others in the print related working environment.			
10. Understand how to evaluate the effectiveness of health and safety procedures within the Organisation.	10.1 Explain the monitoring procedures regarding health and safety in printing.			
	10.2 Describe the auditing and review process in health and safety.			
11. Know how to ensure there is no unauthorised or unsafe access to the working areas and why this is important.	11.1 Explain how to establish if a person is authorised to enter the work area.			
	11.2 Explain how to ensure that authorised people entering the work area are kept safe.			
	11.3 Give 3 reasons why unauthorised or unsafe access to the work area should be prevented.			

<b>R/503/4088</b>	<b>Knowledge of promoting, maintaining and evaluating Health and Safety in the Print related working environment (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR043</b>			

12. Know what to do in the event of an emergency and how to evaluate the effectiveness of evacuation procedures.	12.1 Describe the Organisation's procedures to follow in the case of an emergency or drill that requires evacuation.			
	12.2 Evaluate the effectiveness of evacuation procedures following an emergency or drill.			
13. Know why it is important to clearly and accurately report and record information on accidents and incidents.	13.1 Explain why it is important to clearly and accurately report and record information on accidents, emergencies and other health and safety related incidents.			
14. Know how to investigate accidents to identify the cause and why this is important.	14.1 Explain how to investigate and identify the cause of an accident.			
	14.2 Give 3 benefits from carrying out investigations into the causes of accidents.			

**Assessor comments/feedback**

<b>Y/503/3847</b>	<b>Understanding the Environmental Impact of Work Activities</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR444</b>			

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: <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Timescales</li> <li>• Resources</li> <li>• Data/Information</li> <li>• Responsibilities</li> <li>• Methods</li> <li>• External advice/support</li> </ul>			
	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: <ul style="list-style-type: none"> <li>• Ease of access</li> <li>• Ease of understanding</li> <li>• Ease of updating/amending</li> <li>• Cost effectiveness</li> <li>• Practicality</li> </ul>			
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: <ul style="list-style-type: none"> <li>• Prioritising</li> <li>• Benchmarking</li> <li>• Ensuring acceptable outcomes are maintained or improved</li> <li>• Implementing changes to improve areas in need of improvement</li> </ul>			
	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	Understanding the Environmental Impact of Work Activities (continued)	Level 4	6 Credits
PR444			

	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: <ul style="list-style-type: none"> <li>• Existing policies/procedures</li> <li>• Changes/newly introduced policies/procedures</li> </ul>			
	7.2 Critically compare the different methods taking into account, for example: <ul style="list-style-type: none"> <li>• Ease of access</li> <li>• Ease of understanding</li> <li>• Ease of updating/amending</li> <li>• Cost effectiveness</li> <li>• Practicality</li> </ul>			
	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**

<b>H/503/4094</b>	<b>CPD as a Self-development Tool</b>	<b>Level 3</b>	<b>4 Credits</b>
<b>GEN112</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify areas within their DEC job role that require development. There is the need to seek out opportunities to update skills and knowledge, complete CPD records and also be able to review the CPD activities undertaken and reflect on them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the principles of continued professional development and the benefits it can bring.	1.1 Explain the purpose of CPD.			
	1.2 Explain the main tasks within their current job role that may need CPD and provide a rationale.			
	1.3 Summarise the benefits of CPD, giving 2 benefits each for: <ul style="list-style-type: none"> <li>• Self</li> <li>• Company</li> </ul>			
2. Understand how to identify CPD opportunities.	2.1 Explain how to identify a need for CPD in: <ul style="list-style-type: none"> <li>• A specific area of current job role</li> <li>• Possible future job roles</li> </ul>			
	2.2 Describe the sources available to identify CPD opportunities.			
	2.3 Explain how to select and prioritise CPD activities from the options identified to create a self development plan taking into account the Company objectives and policies.			
	2.4 Explain how to ensure the self development plan stays relevant and effective. Assessor comments/feedback			
3. Be able to carry out effective	3.1 Complete CPD activities in line with self development plan.			
4. Know how to introduce and maintain effective CPD records.	4.1 Explain the benefits of recording CPD for: <ul style="list-style-type: none"> <li>• The organisation</li> <li>• The individual</li> </ul>			
	4.2 Explain the type of information that should be recorded.			
	4.3 Explain when and how records should be updated.			
	4.4 Explain 2 reasons CPD records should be kept up to date.			
5. Be able to complete accurate CPD records.	5.1 Produce an up to date and accurate personal CPD record.			
6. Understand how to evaluate the benefits of the CPD activities undertaken.	6.1 Describe the information and input from others required to get an objective opinion on the impact of CPD activities.			
	6.2 Describe changes in working methods or behaviours brought about as a result of CPD activities and the benefits of the changes.			

***Assessor comments/feedback***

L/503/1187	Identifying And Organising Resources To Fulfil Work Requirements	Level 4	6 Credits
GEN113			

The aim of this unit is to provide the learner with the knowledge and skills to be able to interpret work schedules, to identify resource levels and devise plans of work. There is also the need to be able to recognise when and how to change a programme of work. Finally there is the requirement to analyse and evaluate the effectiveness of implemented work schedules and plans.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to identify resources required to fulfil the work schedule.	1.1 Explain the information required of specific work requirements to identify necessary resources.			
	1.2 Explain other sources of information that could be used to identify level of resource required.			
	1.3 Explain how to use the available information to prepare an effective programme of work.			
2. Understand how to obtain the resource required to carry out the scheduled work.	2.1 Explain how to estimate the time required to carry out particular tasks in the work schedule.			
	2.2 Explain how to specify the resource required and how to determine roles and responsibilities.			
	2.3 Explain how to confirm the availability of the required resource.			
	2.4 Explain how to identify and evaluate alternatives when the required resource is not available.			
	2.5 Explain how to determine the most appropriate alternative from the available options.			
	2.6 Explain the Company procedure to follow when an external purchase or resource is required.			
	2.7 Explain the Company requirements for obtaining authorisation to commit resources.			
3. Understand how to devise and implement a plan of work to meet the job schedule and the importance of keeping to schedule.	3.1 Explain how to calculate materials required.			
	3.2 Explain how to ensure waste is kept to a minimum.			
	3.3 Explain how to identify the order in which tasks should be completed.			
	3.4 Explain how to ensure the relevant people are aware of the work schedule and requirements.			
	3.5 Explain the consequences of work not being completed on schedule.			
4. Understand how to evaluate the effectiveness of the implemented plan of work against the required work schedule.	4.1 Describe information, systems and methods used by the Company to monitor progress: <ul style="list-style-type: none"> <li>• During the tasks</li> <li>• On completion</li> </ul>			
	4.2 Explain how to analyse the information obtained to review the effectiveness of the programme of work.			
	4.3 Explain the key factors that determine the effectiveness of the programme of work.			
5. Understand the factors that may require changes to a programme of work and how to do so.	5.1 Describe 4 factors that could require changes to the programme of work.			
	5.2 Explain how to evaluate the cost implications of not meeting deadlines against the cost implications of additional resource.			
	5.3 Explain how to use the evaluation to recommend and justify changes to the programme of work.			

L/503/1187	Identifying And Organising Resources To Fulfil Work Requirements (continued)	Level 4	6 Credits
GEN113			

6. Understand how to introduce and implement changes to a programme of work.	6.1 Explain the Company procedure to follow when a work programme has to be changed in the following ways: <ul style="list-style-type: none"> <li>• Additional internal resource required</li> <li>• External resource required</li> <li>• Change to deadlines and timescales</li> </ul>			
	6.2 List the people that need to be made aware of changes, why this is important and when and how to do so in line with Company procedures.			

