



GQA LEVEL 2 NVQ CERTIFICATE IN PRINT FINISHING

Qualification Number

600/0599/3

Welsh Qualification Number

C00/1250/4

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	Mandatory Units	Level	Credit		
Y/601/9389 PR001	Maintain Health and Safety within a Print Related Working Environment	2	4		
H/601/9394 PR997	Communicating and Working with Others in the Print Working Environment	2	3		
F/601/9399 PR250	Keep Equipment Clean and in Working Order for use in the Printing Industry	2	4		
R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information	2	4		
General Print Pathway (Pathway - Credits: 3 Minimum)					
Newspapers & Periodicals Pathway (Pathway - Credits: 3 Minimum)					

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

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

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

Passport Style
Candidate Photo
(Mandatory)

COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
IQA		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at those who work as machine operatives (minders) within the Print Finishing department. The standards cover the most important aspects of the job. This qualification is at Level 2, and should be taken by those who are fully trained to deal with routine assignments. Candidates should require minimum supervision in undertaking the job. A further qualification for Print Finishing at Level 3 is also available. In addition, there are qualifications available to cover Machine Printing and Pre-press. Candidates for this qualification will need to contribute to the Company objectives, follow Health and Safety guidelines and in addition candidates for this qualification will primarily be:

- Operating Print Finishing equipment
- Involved in the set up and running, maintenance and cleaning of Print Finishing equipment

Due to the wide range of tasks involved in Print Finishing it is difficult to give a definitive list of job titles but Candidates could have any of the following job titles:

- Binding Operator
- Guillotine Operator
- Folder Operator
- Carton Manufacturer
- Print Finisher

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 4 mandatory units and 2 pathways. Candidates should achieve all credits from the 4 mandatory units, plus a minimum of 3 credits from the units in 1 of the 2 pathways. This makes the minimum credit value of the qualification 18 credits. The units within the 2 pathways are intended to allow all those involved in Machine Printing to achieve the full qualification: when choosing from the Pathways it is important to ensure the units selected are appropriate and achievable within your job role. The units are made up of the things you need to know and the things you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 180 hours. Qualifications are also required to indicate the number of hours of teaching someone would normally need to receive in order to pass the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 116.

Unit Ref	Title	Level	Credit
Mandatory Units			
Y/601/9389 PR001	Maintain Health and Safety within a Print Related Working Environment	2	4
H/601/9394 PR997	Communicating and Working with Others in the Print Working Environment	2	3
F/601/9399 PR250	Keep Equipment Clean and in Working Order for use in the Printing Industry	2	4
R/601/9407 PR996	Knowledge of the Organisations Printing Processes and related information	2	4
General Print Pathway (Pathway - Credits: 3 Minimum)			
A/601/9417 PR357	Set and Run Guillotines	2	5
L/601/9440 PR365	Set and Run multiple hopper feeders	2	4
M/601/9429 PR352	Set and Run insetting-stitching-trimming machines	2	7
H/601/9430 PR356	Set and run booklet making machinery	2	5
H/601/9444 PR366	Set and Run auto-fed sewing machinery	2	4

R/502/8498	Set and run Carton Enhancing machinery	2	5
PR991			
R/601/9410	Set and run slitting and re-reeling equipment adhesive label production	2	3
PR408			
J/601/9422	Set and run auto-packing, storage or palletising equipment	2	3
PR265			
J/601/9436	Set and run case making machinery	2	6
PR362			
R/601/9438	Set and Run Folding Machinery	2	5
PR363			
T/601/9433	Set and run adhesive binding machinery	2	5
PR360			
K/601/9428	Set and run foil blocking machinery	2	6
PR350			
K/601/9431	Set and run mail processing machinery	2	5
PR359			
Y/601/9411	Set and run laminating equipment	2	4
PR407			
Y/601/9439	Set and Run multi-knife trimming machinery	2	4
PR364			
K/601/9445	Set and run cutting and creasing machinery	2	5
PR401			
L/502/8497	Set and Run wire binding machinery	2	3
PR355			
F/601/9435	Set and run casing-in machinery	2	6
PR361			
L/601/9423	Set and Run auto punching and cutting machinery	2	5
PR349			
Newspapers & Periodicals Pathway (Pathway - Credits: 3 Minimum)			
H/601/9427	Set and run automated inserting equipment for newspapers and periodicals	2	4
PR309			
J/601/9422	Set and run auto-packing, storage or palletising equipment	2	3
PR265			
Y/601/9392	Materials Handling, Transportation and Storage within the Print Working Environment	2	4
PR312			
T/601/9433	Set and run adhesive binding machinery	2	5
PR360			
Y/601/9439	Set and Run multi-knife trimming machinery	2	4
PR364			

