



**GQA LEVEL 3 NVQ CERTIFICATE IN CARTON
MANUFACTURE**

Qualification Number

600/5452/9

Welsh Qualification Number

C00/1244/4

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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		
K/601/9395 PR004	Maintain Print Equipment in Working Order	3	6		
L/601/9390 PR002	Promote and Maintain Health and Safety in a Print Related Working Environment	3	4		
D/601/9393 PR999	Contribute to Improving the Effectiveness of the Print Organisation	3	5		
J/502/8501 PR120	Plan work to meet production requirements	3	4		
A/503/9012 CM001	Environmental Issues in the Carton Manufacturing Working Environment	2	3		
Optional Units Group B					
Optional Units Group C					

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

- | | |
|---|--|
| Observation in the workplace <input type="checkbox"/> | Assessment of knowledge <input type="checkbox"/> |
| Records of prior experience <input type="checkbox"/> | Witness statement(s) <input type="checkbox"/> |
| Testimonial(s) <input type="checkbox"/> | Photographic evidence <input type="checkbox"/> |
| Work records <input type="checkbox"/> | External testing <input type="checkbox"/> |



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 undertake activities in the carton manufacturing working environment.

The standards cover the most important aspects of the job. This qualification is at Level 3, although some units may be at different levels. Level 3 qualifications are primarily aimed at those who are fully trained and experienced in a wide range of roles that may involve decision making, quality checks, supervising and supporting others.

Candidates for this qualification will need to contribute to Company objectives, follow health and safety and environmental guidelines and have an understanding of the activities within the Organisation as a whole in addition to the specific duties involved in their job role.

In this qualification there is also the opportunity for making contributions to improvements in the performance of individuals, and in working practices and procedures. Candidates may also work closely with internal and external customers and have well-developed knowledge of the organisation worked for and their industry.

There is a suite of qualifications to cover a wide range of job roles in other parts of the print industry, please visit the GQA website at www.gqaqualifications.com for information.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. 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 units. These credits must be achieved in the correct combination from mandatory and optional units. Candidates should achieve all of the mandatory units listed below, which have a total credit value of 22, plus a minimum of 7 credits from optional units Group B and a further 4 credits from optional units Group C. This gives the qualification a minimum credit value of 33 credits. 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 330 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 134.

Unit ref	Title	Level	Credit
Mandatory Units Group A (all units must be taken)			
K/601/9395 PR004	Maintain Print Equipment in Working Order	3	6
L/601/9390 PR002	Promote and Maintain Health and Safety in a Print Related Working Environment	3	4
D/601/9393 PR999	Contribute to Improving the Effectiveness of the Print Organisation	3	5
J/502/8501 PR120	Plan work to meet production requirements	3	4
A/503/9012 CM001	Environmental Issues in the Carton Manufacturing Working Environment	2	3
Optional Units Group B (a minimum of 7 credits must be achieved)			
K/502/8586 PR601	Manage Cutting and Creasing Machinery	3	9
L/502/8581 PR691	Manage Carton Enhancing Machinery	3	7
F/503/9013 CM003	Manage Gluing and Finishing Machinery	3	9
L/503/9015 CM004	Produce dies and tooling for use in Carton Manufacture	3	7
Y/503/9048 CM005	Produce CAD, carton design or sample making	3	7

Optional Units Group C (a minimum of 4 credits must be achieved)			
K/503/6185	Monitor and develop individual staff to improve performance and efficiency	3	8
GDW017			
L/502/8645	Improve Practice Through The Use Of Resources, Communication And Working Relationships In The Processing And Manufacturing Industries	3	5
GEN2			
H/503/4094	CPD as a self development tool	3	4
GEN112			
J/503/4136	Supervising others	3	6
GEN996			

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 Certificate with the qualification title. Where a candidate has completed additional credits the Certificate will list these as 'additional credits', in cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of Unit Credit can be issued for the 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 book/reporting system
- Safety record
- Training records
- CPD records/appraisals
- Witness testimonies
- Resource planning documentation
- Reports
- Job cards/orders
- Customer feedback
- Notes/memos
- Job diaries
- Photographic/video evidence

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 national award. It is recommended that IQA work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external verification and hold the EQA national award

GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or 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 EV's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

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

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

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

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

3. Qualification / Unit of Credit Candidates

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

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

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

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the 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

Collation of Evidence for Level 3 Qualifications

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

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

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

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

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

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

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

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

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

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

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

Candidate signature.....

Date.....