***Assessor comments/feedback***

<b>K/503/4095</b>	<b>Delivery of Effective Training Programmes</b>	<b>Level 4</b>	<b>10</b>
<b>GEN998</b>			<b>Credits</b>

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify training needs, plan the training delivery, and identify suitable Trainers. There is the need to deliver feedback and monitor the progress of the trainee and evaluate the effectiveness of the Trainer and training programme. There is also the need to understand problems that can occur and be able to offer possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to identify and report on the knowledge and skills required to meet the quality and performance standards in the workplace.	1.1 Explain how to establish the previous relevant work experience and current skills of the person(s) being trained.			
	1.2 Explain how to identify the knowledge and skills required by the person(s) being trained to carry out the proposed tasks, to include: <ul style="list-style-type: none"> <li>• Technical awareness</li> <li>• Health and safety</li> </ul>			
	1.3 Explain how to estimate the amount and type of training required to deliver the necessary upskilling.			
	1.4 Explain the different learning styles that can be found and how to identify the preferred learning style of the person(s) being trained.			
	1.5 Explain how to identify the anticipated degree of supervision the person(s) will need while in training.			
	1.6 Explain the Company procedure for reporting and recording the findings of an individual's skills need.			
2. Know how to introduce and monitor a training programme to meet individual training needs.	2.1 Explain how to determine the structure and content of the training programme.			
	2.2 Explain how the person(s) being trained and trainer will be made aware of expectations relating to the training, to include for example: <ul style="list-style-type: none"> <li>• Content</li> <li>• Timescales</li> <li>• Process for reviewing progress</li> </ul>			
	2.3 Explain who else may need to be made aware of the training programme and why.			
	2.4 Explain how and when the training programme will be reviewed to ensure effective delivery.			
	2.5 Explain how the training programme review will be recorded to ensure effective evaluation of and amendments to the training programme.			
3. Be able to monitor the effectiveness of the training programme.	3.1 Carry out an evaluation of the training programme to monitor: <ul style="list-style-type: none"> <li>• Performance against expectations of the person(s) being trained</li> <li>• Trainer performance</li> <li>• Content of training programme</li> <li>• Length of training programme</li> <li>• Available resources</li> <li>• Future required resources</li> </ul>			
	3.2 Explain the different reasons progress rates may vary to include: <ul style="list-style-type: none"> <li>• Difficulty in making progress</li> <li>• Progress being significantly ahead of expectations</li> </ul>			
	3.3 Record the findings to allow effective consideration and comparison of training programmes and in accordance with Company procedures.			

K/503/4095	<b>Delivery of Effective Training Programmes (continued)</b>	<b>Level 4</b>	<b>10</b>
GEN998			<b>Credits</b>

4. Know how to provide effective feedback on the progress and performance of person(s) being trained.	4.1 Explain the process for giving effective feedback, to persons being trained to include: • When • Where • How • Why			
	4.2 Explain how feedback may differ between: <ul style="list-style-type: none"> <li>• Experienced staff who have been working for the Company but are now being trained in a new process or in the use of a new piece of equipment</li> <li>• Occupationally experienced staff who are new to the Company</li> <li>• Staff newly recruited to the industry</li> <li>• Positive outcomes and lack of progress</li> </ul>			
	4.3 Explain how the feedback should be delivered to ensure all agree, accept and understand what has been achieved or what is required.			
5. Know how to deliver effective feedback to those involved in the delivery of training programmes.	5.1 Give clear and effective feedback to a trainer when: <ul style="list-style-type: none"> <li>• Person(s) being trained are on the whole meeting expectations</li> <li>• Person(s) being trained are behind expectations or targets are being increased significantly</li> </ul>			
	5.2 Explain how feedback may differ between <ul style="list-style-type: none"> <li>• Experienced trainers</li> <li>• Newly appointed trainers</li> </ul>			
6. Know the problems that can arise with training programmes.	6.1. Explain how to deal with the following problems: <ul style="list-style-type: none"> <li>• Person(s) being trained have more years industry experience than the trainer</li> <li>• Person(s) being trained consistently failing to meet expected performance standards</li> <li>• Person(s) being trained not adhering to health and safety procedures</li> <li>• Person(s) being trained complaining about trainer</li> <li>• Trainer falling below expected standards</li> </ul>			
	6.2 Describe one other problem that can occur with training programmes and suggest a possible solution.			
7. Understand how to identify suitable persons to deliver training.	7.1 Classify the personal skills and behaviours required to deliver training.			
	7.2 Recommend the industry specific knowledge and understanding required to be able to deliver training and give a rationale.			
	7.3 Explain how to determine if there is a need to: <ul style="list-style-type: none"> <li>• Change the number of people involved in the delivery of training</li> <li>• Change the person(s) involved in the delivery of training</li> </ul>			
	7.4 Explain how to analyse the performance of those currently delivering training.			

**Assessor comments/feedback**

<b>T/503/4097</b>	<b>Provide Leadership in the Workplace</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>PR556</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to provide leadership to teams and/or individuals in accordance with legislation and Company guidelines. This includes understanding workloads, job roles, responsibilities and expected standards of work and behaviours. Knowledge of appraisal systems and disciplinary and grievance procedures are also required, as is the ability to review and revise the leadership provided by self analysis and taking into account the performance and views of others.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the personal skills, behaviours and knowledge required to provide leadership.	1.1 Classify the personal skills and behaviours required to lead effectively.			
	1.2 Summarise the key aspects of relevant legislation, regulations, ethical guidelines and Company procedures to be observed.			
	1.3 Identify Company objectives and how individuals or teams can contribute towards them.			
	1.4 Recommend the industry specific knowledge and understanding required to be able to provide effective leadership and give a rationale.			
2. Understand the roles and responsibilities of those being provided with leadership.	2.1 Explain how to identify those in need of leadership, and how to determine the roles and responsibilities of the individuals or teams requiring leadership.			
	2.2 Explain how to identify the standards of performance required by those.			
3. Know the workload/objectives to be completed by those being provided with leadership.	3.1 Explain how to ascertain an accurate record of the workload of your area of responsibility.			
	3.2 Explain how to produce an effective plan of work for your area of responsibility, including how to identify any priorities or critical activities, and the resource required.			
4. Understand how to provide leadership to individuals or teams in the workplace.	4.1 Explain how to effectively brief individuals and/or teams on allocated work.			
	4.2 Explain how to allocate work fairly and to balance the needs of the Company with the skills and resource available.			
	4.3 Explain how to ensure the plan of work is understood by the relevant people.			
	4.4 Explain how to encourage the individuals or teams to seek clarification, ask questions or make suggestions in relation to the allocated work.			
	4.5 Explain how and when to provide effective feedback.			
	4.6 Explain how to identify where additional support or resource may be required to complete the schedule of work.			
	4.7 Explain how to review and revise plans of work to take account of developments or changes in priority and how to communicate the changes to those affected.			
	4.8 Explain how to monitor the progress and quality of the work of individuals and teams against the Company standards or expected performance, to include reporting and recording.			
	4.9 Explain how to monitor their area of responsibility for conflict and how to deal with it effectively.			