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the 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:

- Accident books/reporting systems
- Notes and memos
- Safety records
- Photographic/video evidence
- Training records/reviews
- Job bags/works instruction tickets
- Job samples
- Customer feedback (internal or external)
- Witness testimonies
- production records

Examples of evidence could include:

- Assessor observation reports
- Product output (good and fault samples)
- Witness testimonies
- Job bags/work instruction tickets/production records
- Examples of maintenance and/or records
- Examples of component replacement and/or records
- Use of equipment inc PPE
- Emergency procedures, risk assessments, Accident reporting systems
- Tutor and employer feedback/reviews
- Photographic evidence
- Professional discussion
- Responses to oral and written questions
- Written narrative

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

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

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

1. Equality of Opportunity

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

2. Recognised/Approved Assessment Centres

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

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

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

2.2 Assessors and Verifiers

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

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

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

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

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

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

locations can be seen to satisfy the national requirements.

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

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

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

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

3. Qualification / Unit of Credit Candidates

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

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

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

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

4. Evidence

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

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

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

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

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

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

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

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

The answer can only be:

- yes (the candidate is competent)

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

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

Performance evidence

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

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

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

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

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

Performance evidence can be:

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

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

Knowledge evidence

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

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

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

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

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

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

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

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

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

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

Candidate signature.....

Date.....

Production/Process Activity Guideline

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

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

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

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

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

Assessor comments/feedback

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

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what information to share with colleagues on your job role and why this is important.	1.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	1.2 Explain why sharing information with colleagues is important.			
2. Be able to share information with colleagues.	2.1 Share information with colleagues using different methods, for example: • Face to face conversations • Company systems • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet			
3. Know why it is important to respond promptly to requests.	3.1 Explain why it is important to respond promptly to requests from colleagues and customers and give 3 examples.			
4. Be able to respond promptly to requests from colleagues.	4.1 Respond promptly to requests from colleagues and/or customers to include the provision of: • Information • Physical assistance • Advice			
5. Know why good working relationships with colleagues are important and how barriers to this can be overcome.	5.1 Explain why good working relationships are important.			
	5.2 Give 3 examples of problems in developing and maintaining good working relationships with colleagues and suggest solutions.			
6. Be able to develop and maintain good working relationships with colleagues.	6.1 Develop and maintain good working relationships with colleagues.			

Assessor comments/feedback

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

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

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

Assessor comments/feedback

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

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

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

Assessor comments/feedback

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

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

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

Assessor comments/feedback

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

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

Assessor comments/feedback

L/601/9440	Set and Run multiple hopper feeders	Level 2	4 Credits
PR365			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run multiple hopper feeder machinery. They will be expected to know how to make adjustments and solve problems with this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set multiple hopper feeders.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the hopper feeders, so that: - Sections are brought together to give the required page sequence - Sections are fed squarely from hoppers to the transport chain - Separation ensures that sections are transported squarely, without damage - Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run multiple hopper feeders.	2.1 Run multiple hopper feeders at the required speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work for mailing or according to the Company's approved method.			
3. Know how to set and run multiple hopper feeders.	3.1 Explain how to start up and shut down the machinery for: - Normal operation - Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: - Sections not gathered in the correct order - Sections not inserted in the correct order - Sections failing to feed and separate - Sections feeding unevenly - Sections tearing - Sections marking			

L/601/9440	Set and Run multiple hopper feeders (continued)	Level 2	4 Credits
PR365			