K/601/9395	Maintain Print Equipment in Working Order	Level 3	6 Credits
PR004			

The aim of this unit is to provide the learner with the knowledge and skills to be able to maintain equipment in working order, and includes identifying and correcting faults within their area of responsibility.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to maintain equipment in working order.	1.1 Describe the principal activities involved with machine cleaning, lubrication and maintenance in relation to the following: <ul style="list-style-type: none"> • Roles and responsibilities for cleaning, lubrication and maintenance • The choice and use of suitable cleaning agents and lubricants • The maintenance plans for equipment • When and how to start up and shut down equipment for maintenance and cleaning 			
	1.2 Describe how the following could affect the maintenance of equipment: <ul style="list-style-type: none"> • Tools • Materials • Production requirement • Lack of skills or training • Sources of information 			
	1.3 List consumables that are likely to require periodic replacement.			
	1.4 List parts that may be required at short notice.			
	1.5 Explain the Company policies and processes on the availability of parts and consumables.			
	2. Be able to maintain equipment in working order.	2.1 Ensure that it is safe to start cleaning activities.		
2.2 Obtain the required materials and equipment needed for cleaning.				
2.3 Ensure that cleaning materials and equipment are used in ways which minimise waste and pollution.				
2.4 Ensure that used cleaning agents and waste materials are disposed of in accordance with Company procedures.				
2.5 Check that machines are safe to operate, free from waste and cleaning materials prior to start up.				
3. Know how to identify, correct and record machine faults.	3.1 Describe 3 faults that should be able to be corrected without summoning external assistance.			
	3.2 Explain how to obtain and analyse information about the machine faults to identify their likely cause.			
	3.3 Explain how to correct the faults identified including the tools, equipment and PPE required.			
	3.4 Explain the Company procedures on reporting faults which fall outside their area of responsibility/ capability and the importance of following procedures.			
	3.5 Explain how to assess the estimated time it will take to rectify faults and the Company procedures on informing the relevant people.			
	3.6 Explain how and why to record the details of machine faults and production down-time following Company procedures.			

K/601/9395	Maintain Print Equipment in Working Order (continued)	Level 3	6 Credits
PR004			

4. Be able to implement a programme of lubrication and maintenance.	4.1 Identify the lubrication points on the machine and the manufacturer's recommended types of lubricant and lubrication intervals.			
	4.2 Ensure that the maintenance plan is implemented and kept up to date.			
	4.3 Ensure that filters such as oil, air and water, are cleaned and/or replaced in line with needs or maintenance schedules.			
	4.4 Examine components for defects or excessive wear.			

Assessor comments/feedback

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

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know which acts, regulations and guidelines apply to the print related working environment.	1.1 State which acts, regulations and guidelines apply to the print related working environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the print related working environment.			
2. Know how to monitor and implement changes in health and safety acts, regulations and guidelines.	2.1 Explain how to monitor changes in health and safety acts, regulations and guidelines, to include: <ul style="list-style-type: none"> • Accessing HSE information • Receiving training updates 			
	2.2 Explain how to introduce and implement changes.			
	2.3 Explain how to monitor the implementation of changes in health and safety to the working environment.			
3. Know how to carry out a formal assessment of hazards and risks in the print related working environment and the types of risk or hazards that exist.	3.1 Describe the steps in carrying out a formal risk assessment.			
	3.2 Explain how to record the findings and why recording is important.			
	3.3 Explain who should be made aware of the findings and how.			
	3.4 Explain why it is important to inform the relevant people of the findings.			
	3.5 Give 3 examples of risks or hazards that can occur in your working environment.			
4. Be able to identify hazards and assess risks in the print related working environment.	4.1 Carry out a risk assessment of the print related working environment.			
	4.2 Report the findings in accordance with Company procedures and legislation.			
5. Know how to promote safe working practices.	5.1 Give 3 examples of information that promote safe working practices related to the print related working environment.			
	5.2 Explain how each of the 3 examples given promote safe working practices.			
6. Be able to promote safe working practices.	6.1 Disseminate information on safe working practices.			
7. Be able to adopt a safe method of work.	7.1 Plan and organise a safe method of work.			
	7.2 Select and use personal protective equipment in accordance with Company guidelines and legislation.			
	7.3 Select and use print related materials in accordance with Company guidelines and legislation.			
8. Know how to ensure there is no unauthorised or unsafe access to the working areas.	8.1 Explain how to establish if a person is authorised to enter the work area.			
	8.2 Explain how to ensure that authorised people entering the work area are kept safe.			
9. Know how to monitor colleagues to ensure they comply with health and safety requirements.	9.1 Explain how to monitor colleagues to ensure they comply with health and safety requirements.			