<b>T/503/4097</b>	<b>Provide Leadership in the Workplace (continued)</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>PR556</b>			

	4.10 Explain the limits of own authority in the leadership of people.			
5. Understand the support available to assist in the provision of leadership.	5.1 Describe 3 situations that may require the support or guidance of others, to include: <ul style="list-style-type: none"> <li>• Internal support/guidance</li> <li>• External support/guidance</li> </ul>			
	5.2 Explain when and how to obtain this support or guidance in accordance with Company procedures.			
	5.3 Explain the possible benefits of the use of support and guidance.			
	5.4 Explain the possible disadvantages of the use of support and guidance.			
6. Understand the Company appraisal system and the part they play in it.	6.1 Summarise the appraisal process in place in the Company.			
	6.2 Explain how the results of monitoring individual performance can contribute to the appraisal process.			
	6.3 Explain the potential benefits of an appraisal process.			
	6.4 Critically evaluate the Company appraisal system.			
7. Know the problems that can arise with the provision of leadership.	7.1 Describe 3 problems that can occur/that may occur when providing leadership.			
	7.2 Explain how to minimise the impact of the problems identified in 7.1.			
	7.3 Explain the Company procedures for dealing with issues concerning the delivery of leadership that are unable to be resolved.			
8. Understand the Company grievance and disciplinary policies and procedures.	8.1 Summarise the Company grievance procedures.			
	8.2 Summarise the Company disciplinary procedures.			
9. Understand how to review, analyse and evaluate the effectiveness of the leadership provided	9.1 Explain how to get accurate information on the effectiveness of the leadership provided, to include: <ul style="list-style-type: none"> <li>• Who to involve</li> <li>• How to gather the information</li> <li>• When to gather the information</li> <li>• Amount of information required</li> </ul>			
	9.2 Explain the KPI that will give clear indication of the effectiveness of the leadership provided.			
	9.3 Explain how to objectively use the information gathered.			
	9.4 Explain how the review of the leadership can help in future situations.			

**Assessor comments/feedback**

<b>F/503/4135</b>	<b>Monitoring and developing Individual Staff to improve performance and efficiency</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>GEN997</b>			

The aim of this unit is to demonstrate an understanding of the importance to the Organisation and individuals of monitoring performance, identifying training needs or development, implementing training and evaluating the training delivered. A working knowledge of CPD (Continued Professional Development) recording is also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to monitor individual staff performance against Company requirements for the job role.	1.1 State 3 areas of the job role in which to monitor the individual staff member.			
	1.2 Explain how to identify the required standard of performance for each area.			
	1.3 List 2 indicators of performance for each answer to 1.1.			
2. Know how to identify the need for staff development.	2.1 State 3 factors/changes that may lead to a requirement for staff development. Include: <ul style="list-style-type: none"> <li>• Personal</li> <li>• Working environment</li> </ul>			
	2.2 Suggest 2 changes in product or customer that may lead to a requirement for staff development.			
3. Be able to monitor individual staff performance.	3.1 Monitor individual staff members for performance and compliance with Organisational procedures in the following areas: <ul style="list-style-type: none"> <li>• Process</li> <li>• Paperwork/recording</li> <li>• Health and safety related issues</li> </ul>			
4. Understand different types of training.	4.1 Critically compare the following types of training programme: <ul style="list-style-type: none"> <li>• In-house informal training</li> <li>• In-house training and assessment to Company standards</li> <li>• Training and assessment delivered by external sources leading to a Nationally Recognised Qualification</li> </ul>			
	4.2 Recommend the type of training best suited to the specific area of responsibility in the Organisation and give a rationale for the recommendation.			
5. Know how to identify and evaluate opportunities for development and how to implement them.	5.1 Explain how to identify potential opportunities for developing staff skills and knowledge.			
	5.2 Explain how to analyse the potential solutions to identified training needs.			
	5.3 Explain how to provide the training required.			
6. Know the problems that can arise when monitoring staff performance and how to deal with them.	6.1 Give 3 examples of problems that can arise when monitoring staff performance.			
	6.2 Explain how to deal with each situation given in answer to 6.1.			

<b>F/503/4135</b>	<b>Monitoring and developing Individual Staff to improve performance and efficiency (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>	
<b>GEN997</b>				

7. Know the behaviours that can have an effect on efficiency and how to deal with them.	7.1 Explain the correct way to deal with the following problems with a member of staff in accordance with Organisational procedures and in keeping with statutory legislation to improve efficiency: <ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent absence</li> <li>• Repeated poor standard of work</li> <li>• Customer complaints</li> <li>• Persistent non compliance with Organisational procedures</li> </ul>			
8. Know the problems that can occur with sourcing and implementing training and how to deal with them.	8.1 Give 3 examples of problems that can arise when identifying training solutions and suggest ways to overcome them.			
	8.2 Give 3 examples of problems that can occur when implementing a training programme and suggest ways to overcome them.			
9. Know how and why to measure the effectiveness of the training delivered.	9.1 Explain how to evaluate the benefits of the training given.			
	9.2 Explain when this evaluation should take place.			
	9.3 Describe the benefits of evaluating training.			
10. Know how to introduce and maintain CPD records.	10.1 Explain the benefits of recording CPD for the Organisation and the individual.			
	10.2 Explain what information should be recorded.			
	10.3 Explain when and how records should be updated.			
	10.4 Explain 2 reasons CPD records should be kept up to date.			
11. Be able to maintain CPD records.	11.1 Produce an up to date personal CPD record to include: <ul style="list-style-type: none"> <li>• Training delivered</li> <li>• Reflection on the training</li> </ul>			
12. Know the benefits of staff development.	12.1 Explain why it is important staff keep skills and knowledge up to date, state 2 benefits each to the Organisation and the individual.			

**Assessor comments/feedback**

J/503/4136	Supervising others	Level 3	6 Credits
GEN996			

The aim of this unit is to provide the learner with the knowledge and skills to be able to supervise others. To do this the learner must understand key aspects of the job roles, skills, training needs and behaviours of individuals, also understand the legislation and other policies that govern how people should be treated. There is also a degree of responsibility for health and safety.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the principles of workplace supervision.	1.1 Describe the purpose of workplace supervision and the key aspects of the work requiring supervision.			
	1.2 Explain how and why supervision of individuals within the team/department may vary.			
	1.3 Explain how to determine the standards and output expected of those being supervised.			
	1.4 Explain how effective supervision can benefit: <ul style="list-style-type: none"> <li>• Those being supervised</li> <li>• The Organisation</li> </ul>			
2. Understand the attributes and qualities required in supervisory roles.	2.1 Describe the key personal qualities required to deliver effective supervision.			
	2.2 Recommend specific knowledge and understanding required to be able to provide effective supervision within their industry and give a rationale.			
3. Understand the responsibilities and requirements of supervisors.	3.1 Define own role and responsibilities for supervising others and the limit of their authority.			
	3.2 Define own role and responsibilities towards other staff, the employer, customers, and any sub-contractors.			
4. Know how to ensure employees comply with operational requirements and legislation.	4.1 Explain how to supervise staff for compliance with organisational procedures in the following areas: <ul style="list-style-type: none"> <li>• Quality of work</li> <li>• Productivity</li> <li>• Health and safety related issues</li> </ul>			
	4.2 Explain how to determine if qualifications or proof of training is required to carry out a particular task or job role.			
5. Know how to identify the current and required skills, knowledge and proof of competence of those being supervised.	5.1 Explain how to monitor if staff have the required skills and knowledge to carry out their job role.			
	5.2 Explain how to determine the validity of any proof of training or qualifications of those being supervised.			
	5.3 Explain how to identify potential opportunities for developing the skills and knowledge of colleagues.			
	5.4 Give 3 examples of situations that may mean staff training is needed.			
	5.5 Explain what to do if a training need is identified.			
	5.6 Explain the benefits of staff keeping skills and knowledge up to date, give one benefit to the business and one to the individual.			
6. Know how to deal with problems that can arise when supervising others.	6.1 Explain the correct way to deal with the following problems with staff in accordance with organisational procedures and statutory legislation: <ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent absence</li> <li>• Repeated poor workmanship</li> <li>• Customer complaints</li> <li>• Violence towards a colleague/customer</li> <li>• Theft</li> <li>• Persistent non compliance with organisational health and safety procedures</li> <li>• Lack of mandatory training/qualifications in a specific task/job role</li> </ul>			

J/503/4136	Supervising others (continued)	Level 3	6 Credits
GEN996			

7. Know how to ensure the safety of the area of responsibility.	7.1 Explain how to carry out a formal risk assessment in the working environment.			
	7.2 Explain how to interpret an existing risk assessment.			
	7.3 Explain how to apply a method statement.			
	7.4 Explain how and why to monitor changing conditions.			
	7.5 Give 2 examples of changing conditions that may require an amendment to working methods, and suggest the changes that may be necessary.			
	7.6 Explain how to balance the needs of the work schedule while maintaining health and safety and cost effectiveness.			