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

Assessor comments/feedback

M/601/9429	Set and Run Insetting-Stitching-Trimming Machines	Level 2	7 Credits
PR352			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set and run in-line inseting-stitching-trimming machinery. The unit also includes knowledge of adjustments and problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Set in-line inseting-stitchingtrimming machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the line, so that, for example: - Sections are inserted to give the required page sequence - Sections and covers are fed into the stitcher squarely and without damage - Stitched books hold firmly, and are securely clenched - Stitched books are fed into the trimmer squarely and without damage - Books are trimmed evenly and squarely to the required size, without marking - Books are delivered without damage or distortion - Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Run in-line insetingstitching-trimming machinery.	2.1 Run in-line inseting-stitching-trimming machinery at the required speed in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work for mailing or according to the Company's approved method.			
3. Know how to set and run in-line inseting-stitchingtrimming machines.	3.1 Explain how to start up and shut down the machinery for: - Normal operation - Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: - Stitch legs of unequal length - Stitch legs not closed - Stitches missing - Marks on book spines			

M/601/9429	Set and Run Insetting-Stitching-Trimming Machines	Level 2	7 Credits
PR352	(continued)		

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

H/601/9444	Set and Run auto-fed sewing machinery	Level 2	4 Credits
PR366			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set auto-fed sewing machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the sewing machine, so that: • The feeder locates the centre of each section • Sections are fed squarely and without damage into the sewing machine • Sewing positions are spaced across spines within the finished trim size • Sewing holds sections securely without damage or distortion • Sewn book blocks are delivered without damage • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run auto-fed sewing machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work according to the Company's approved method.			
3. Know how to set and run auto-fed sewing machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Missed stitches • Loose stitches • Sections not square at head • Glue marks on sections • Rub marking on sections			

H/601/9444	Set and Run auto-fed sewing machinery (Continued)	Level 2	4 Credits
PR366			

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

Assessor comments/feedback

R/502/8498	Set and run Carton Enhancing machinery	Level 2	5 Credits
PR991			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set carton enhancing machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set the carton enhancing machinery to meet the job specification taking into consideration, for example: • Material is fed squarely and consistently, without damage or distortion • Enhancements are made in the correct position on the material • The finished product is free from unacceptable creasing, marking or distortion • Production times			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run carton enhancing machinery	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run carton enhancing machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • In-put material feeding out of square • In-put material jamming • Unacceptable creasing, marking, damage or distortion to the product			

R/502/8498	Set and run Carton Enhancing machinery (continued)	Level 2	5 Credits
PR991			

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

Assessor comments/feedback

R/601/9410	Set and run slitting and re-reeling equipment adhesive label production	Level 2	3 Credits
PR408			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set slitting and re-reeling equipment.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the slitting and re-reeling equipment, so that, for example: • Slitting is clean without any burrs • Waste is removed from final reels • Reels are produced of the required length, metreage, quantity • Reels are square to the core • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run slitting and re-reeling equipment.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			

Assessor comments/feedback

R/601/9410	Set and run slitting and re-reeling equipment adhesive label	Level 2	3 Credits
PR408	production (continued)		

3. Know how to set and run slitting and re-reeling equipment in adhesive label production.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Reels of the wrong length • Reels out of square to the core • Inaccurate slitting			

Assessor comments/feedback

J/601/9422	Set and run auto-packing, storage or palletising equipment	Level 2	3 Credits
PR265			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set and run automatic packing, storage or palletising equipment at the end of a printing machine. It is also suitable for those who work on newspapers and periodicals.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set auto-packing, storage or palletising equipment.	1.1 Obtain all details and materials required for the job.			
	1.2 Set up the equipment, taking into consideration, for example: - Quantities (as required in job specification) for batches, bundles or cartons are input - Product is wrapped without damage, distortion or waste - Bundles are square, leave the stacker centrally at the selected running speed and in the correct orientation - Under wrap (where used) is applied correctly - Strapping feeds freely without snagging - The correct number of straps are applied			
2. Be able to run auto-packing, storage or palletising equipment.	2.1 Operate the equipment at the production speed and in accordance with Company guidelines.			
	2.2 Maintain the supply of packing materials throughout the run.			
	2.3 Monitor the packed/stored/palletised product meets the Company's quality standards.			
	2.4 Forward packaged products to the designated dispatch location in accordance with Company guidelines.			
3. Know how to set and run auto-packing, storage or palletising equipment.	3.1 Describe the equipment used in the Company for autopacking, storage or palletising.			
	3.2 Explain how to label the product once packaged and record packaging details in accordance with Company procedures.			
	3.3 Describe two problems that could occur when operating auto-packing, storage or palletising equipment and possible solutions.			
	3.4 Describe the Company's procedure for recording and reporting problems affecting auto-packing, storage or palletising equipment.			