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

10. Know what to do in the event of accidents or emergencies.	10.1 Describe the Company procedure to follow in the case of an accident.			
	10.2 Describe the Company procedure to follow in the case of an emergency.			
	10.3 Describe the procedure for evacuating workers and visitors.			
	10.4 Describe the procedure for reporting and recording accidents and emergencies.			
11. Understand the problems that can occur with promoting and maintaining health and safety within the print related working environment and the potential solutions.	11.1 Give 3 examples of problems that can arise when promoting health and safety, one each of the following: <ul style="list-style-type: none"> • Problem with communicating information to others • Problem with introducing changes • Problem with monitoring colleagues' compliance with health and safety requirements 			
	11.2 Give an explanation of how to overcome each of the problems given in answer to 11.1.			

Assessor comments/feedback

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

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to obtain and understand the work schedule.	1.1 Explain the Organisational procedure for obtaining the work schedule.			
	1.2 Explain what to do if the work schedule is: <ul style="list-style-type: none"> • Unclear • Not achievable 			
2. Know how to ensure that the correct quantities of products and materials and human resources are used.	2.1 Explain how to ensure that the required quantities of products and materials and human resources are selected.			
3. Know how to minimise wastage of materials.	3.1 List three types of material that can potentially be wasted.			
	3.2 Describe what actions can be taken to minimise wastage of the materials listed.			
	3.3 Explain how surplus materials may be reused.			
4. Know why it is important to contribute to improving the effectiveness of the Organisation.	4.1 Explain 3 reasons for contributing to improving the effectiveness of the Organisation.			
5. Know what information to share with colleagues on your job role and why this is important.	5.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	5.2 Explain why sharing information with colleagues is important.			
6. Be able to share information with colleagues.	6.1 Share information with colleagues using different methods, for example: <ul style="list-style-type: none"> • Face to face conversations • Company systems • Written notes • Drawings / sketches • Telephone (voice or text) • Email • Internet 			
	6.2 Explain how to share information with colleagues.			
7. Know how to identify and pass on improvements to work activities.	7.1 Explain 2 ways to identify improvements that can be made in work activities.			
	7.2 Explain how to pass on suggestions for improvements identified in line with Organisational policies.			
	7.3 Explain who to make the suggestions to and why these people need to be made aware.			

Assessor comments/feedback

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

8. Know how and why to identify opportunities and needs for self development and how to manage this information.	8.1 Explain 2 ways that a need to update skills and/or knowledge of the print industry can be identified.			
	8.2 Give 2 examples of how to check opportunities for self development related to the print industry.			
	8.3 Explain the benefits of keeping skills and knowledge up to date, give 1 example each of how it benefits: <ul style="list-style-type: none"> • The individual • The organisation 			
9. Know why it is important to have good relationships with customers.	9.1 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

J/502/8501	Plan work to meet production requirements	Level 3	4 Credits
PR120			

The aim of this unit is to provide the learner with the knowledge and skills to be able to plan and set out the work required, the sequence of work and how to accurately determine the time needed to complete the workload.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to interpret production requirements.	1.1 Obtain and check details of jobs to be output.			
	1.2 Identify the finished product required by the customer.			
	1.3 Identify what their department or area of work is required to produce.			
	1.4 Identify the order of tasks required to meet the output.			
2. Plan production tasks to meet customer requirements.	2.1 Confirm that the resources needed to complete the tasks are identified for example: <ul style="list-style-type: none"> • equipment • materials • labour. 			
	2.2 Realistically estimate the time needed to complete each task.			
	2.3 Plan work to avoid unnecessary repetition and re-working.			
3. Know how to plan work to meet production requirements.	3.1 State the Company procedures for communicating with: <ul style="list-style-type: none"> • Colleagues • Customers 			
	3.2 Describe the Company requirements for handling, security and storage of customer material: <ul style="list-style-type: none"> • Computer system security and virus protection • Print with time-sensitive or restricted release dates • High value products or print with a high risk of theft • Restriction to staffing access 			
	3.3 Describe the workplace policy and practice in relation to the following: <ul style="list-style-type: none"> • Workplace standards and procedures • The range of work carried out in the workplace • The working practices existing in the workplace • The key job roles within the printing and graphic communications industry and their main purposes • Data protection and copyright 			
	3.4 Describe the influencing factors when: <ul style="list-style-type: none"> • Selecting one process over another • The choice of processes for any particular product 			
	3.5 Explain the responsibilities in regards of time and resources: <ul style="list-style-type: none"> • The different types of resource available, including labour, materials and machinery • The relationship between resource usage and profitability • How to maximise productivity • The relationship between productivity and competitiveness 			
	3.6 Explain the administrative procedures, including: <ul style="list-style-type: none"> • Planning • Scheduling • Recording and reporting 			

J/502/8501	Plan work to meet production requirements (continued)	Level 3	4 Credits
PR120			

	3.7 Explain the main features of quality assurance and quality control systems, including: <ul style="list-style-type: none"> • Techniques for controlling quality • Equipment for controlling quality in digital artwork, pre-press and printing areas • Light standards for viewing and assessing colour print 			
	3.8 Explain the function of a proof in the printing process.			