**Assessor comments/feedback**

<b>R/503/1188</b>	<b>Providing Operational Support</b>	<b>Level 4</b>	<b>4 Credits</b>
<b>GEN098</b>			

The aim of this unit is to provide the learner with the knowledge of the purpose, benefits and implications of providing operational support, from a Company and individual viewpoint. There is also the need to be able to review operational support mechanisms and resources available and know how to identify and recommend changes or improvements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the principles of providing operational support.	1.1 Describe the purpose of operational support.			
	1.2 Describe the tasks within the specific area of responsibility that may require operational support.			
	1.3 Explain who can provide operational support.			
	1.4 Describe the Company guidelines to identify or request a need for operational support.			
2. Understand when and how to provide operational support.	2.1 Describe 3 situations that may indicate a need for operational support.			
	2.2 Describe the type of operational support that would be appropriate for each situation.			
	2.3 Explain how to obtain and provide the operational support.			
3. Understand the benefits and impact of providing operational support.	3.1 Explain 3 possible benefits of providing operational support, to include: <ul style="list-style-type: none"> <li>Benefits to the Company</li> <li>Benefits to those being supported</li> </ul>			
	3.2 Explain 2 possible detrimental effects of providing operational support, to include: <ul style="list-style-type: none"> <li>Effects on the Company</li> <li>Effects on those being supported</li> </ul>			
4. Understand how to record information on operational support.	4.1 Describe the Company procedures to follow on the recording/reporting of the use of operational support.			
5. Know how to review the operational support in the Company.	5.1 Explain how to analyse the operational support provided in a particular task/circumstance.			
	5.2 Explain how to use the analysis to review the operational support systems and resources available.			
	5.3 Describe findings that might indicate a need to change the systems in place.			
6. Understand how to recommend changes to the operational support.	6.1 Explain how to present recommendations for changes to operational support systems and resources, to include: <ul style="list-style-type: none"> <li>Who to make the recommendations to</li> <li>The type and detail of information to provide</li> </ul>			

**Assessor comments/feedback**

<b>H/503/4208</b>	<b>Understanding Colour Management</b>	<b>Level 4</b>	<b>7 Credits</b>
<b>PR100</b>			

The aim of this unit is to provide the learner with the knowledge of the range of issues involved in colour management, including colour measurement, instrumentation, conversion, separation and reproduction standards. Knowledge of output equipment is also required, as is understanding of Fogra and Gracol.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand colour measurement and instrumentation.	1.1 Explain in detail colorimetry – CIE system.			
	1.2 Describe colour measurement – spectrophotometry, densitometry and colorimeters.			
	1.3 Explain colour specification – Pantone systems (CMYK, solid, goe), Toyo, Truematch, Munsell.			
	1.4 Describe a process of monitoring and evaluating colour.			
2. Understand how to evaluate colour originals.	2.1 Explain photographic originals: colour balance, contrast, sharpness, grain, blemishes, density range; highlight and shadow detail.			
3. Understand colour conversion and separation.	3.1 Explain colour separation principles, (including rendering intents and black generation, ink limits, Grey Component Replacement (GCR) and Under Colour Removal (UCR).			
	3.2 Describe colour conversion workflows – RGB work spaces.			
	3.3 Explain N-Colour separations (extended gamut/hi-fi colour).			
4. Understand colour management.	4.1 Describe the following: <ul style="list-style-type: none"> <li>• ICC colour management</li> <li>• Profiles within colour management</li> <li>• Calibration and characterisation of colour management</li> <li>• Mapping colour gamuts</li> <li>• Device independent colour</li> <li>• Colour appearance</li> </ul>			
5. Understand the variables associated with output equipment.	5.1 Describe the variables associated with output using the following devices: <ul style="list-style-type: none"> <li>• Display monitors within output</li> <li>• Proofing – proof certification</li> <li>• Digital files – e.g. PDF standards, Pass4Press, Ghent Work Group</li> <li>• Digital printers</li> <li>• Presses – halftoning, fm screening, Tonal Value Increase (TVI)/dot gain</li> </ul>			
6. Understand colour reproduction standards.	6.1 Explain 6 of the the following standards: <ul style="list-style-type: none"> <li>• ISO colour reproduction standards</li> <li>• 12640 (CMYK standard colour image data) colour reproduction standards</li> <li>• 12641 (colour targets) colour reproduction standards</li> <li>• 12646 (displays for colour) colour reproduction standards</li> <li>• 13655 (spectral measurement) colour reproduction standards</li> <li>• 3664 (viewing conditions) colour reproduction standards</li> <li>• 12647 (process control) colour reproduction standards</li> <li>• 5-4 (density measurements) colour reproduction standards</li> <li>• 15930 (PDF) colour reproduction standards</li> <li>• 2846 (process colour inks) colour reproduction standards</li> <li>• CIE colour reproduction standards</li> <li>• ICC colour reproduction standards</li> <li>• Delta e colour reproduction standards</li> <li>• Ink colour reproduction standards</li> <li>• Paper in relation to colour reproduction standards</li> <li>• Certification of colour reproduction standards</li> </ul>			

H/503/4208	Understanding Colour Management (continued)	Level 4	7 Credits
PR100			

7. Understand the purpose of print control strips in colour management.	7.1 Describe the purpose of print control strips.			
	7.2 Explain how a print control strip can aid the monitoring and control of the colour reproduction.			
	7.3 Describe the equipment used to monitor and control the output of the printed product.			

**Assessor comments/feedback**

<b>T/503/4150</b>	<b>Understanding how to identify and rectify technical problems</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR035</b>			