Assessor comments/feedback

J/601/9436	Set and run case making machinery	Level 2	6 Credits
PR362			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set case making machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the case making machine taking into consideration, for example: • Boards and hollows transfer from feeders squarely and evenly • Grain direction • Cover material transfers from the feeder squarely and evenly • Glue is applied evenly at the correct temperature • Cover material is turned in evenly and squarely onto boards • Production times			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run case making machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work according to the Company's approved method.			
3. Know how to set and run casing-in machinery	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Blistering of cover material • Uneven corner cutting • Uneven turn-ins • Turn-ins not tight • Cover boards not parallel with each other • Cover material not adhering to boards			

J/601/9436	Set and run case making machinery (continued)	Level 2	6 Credits
PR362			

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

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

K/601/9431	Set and run mail processing machinery	Level 2	5 Credits
PR359			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set mail processing machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up mail processing machinery, so that: • Material feeds squarely and centrally to the trimmer unit, when trimming is required • Material is processed without damage or distortion • Inserts are fed accurately into the required envelopes • Envelopes, carrier sheets or wrappings are coded accurately • An accurate count is maintained • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run mail processing machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work according to the Company's approved method.			
3. Know how to set and run mail processing machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Incorrect or missing codes • Missing or incorrectly positioned inserts • Unacceptable marking of the product • Material jamming • Damage or distortion to the product			

K/601/9431	Set and run mail processing machinery (continued)	Level 2	5 Credits
PR359			

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

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

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

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

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

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

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

Assessor comments/feedback

K/601/9445	Set and run cutting and creasing machinery	Level 2	5 Credits
PR401			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run cutting and creasing machinery in the Print Finishing process. There is also the need to have knowledge of adjustments and problem solving when operating this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set cutting and creasing machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Check that the cutting forme matches the job.			
	1.5 Set the cutting and creasing machinery ready to run safely, taking into consideration, for example: • Material is fed squarely into the machine • The position of cuts and creases is accurate • Material is cut and creased squarely and delivered without damage • Production time			
	1.6 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run cutting and creasing machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved method.			
3. Know how to set and run cutting and creasing machinery	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Unacceptable variation in cut size or position • Ragged cuts • Uneven or misaligned creases • Marking, damage or distortion to the product			

K/601/9445	Set and run cutting and creasing machinery (continued)	Level 2	5 Credits
PR401			

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

Assessor comments/feedback

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

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

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

Assessor comments/feedback

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

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

Assessor comments/feedback

F/601/9435	Set and run casing-in machinery	Level 2	6 Credits
PR361			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set casing-in machinery	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the casing-in machine so that the output will meet the job specification and the Company quality standards.			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run casing-in machinery.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work according to the Company's approved method.			

Assessor comments/feedback

F/601/9435	Set and run casing-in machinery (continued)	Level 2	6 Credits
PR361			

3. Know how to set and run casing-in machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • The book block incorrectly positioned within the case • The book block not glued securely into the case • Glue marking of the case and book block • Lifting of endpapers from cover turn-in			
	3.8 Describe 3 situations that can be overcome by adjustments, how to make adjustments to the settings to meet the job specifications and how to ensure the machine is safe for use after adjustments have been made.			
	3.9 Describe 2 problems that can occur when operating machinery that may not be resolved by adjustment and the Company procedure for dealing with them.			