The aim of this unit is to provide the learner with the knowledge of how to identify and rectify technical problems; this includes the selection and justification of chosen rectification methods. Knowledge is also required of the recording and reporting procedures in the Organisation, and finally there is the requirement to analyse information on technical problems to identify trends and evaluate the information held by the Organisation to communicate a product recall.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the types of technical problems that can occur in their working environment and how to investigate them.	1.1 Describe 3 technical problems in the working environment e.g. problems with: <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Materials</li> <li>• Components</li> <li>• Design</li> <li>• Site/location</li> </ul>			
	1.2 Summarise the information necessary to carry out accurate investigations of technical problems.			
	1.3 Explain how to investigate the likely causes of the 3 problems highlighted above.			
2. Understand how to rectify technical problems.	2.1 Explain how to: <ul style="list-style-type: none"> <li>• Identify potential solutions to one of the technical problems identified in 1.1</li> <li>• Evaluate the identified solutions</li> <li>• Select the most appropriate rectification process</li> </ul>			
	2.2 Explain the issues considered when deciding on the appropriate rectification process.			
3. Know when and how to obtain expert assistance to help identify technical problems.	3.1 Explain at what stage to obtain expert assistance and what implications this could have for: <ul style="list-style-type: none"> <li>• The Organisation</li> <li>• The customer</li> </ul>			
	3.2 Explain the Organisational procedure to follow when outside/expert assistance is required.			
	3.3 Summarise sources of outside/expert assistance available to the Organisation.			
	3.4 Explain how to select the outside/expert assistance required.			
4. Know how to overcome problems in the identification and rectification of technical problems.	4.1 Describe two factors that can cause difficulties in the identification of technical problems and explain how these might be overcome.			
	4.2 Describe two factors that can cause difficulties in the rectification of technical problems and explain how these might be overcome.			
5. Know how to ensure that technical problems have been rectified.	5.1 Explain how to ensure that the rectification meets the specifications and requirements.			
	5.2 Explain how to verify that the technical problem has been rectified.			
	5.3 Explain how and why to monitor that the rectification has not affected performance/efficiency.			
6. Understand how to use the presence of technical problems to the benefit of the Organisation.	6.1 Explain how to analyse technical problems to identify potential trends or patterns.			
	6.2 Classify the types of findings that may indicate a need to: <ul style="list-style-type: none"> <li>• Review and revise a product or service</li> <li>• Introduce a training programme</li> <li>• Carry out further research</li> </ul>			

T/503/4150	Understanding how to identify and rectify technical problems (continued)	Level 4	6 Credits
PR035			

	6.3 Explain why it is important to identify trends in technical problems and how this information can be used to improve the Organisation.			
7. Know how to record information on technical problems.	7.1 Explain the information required by the Organisation to be recorded on technical problems.			
	7.2 Explain the documentation/recording process used.			
8. Understand how to deal with different levels of technical problems.	8.1 Describe the type of technical problem that may require: <ul style="list-style-type: none"> <li>• An urgent amendment to the provision of future services or products</li> <li>• A complete stop in the provision of a service or product</li> <li>• A product recall</li> </ul>			
	8.2 Explain how to communicate and implement the Organisation's procedures to deal with each situation identified in 8.1.			
	8.3 Evaluate the effectiveness of the Organisation's stored information should the need for a product call arise.			
9. Understand the impact on the Organisation of technical problems.	9.1 Explain how to evaluate the implications to the Organisation of: <ul style="list-style-type: none"> <li>• A product recall identified as a necessity</li> <li>• A product recall identified as precautionary</li> </ul>			
	9.2 Explain how to evaluate the implications to the Organisation of not instigating a product recall identified as precautionary.			

**Assessor comments/feedback**

<b>L/503/3845</b>	<b>Maintenance of Mechanical Equipment</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>PR558</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to interpret and implement maintenance schedules and tasks. It also includes reviewing the maintenance tasks and schedules for effectiveness. Also required is the knowledge of how to update and introduce changes to existing schedules and how to devise effective schedules.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the types of equipment in need of planned maintenance.	1.1 Describe and classify the equipment used in the area of responsibility that is included in maintenance schedules.			
2. Know the types and uses of equipment and materials provided for carrying out maintenance.	2.1 Explain the equipment and materials provided in the following classifications: <ul style="list-style-type: none"> <li>• PPE</li> <li>• Power tools/equipment</li> <li>• Hand tools/equipment</li> <li>• Consumables</li> </ul>			
	2.2 Explain the purpose and use of each piece of equipment and materials given in 2.1, to include any restrictions, calibration or tests required prior to use.			
3. Understand a range of types of maintenance schedules.	3.1 Differentiate between the following types of maintenance schedules: <ul style="list-style-type: none"> <li>• Condition based maintenance</li> <li>• Preventative planned maintenance</li> <li>• Scheduled maintenance</li> <li>• Total preventative maintenance</li> </ul>			
	3.2 Explain the possible advantages and disadvantages of each type.			
	3.3 Evaluate the maintenance schedule implemented within your organisation.			
4. Understand what information should be included in a maintenance schedule.	4.1 Describe the necessary information required in the maintenance schedule to allow effective maintenance.			
	4.2 Explain the Company guidelines on situations where there is a lack of necessary information on maintenance.			
	4.3 Summarise the potential issues that can occur when there is a lack of clear information on maintenance tasks and schedules.			
5. Understand how to interpret information on planned maintenance.	5.1 Explain where and when to obtain maintenance schedules.			
	5.2 Summarise other information that may be required to allow effective and accurate maintenance to be carried out.			
	5.3 Explain how to obtain clarification/guidance where there is difficulty in interpreting the information provided.			
6. Understand how to carry out effective maintenance of the equipment.	6.1 Explain the steps to take prior to carrying out the maintenance tasks, to include: <ul style="list-style-type: none"> <li>• Obtaining required resource</li> <li>• Shut down/isolation of equipment</li> </ul>			
	6.2 Explain in detail how to carry out 4 maintenance tasks in your area of responsibility, to include: <ul style="list-style-type: none"> <li>• Projected timescales</li> <li>• Equipment, materials and PPE use</li> <li>• Potential defects/faults</li> <li>• Tests and/or calibration</li> <li>• Routine adjustments</li> </ul>			

L/503/3845	Maintenance of Mechanical Equipment (continued)	Level 4	8 Credits
PR558			

	6.3 Summarise the checks to make to determine if the maintained equipment will operate within acceptable limits for successful continuous, safe operation.			
	6.4 Explain how to dispose of waste materials in accordance with safe working practices, legislation and Company guidelines.			
7. Understand how to deal with the problems that can occur with maintenance.	7.1 Describe how to deal with the problems listed below that can occur with maintenance: <ul style="list-style-type: none"> <li>• Lack of required equipment/materials</li> <li>• Objections from those operating the equipment</li> <li>• Maintenance running over expected time</li> <li>• Need for expert advice</li> <li>• Equipment not in a condition to allow successful continuous, safe operation</li> </ul>			
	7.2 Summarise one other problem that can occur, the likely cause and possible solutions.			
8. Understand how to report and record information on maintenance.	8.1 Describe the Company procedures for recording and reporting the following: <ul style="list-style-type: none"> <li>• Completed maintenance tasks</li> <li>• Equipment requiring further work but still suitable for use</li> <li>• Equipment to be taken out of operation until further work is completed</li> <li>• Maintenance tasks unable to be completed</li> </ul>			
9. Understand how to evaluate the effectiveness of maintenance and maintenance schedules.	9.1 Review the effectiveness of maintenance task			
	9.2 Review the effectiveness of maintenance schedules.			
	9.3 Explain how to identify the need to revise maintenance tasks and schedules.			
	9.4 Explain the benefits of reviewing maintenance tasks and schedules.			
10. Understand how to develop maintenance schedules.	10.1 Explain how to develop an effective maintenance schedule where: <ul style="list-style-type: none"> <li>• No formal schedule exists</li> <li>• Additional equipment or processes are introduced to the workplace</li> </ul>			

**Assessor comments/feedback**

<b>K/503/4209</b>	<b>The Properties of paper, board, inks and coatings in Print</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR042</b>			

The aim of this unit is to provide the learner with the knowledge and skills to understand substrates and coatings used in the print industry, including knowledge of the properties, testing procedures and relationship and interaction of these areas. Knowledge of storage conditions and procedures is also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand substrates and how they interact in relation to paper and board.	1.1 Describe the considerations when handling paper and board.			
	1.2 Explain what is meant by grain direction and the methods used to identify it.			
	1.3 Explain how grain direction can have an effect on: <ul style="list-style-type: none"> <li>• The printability of the substrate</li> <li>• The finished product</li> </ul>			
	1.4 Describe the effect of humidity and temperature on paper and board.			
	1.5 Describe the term 'conditioning'.			
	1.6 Explain dimensional stability and the effects on print register.			
	1.7 Describe the physical properties: <ul style="list-style-type: none"> <li>• Smoothness</li> <li>• Whiteness</li> <li>• Porosity</li> <li>• Wet strength</li> <li>• Absorbency</li> <li>• Fibres and fibre properties of paper and board</li> </ul>			
	1.8 Explain the visual/optical properties: <ul style="list-style-type: none"> <li>• Colour</li> <li>• Gloss</li> <li>• Opacity of paper and board</li> </ul>			
	1.9 Describe the meaning of the following terms and how the performance requirements could influence substrate selection: <ul style="list-style-type: none"> <li>• Folding</li> <li>• Stiffness</li> <li>• Bursting strength</li> <li>• Tearing resistance</li> <li>• Tensile strength</li> <li>• Caliper and bulk</li> <li>• Abrasion resistance</li> <li>• Frictional resistance of paper and board</li> </ul>			
	1.10 Explain 4 testing techniques carried out on paper and/or board during manufacture.			
	1.11 Describe 3 types of paper and 2 types of board used and typical end uses of each type.			
	1.12 Explain the following terms used to identify paper/envelope sizes, giving 3 examples of a size used in each system: <ul style="list-style-type: none"> <li>• RA and SRA sizes</li> <li>• A, B and C series</li> </ul>			
	1.13 Explain the systems used to identify: <ul style="list-style-type: none"> <li>• 'Weight' of paper/board</li> <li>• Thickness of paper/board</li> </ul>			

K/503/4209 PR042	The Properties of paper, board, inks and coatings in Print (continued)	Level 4	6 Credits
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	1.14 Describe the processes used in the recycling and de-inking of paper and board.			
2. Understand how inks and coatings interact with substrates.	2.1 Explain the types and characteristics of inks, toners and/or coatings.			
	2.2 Describe pigments and dyes used in the Organisation with regards to the following: <ul style="list-style-type: none"> <li>• Organic v inorganic</li> <li>• Texture</li> <li>• Opacity</li> <li>• Rf index</li> <li>• Wetability</li> </ul>			
	2.3 Explain the following terms used with regards to flow and how these areas can impact on the printing process: <ul style="list-style-type: none"> <li>• Surface tension and flow</li> <li>• Viscosity</li> <li>• Setting</li> <li>• Tack</li> <li>• Wet trapping</li> <li>• Release</li> </ul>			
	2.4 Describe vehicles, resins, solvents and dryers in regards to inks/coatings.			
	2.5 Explain 4 methods of accelerated drying of inks/coatings during the production process and how the ink reacts to each method.			
	2.6 Describe the testing of: <ul style="list-style-type: none"> <li>• Colour strength</li> <li>• Gloss</li> <li>• Opacity</li> <li>• Drying</li> <li>• Viscosity</li> <li>• End-use properties</li> </ul>			
	2.7 Explain BSI; EN; ISO standards in regards to ink/coatings.			
	2.8 Explain the current legislation covering the safe disposal of inks/coatings and explain how this applies in practice.			
3. Know how substrates and inks/coatings should be stored.	3.1 Explain the ideal conditions and environment in which to store substrates and inks/coatings.			
	3.2 Explain the consequences of poor storage environment.			
	3.3 Explain the Company procedure if the substrate or ink/coating does not meet the required standard.			

**Assessor comments/feedback**

<b>Y/503/4190</b>	<b>Understanding the principles of Quality Auditing</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR557</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare for and carry out audit processes. Also required is the ability to review and analyse the findings of the audit processes and identify opportunities and requirements for changes. Finally there is also the requirement to be able to review the audit processes used in the organisation for effectiveness and appropriateness.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the features and purpose of quality management.	1.1 Name the principles of quality management used by your Organisation.			
	1.2 Explain how these principles support/impact on the performance of the Organisation.			
2. Know how to prepare for quality audits.	2.1 Explain how to prepare for quality audits, including as follows: <ul style="list-style-type: none"> <li>• Preparing to be internally audited</li> <li>• Preparing for external audit</li> <li>• Preparing to carry out an internal audit</li> </ul>			
	2.2 Explain how to communicate the details of upcoming audits, to include: <ul style="list-style-type: none"> <li>• Timescales</li> <li>• People</li> </ul>			
	2.3 Explain the factors that will influence the selection of audit procedures and personnel to be used.			
3. Understand how to carry out a quality audit.	3.1 Describe the audit process.			
	3.2 Explain the key requirements of an internal audit.			
	3.3 Describe the audit record system.			
4. Understand how to review the findings of quality audits and identify actions required.	4.1 Explain how to analyse the findings of quality audits.			
	4.2 Explain the term non-conformance.			
	4.3 Explain how to identify required actions as a result of audit findings.			
	4.4 Explain how to prioritise audit findings and recommendations.			
	4.5 Critically compare the implications of implementing identified actions and continuing with current processes and procedures.			

**Assessor comments/feedback**

Y/503/4190	Understanding the principles of Quality Auditing (continued)	Level 4	6 Credits
PR557			

5. Understand how to communicate the findings of quality audits.	5.1 Explain how to communicate the outcomes of quality audits, to include: <ul style="list-style-type: none"> <li>• Timescale for communication</li> <li>• Communication systems</li> <li>• Circulation/distribution list</li> <li>• Content/level of detail</li> </ul>			
	5.2 Explain how to develop and present a proposal to recommend actions identified, to include: <ul style="list-style-type: none"> <li>• Timescale for communication</li> <li>• Communication systems</li> <li>• Circulation/distribution list</li> <li>• Content/level of detail</li> <li>• Key information</li> <li>• Input/support from others</li> </ul>			
6. Understand how to evaluate the effectiveness and appropriateness of the audit process.	6.1 Review the Company quality audit process indicating: <ul style="list-style-type: none"> <li>• Areas of good practice</li> <li>• Potential areas for improvement</li> </ul>			

**Assessor comments/feedback**

J/503/4198	Understanding how to Review Job Changeover Processes	Level 4	9 Credits
GEN990			

The aim of this unit is to provide the learner with a full understanding of how to review and improve job changeover processes within their working environment. It includes knowledge of the processes, tools, equipment and job roles within their working environment. The learner will have to understand how to work with others, complete documentation and understand the benefits and implications of suggesting and introducing changes to processes. Finally the learner must understand how to evaluate the amendments made to changeover processes.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the process for, and importance of, changeover operations in the work area.	1.1 Explain the purpose of 2 pieces of equipment where job changes occur in the work area.			
	1.2 Explain the current changeover process for each of the 2 pieces of equipment named in 1.1., including reference to company guidance and health and safety requirements.			
	1.3 Summarise the frequency of job changes and the reason for this. To include an explanation for varying production run lengths.			
	1.4 List the range of tools and equipment used within the changeover process.			
	1.5 Clarify roles and responsibilities within the changeover process.			
	1.6 Clarify downtime associated with the changeover process.			
2. Know how to review the changeover operations in their work area.	2.1 Explain why a review of the changeover process could take place and explain the potential benefits.			
	2.2 List the individuals and their job roles, who should be involved in the review of changeover processes.			
	2.3 Identify and explain documentation required to carry out the review of changeover activities, to include: <ul style="list-style-type: none"> <li>• Activity paperwork</li> <li>• Equipment/process specifications/guidance</li> </ul>			
	2.4 State the external influences/internal processes that need to be taken into account when planning a review of changeover activities.			
3. Understand the processes involved in improving changeover processes.	3.1 Explain 4 stages of an effective changeover review activity.			
	3.2 Summarise 8 techniques of a changeover review activity.			
	3.3 Explain the difference between internal and external job change/set up activities and give an example of each in their work area.			
	3.4 Explain the benefits of converting internal set up activities to external set up activities.			
	3.5 Explain the possible implications of converting internal set up activities to external, e.g.: <ul style="list-style-type: none"> <li>• Training needs</li> <li>• Short term impact on production</li> <li>• Costs</li> </ul>			
	3.6 Give 3 examples of how internal setup activities can be converted to external activities.			
	3.7 Describe the Deming Cycle and its relevance to a job change/equipment setup review activity.			
	3.8 Explain how improvement ideas can be encouraged through a review of changeover activities.			