Assessor comments/feedback

L/601/9423	Set and Run auto punching and cutting machinery	Level 2	5 Credits
PR349			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run auto punching and cutting machinery in the print finishing process. There is also the need to have knowledge of adjustments and problem solving when operating this type of equipment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set auto punching and cutting machinery.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set up the auto punching and cutting machinery so that: • Punching and cutting is clean without any burrs • Punching and cutting is in register with the printed product • All waste is removed from sheets • Production times can be met			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run auto punching and cutting machinery.	2.1 Operate the equipment at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run auto punching and cutting machinery.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 3 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			
	3.7 Define the possible causes of faults which can result in, for example: • Products having a burred edge • Products being out of register with the print			

L/601/9423	Set and Run auto punching and cutting machinery	Level 2	5 Credits
PR349	(continued)		

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

Assessor comments/feedback

H/601/9427	Set and run automated inserting equipment for newspapers and periodicals	Level 2	4 Credits
PR309			

The aim of this unit is to provide the learner with the knowledge and skills to be able to set up and run automated inserting machinery. It includes knowledge of problems and offering solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to set automated inserting equipment for newspapers and periodicals.	1.1 Obtain and check the job specification.			
	1.2 Identify and obtain the materials required for the job.			
	1.3 Ensure the working environment is safe for production.			
	1.4 Set the inserting equipment to meet the job specification taking into consideration, for example: • The size of the document • The correct sequence • Mis-feed detector(s) are set correctly • Synchronization with other machinery • Production time			
	1.5 Ensure the output meets the job specifications and Company quality standard prior to full production.			
2. Be able to run automated inserting equipment for newspapers and periodicals.	2.1 Operate the machinery at the required production speed and in accordance with Company guidelines.			
	2.2 Keep up the supply of materials throughout the run.			
	2.3 Monitor the output to ensure the job specification and Company quality standards are met.			
	2.4 Record production information in accordance with Company requirements.			
	2.5 Follow the Company procedures for the removal of waste.			
	2.6 Stack or pack finished work in accordance with Company approved methods.			
3. Know how to set and run automated inserting equipment for newspapers and periodicals.	3.1 Explain how to start up and shut down the machinery for: • Normal operation • Emergency situations			
	3.2 Explain 4 things to check to ensure effective operation of the machinery.			
	3.3 Explain where to obtain information on the setting and operation of machinery.			
	3.4 Explain the Company procedure for obtaining authorisation to begin production and why it is important to follow the procedure.			
	3.5 Explain when and how to monitor the quality of the output, give 3 examples of things to monitor.			
	3.6 Explain the Company procedure for the disposal of 2 types of waste.			

H/601/9427	Set and run automated inserting equipment for newspapers and periodicals (continued)	Level 2	4 Credits
PR309			

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

Assessor comments/feedback

Y/601/9392	Materials Handling, Transportation and Storage within the	Level 2	4 Credits
PR312	Print Working Environment		

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify, transport and store materials within the Print Working Environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to identify and select the required type and quantity of materials.	1.1 Identify materials by their labels/identification marks.			
	1.2 Locate materials			
	1.3 Check that materials match their markings.			
	1.4 Select the required type and quantity of materials.			
2. Be able to handle and transport materials in a safe manner.	2.1 Handle the materials safely, and in accordance with Company guidelines, taking into account for example: • Handling equipment • Manual handling techniques • Personal protective equipment			
	2.2 Transport the materials safely using the appropriate transportation methods and equipment as specified in Company guidelines. To include: • Manual handling • Handling/lifting equipment			
3. Know the impact of incorrect handling and transporting of materials.	3.1 Describe how materials can be damaged during the handling and transportation of materials.			
	3.2 Explain the types of personal injury that can occur through incorrect handling and transportation of materials.			
4. Know how to position/store materials in accordance with organisational procedures.	4.1 Explain 3 things to consider when positioning or storing materials.			
	4.2 Give 3 examples of difficulties/hazards in positioning or storing materials.			
	4.3 Give solutions to the 3 examples given.			
5. Be able to position or store materials in accordance with organisational procedures.	5.1 Position or store materials, taking into account: • Avoiding damage to the materials or surrounding objects • Security of materials • Ease of access for further work			

Assessor comments/feedback

Notes

Notes

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