J/503/4198	Understanding how to Review Job Changeover Processes (continued)	Level 4	9 Credits
GEN990			

4. Know the importance of documenting and promoting identified improvement methods.	4.1 List the organisational material, information and/or guidance that need to be amended following a review of changeover activities.			
	4.2 Explain what information regarding the review of changeover activities needs to be recorded and shared.			
	4.3 Explain how information should be recorded and shared.			
	4.4 Explain how changes to processes made following this activity can impact on other existing schemes, for example ISO.			
5. Understand how good working relationships help with the review of changeover processes.	5.1 Explain the importance of good working relationships.			
	5.2 Describe how to select a team to undertake a review of changeover activities.			
	5.3 Explain how to encourage questions and ensure the whole team is involved.			
	5.4 List the benefits of carrying out a review of changeover activities as part of both a large team and a small team.			
6. Understand how to plan a review of job changeover processes.	6.1 Develop a programme to deliver a review of the changeover processes within the work area, to include: <ul style="list-style-type: none"> <li>• Scope of activity</li> <li>• Personnel</li> <li>• Steps/schedule</li> <li>• Materials/tools</li> <li>• Delivery material</li> <li>• Ongoing audit</li> </ul>			
	6.2 Explain why amendments to changeover processes and activities should not be introduced prior to organising the workplace.			
7. Understand how to review the impact of the introduction of amendments to job changeover processes.	7.1 Explain how to review the effectiveness of the job changeover review, to include: <ul style="list-style-type: none"> <li>• Review timescales</li> <li>• Review methods</li> <li>• Success measures</li> <li>• Identification of cost/time savings</li> </ul>			
	7.2 Explain the importance of evaluating job changeover reviews.			

**Assessor comments/feedback**

<b>F/503/3843</b>	<b>Understand how to Organise the Workplace</b>	<b>Level 4</b>	<b>7 Credits</b>
<b>GEN992</b>			

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: <ul style="list-style-type: none"> <li>• The elimination of accidents</li> <li>• Improved productivity</li> <li>• The elimination of breakdowns</li> <li>• The elimination of waste</li> </ul>			
2. Know how to plan a workplace organisation activity.	2.1 Explain how a workplace organisation activity would be implemented, to include: <ul style="list-style-type: none"> <li>• People/resource</li> <li>• Equipment</li> <li>• Techniques/visual aids</li> <li>• Timescales</li> </ul>			
	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: <ul style="list-style-type: none"> <li>• Shadow boards</li> <li>• Cleaning schedules</li> <li>• Standard operating procedures</li> <li>• Tagging systems</li> <li>• Visual controls</li> </ul>			
	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: <ul style="list-style-type: none"> <li>• Sharing information which is clear, sufficient and accurate</li> <li>• Having good working relationships with colleagues when introducing workplace organisation</li> </ul>			
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.			

<b>F/503/3843</b>	<b>Understand how to Organise the Workplace (continued)</b>	<b>Level 4</b>	<b>7 Credits</b>
<b>GEN992</b>			

	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.			
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: <ul style="list-style-type: none"> <li>• Review timescales</li> <li>• Review methods</li> <li>• Success measures</li> <li>• Identification of cost/time savings</li> </ul>			
	5.2 Explain the importance of evaluating workplace organisation activities.			

***Assessor comments/feedback***

L/503/4199	Understanding methods of Continuous Improvement	Level 4	10 Credits
GEN991			

The unit aim is to ensure the learner has a full understanding of a range of methods to provide continuous improvement in their working environment. This includes an understanding of the techniques, tools and people involved in planning, introducing and communicating on continuous improvement to the workplace. Finally the learner must also understand how to monitor and evaluate the continuous improvement activities in place

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the concept of continuous improvement.	1.1 Define the term 'continuous improvement'.			
	1.2 Explain the following terms: <ul style="list-style-type: none"> <li>• Value added and non-value added</li> <li>• Inventory</li> <li>• Flow</li> <li>• Takt Time</li> </ul>			
	1.3 List 8 types of waste that can occur in a typical workplace.			
	1.4 Describe how each of the 7 named types of waste can impact on the workplace.			
	1.5 Explain how continuous improvement can enable an organisation to meet its aims and objectives.			
2. Know the different tools available to engender continuous improvement.	2.1 Summarise the following techniques: <ul style="list-style-type: none"> <li>• 5S workplace organisation</li> <li>• SMED/quick changeover</li> <li>• Value stream mapping</li> <li>• Six sigma</li> <li>• Pokeyoke</li> <li>• Benchmarking</li> </ul>			
	2.2 Summarise the following and explain how they can be used during continuous improvement activities: <ul style="list-style-type: none"> <li>• Spaghetti diagrams</li> <li>• 5 whys</li> <li>• Red tagging</li> <li>• Kanbans</li> <li>• Standard operating procedures</li> <li>• Root cause analysis</li> <li>• Pareto analysis</li> <li>• Solution effect analysis</li> <li>• Plan, Do, Check, Act</li> <li>• A3 thinking</li> </ul>			
	2.3 Explain the factors that must be considered prior to implementation of any continuous improvement activities/ techniques, to include: <ul style="list-style-type: none"> <li>• People</li> <li>• Processes</li> <li>• Resources</li> </ul>			
3. Know how to implement a continuous improvement activity.	3.1 Identify and explain a process in their work area that would benefit from one of the named continuous improvement techniques.			
	3.2 Develop a plan for carrying out a continuous improvement activity within the identified process, to include: <ul style="list-style-type: none"> <li>• Scope of activity</li> <li>• Personnel</li> <li>• Steps/schedule</li> <li>• Materials/tools</li> <li>• Delivery material</li> <li>• Ongoing audit</li> <li>• Communication</li> </ul>			

L/503/4199	Understanding methods of Continuous Improvement (continued)	Level 4	10 Credits
GEN991			

4. Know how to identify and communicate improvements to work activities.	4.1 Explain how to involve teams in identifying improvements that can be made to work activities.			
	4.2 Suggest a system for reporting potential improvements within the work area.			
	4.3 Explain who to make the suggestions to and why these people need to be made aware.			
5. Know how to sustain an organised workplace.	5.1 Describe the key roles in sustaining any activity in the workplace.			
	5.2 Explain how the following can contribute to sustaining continuous improvement in the workplace: <ul style="list-style-type: none"> <li>• Auditing</li> <li>• Incentive schemes</li> <li>• Visual standards</li> <li>• Visual communication</li> <li>• Visual teams</li> <li>• Training</li> </ul>			
	5.3 Explain how to ensure action is taken if the workplace improvements are not sustained.			
	5.4 Explain the importance of evaluating continuous improvement activities.			

**Assessor comments/feedback**

<b>D/503/4207</b>	<b>Law for Printers</b>	<b>Level 4</b>	<b>5 Credits</b>
<b>PR040</b>			

The aim of this unit is to provide the learner with knowledge of the Laws that specifically apply to and affect printers. It included the need to compare, recommend and justify information sources and communication channels.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the legislation that specifically applies to prohibitions affecting printed material.	1.1 List 9 issues that come under the heading 'Prohibitions affecting printed material'.			
	1.2 Name the specific acts contained in each of the 9 areas.			
	1.3 Summarise how these acts apply in practice to particular printing activities.			
2. Understand the legislation that specifically applies to requirements affecting printed material.	2.1 List 6 legal requirements that affect printed material.			
	2.2 Name the specific acts contained in each of these areas.			
	2.3 Summarise how these acts apply to particular printing activities.			
3. Understand the legislation that specifically applies to safety and environmental issues relating to printed material.	3.1 List the acts that specifically relate to the following in printed material: <ul style="list-style-type: none"> <li>• Food</li> <li>• Toys</li> <li>• Environment</li> </ul>			
	3.2 Explain how these acts apply to particular printing activities.			
4. Understand the legislation that specifically applies to registration within the print industry.	4.1 State the 2 areas covered by specific legislation regarding registration in the print industry.			
	4.2 Name the specific acts contained in each area.			
	4.3 Describe the aspects of the print industry that may be subject to these acts.			
5. Understand the other areas of general law that apply to the print industry.	5.1 State the legislation that comes under the following headings: <ul style="list-style-type: none"> <li>• Contracts</li> <li>• Confidentiality</li> <li>• Insurance</li> </ul>			
	5.2 Describe 2 situations from each of the headings that could arise that are covered by the legislation.			
6. Understand the importance of keeping knowledge of law up to date and how to do so.	6.1 Explain the issues that can arise if knowledge of law is not kept up to date, to include implications for: <ul style="list-style-type: none"> <li>• The individual</li> <li>• The Company</li> </ul>			
	6.2 Describe 4 different ways of obtaining information on changes to law.			
	6.3 Critically compare the 4 examples, including reference to: <ul style="list-style-type: none"> <li>• Accuracy of information</li> <li>• Input from others</li> <li>• Ease of access</li> <li>• Cost</li> </ul>			
	6.4 Identify the most appropriate system for ensuring knowledge of law related issues.			
	6.5 Justify the choice of the suggested system.			

<b>D/503/4207</b>	<b>Law for Printers (continued)</b>	<b>Level 4</b>	<b>5 Credits</b>
<b>PR040</b>			

7. Understand how to ensure relevant information is disseminated appropriately.	7.1 Explain how to identify the individuals within the Company who may need knowledge of the law as it affects printers.			
	7.2 Describe 3 ways of ensuring the information is available when required.			
	7.3 Critically compare the 3 ways and identify the most appropriate for the Company.			
	7.4 Justify the choice made in 7.3.			

**Assessor comments/feedback**

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

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: <ul style="list-style-type: none"> <li>• KPI</li> <li>• Benchmarking</li> <li>• Frequency</li> <li>• Timescale of analysis</li> <li>• Who to involve</li> <li>• Recording and reporting</li> </ul>			
	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**

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

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: <ul style="list-style-type: none"> <li>• Services and products provided</li> <li>• Customer base</li> <li>• Market share</li> <li>• Aims and objectives</li> </ul>			
	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: <ul style="list-style-type: none"> <li>• Organisational standards</li> <li>• Customer expectations</li> <li>• Industry recognised benchmarks/national standards</li> </ul>			
	3.2 Explain how to use the information gathered to evaluate performance, to include: <ul style="list-style-type: none"> <li>• Who to involve in the review</li> <li>• When to complete it</li> <li>• Prioritising information</li> </ul>			
	3.3 Classify the types of findings that may indicate a need to: <ul style="list-style-type: none"> <li>• Review and revise customer service standards</li> <li>• Introduce a training programme</li> <li>• Carry out further research</li> <li>• Introduce a new product or service</li> </ul>			
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: <ul style="list-style-type: none"> <li>• Costs</li> <li>• Timescales</li> <li>• Impact on service levels</li> </ul>			
	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.			

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

	5.2 Classify the types of complaints to indicate: <ul style="list-style-type: none"> <li>• Complaints that have localised or minimal implications for the Organisation</li> <li>• Complaints that could have wider implications for the Organisation</li> </ul>			
	5.3 Explain the organisational procedure for dealing with: <ul style="list-style-type: none"> <li>• Verbal (face to face) complaints</li> <li>• Telephone complaints</li> <li>• Electronic complaints</li> </ul>			
	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: <ul style="list-style-type: none"> <li>• Possible solutions</li> <li>• The need to escalate or refer the complaint</li> <li>• Organisational impact</li> </ul>			
	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**

<b>A/503/4831</b>	<b>Understanding and contributing to the aims of the Organisation</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR560</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify the business objectives of the Organisation and how their own role plays a part in these objectives. Understanding of current and potential customers is required, as is the ability to identify opportunities to minimise waste, and add new products, services and processes to the Organisation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the organisation in which they work.	1.1 Explain the Organisation's mission and purpose.			
	1.2 Explain the role of industry and relevant professional and trade associations.			
	1.3 Explain the type and purpose of legislation in the Organisation's sector.			
	1.4 Produce a summary of the Organisational structure.			
2. Understand the products and services provided by the Company.	2.1 Summarise the Organisation in terms of: <ul style="list-style-type: none"> <li>• Products and services provided by the Organisation as a whole</li> <li>• Products and services in the specific area of responsibility</li> </ul>			
3. Understand their own contribution to achieving their organisation's aims and objectives.	3.1 Clarify their main responsibilities at work.			
	3.2 Evaluate how their own role fits into the Organisation's structure and contributes to its operation.			
	3.3 Explain how to provide support to others in the Organisation to make a contribution to its operation.			
	3.4 Explain how to work with external organisations or individuals in a way that will protect and improve the image of their Organisation.			
	3.5 Explain the policies, procedures, systems and values of their organisation that are relevant to their post.			
4. Know the makeup of the Organisation's current and potential customer base.	4.1 Describe the current customer base, for example: <ul style="list-style-type: none"> <li>• Split between retail/commercial</li> <li>• Key customers</li> <li>• Profile</li> </ul>			
	4.2 Explain how to identify areas for increased business, to include: <ul style="list-style-type: none"> <li>• Extending the products/services provided to existing customers</li> <li>• New customers</li> </ul>			
	4.3 Identify potential new customers.			
5. Understand how to recognise opportunities to change the products and services available from the Organisation.	5.1 Explain how to identify realistic potential new products the Organisation could provide.			
	5.2 Explain how to identify realistic potential new services the Organisation could provide.			
	5.3 Understand how to identify and recommend changes to the products or services provided by the Organisation.			
	5.4 Identify a realistic additional product or service the Organisation could provide.			
6. Understand the potential effects of introducing new products or services.	6.1 Explain when and how to evaluate the potential effects of introducing new products or services, to include: <ul style="list-style-type: none"> <li>• Resource levels/increased skillset</li> <li>• Additional costs v increased income</li> <li>• Impact on service levels</li> </ul>			

<b>A/503/4831</b>	<b>Understanding and contributing to the aims of the Organisation (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>		
<b>PR560</b>					

7. Know how to minimise wastage of materials.	7.1 List three types of material that can potentially be wasted.			
	7.2 Describe what actions can be taken to minimise wastage of the materials listed.			
8. Know how to identify potential improvements to work activities and procedures.	8.1 Explain 2 ways to identify improvements that can be made in work activities and procedures.			
	8.2 Explain how to deal with potential improvements identified.			

***Assessor comments/feedback***

# ***Notes***

# ***Notes***



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