Assessor comments/feedback

A/503/9012	Environmental Issues in the Carton Manufacturing Working Environment	Level 2	3 Credits
CM001	Environment		

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 Company and work in accordance with Company policies related to environmental matters including recycling. There is also the need to understand the types of problems that can occur and how to deal with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know the work activities that could have environmental impact.	1.1 Summarise the work activities within the carton manufacturing working environment that could have an impact on the environment.			
	1.2 Explain how the environment could be affected.			
2. Know the legal requirements regarding the environmental impact of work activities.	2.1 Explain how to obtain information on environmental legislation.			
	2.2 Describe the possible consequences of non-compliance with environmental legislation, in respect of: <ul style="list-style-type: none"> • The individual • The employer 			
	2.3 Explain how to find further information on Company environmental policies and procedures.			
3. Know how to deal with the environmental aspects of their job role.	3.1 List the products/materials used within their job role that have environmental impact.			
	3.2 Explain how these products/materials should be handled to comply with Company environmental policies and procedures, to include, for example: <ul style="list-style-type: none"> • Storage • Disposal • PPE 			
	3.3 Explain how to obtain information on environmental policies and procedures.			
4. Know the products that can be re-cycled.	4.1 List the products/materials used within their job role that can be re-cycled.			
	4.2 Explain how these products/materials should be handled to comply with Company re-cycling policies and procedures, to include, for example: <ul style="list-style-type: none"> • Storage/collection • PPE 			
5. Be able to comply with Company environmental policies and procedures.	5.1 Work in accordance with Company environmental policies and procedures.			
6. Know the operational issues that may arise with following Company environmental policies.	6.1 List 3 operational issues that can occur with the implementation of Company environmental policies.			
	6.2 Explain how to reduce the impact of these issues.			

Assessor comments/feedback

K/502/8586	Manage Cutting and Creasing Machinery	Level 3	9 Credits
PR601			

The aim of this unit is to provide the learner with the knowledge and skills to be able to manage cutting and creasing machinery in the Print Finishing process. They will be expected to control the equipment whilst running production jobs and know how to instruct others and monitor the quality of output.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to make-ready cutting and creasing machinery for production.	1.1 Obtain all the information required for the job.			
	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, taking into consideration, for example: <ul style="list-style-type: none"> • Safety requirements • Material is fed squarely into the machine • The position of cuts and creases is correct • Material is cut and creased squarely and delivered without damage • Production time 			
	1.6 Obtain an approved sample of the product being produced.			
2. Be able to manage output and quality from cutting and creasing machines.	2.1 Run and monitor production machines at the optimum speed, with minimum downtime and to the required quality standard.			
	2.2 Carry out checks in line with Company procedures that the output matches the job requirements.			
	2.3 Run the required number of good copies, keeping spoiled material to a minimum.			
	2.4 Follow the Company procedures for the removal of waste.			
	2.5 Record the production and quality assurance details following Company procedures.			
	2.6 Ensure the output is prepared for the next stage in the process, in accordance with Company procedures.			
3. Know how to manage cutting and creasing machines.	3.1 Describe the principles of the process being managed.			
	3.2 Explain the responsibilities in regards of time and resources: <ul style="list-style-type: none"> • The different types of resource, including labour, materials, machinery • The relationship between resource usage and profitability • How to maximise productivity 			
	3.3 Describe 3 problems that can occur when managing production machines, their probable causes and possible solutions. Give one example each of a problem that could: <ul style="list-style-type: none"> • Affect the quality of the image • Reduce the rate of output • Affect health and safety 			
	3.4 Explain how to identify maintenance schedules and needs and how to liaise with relevant colleagues to ensure output is maintained to the required standard and rate.			

K/502/8586	Manage Cutting and Creasing Machinery (continued)	Level 3	9 Credits
PR601			

	3.5 Explain how and when to make adjustments to the machine settings to achieve the required job specification and quality standards.			
	3.6 Identify 3 machine parts that may require replacing and explain the Company policy on the availability and replacement of these.			
	3.7 Explain the Company administrative procedures, for example: <ul style="list-style-type: none"> • Scheduling • Recording and reporting • Product labelling • Reporting faults and production downtime 			
	3.8 Explain the methods available for giving clear instructions to colleagues regarding their responsibility in the operation of the print finishing machinery.			
	3.9 Explain the checks to make to ensure the instructions have been understood and followed.			
4. Know how to monitor the quality of output from cutting and creasing machines.	4.1 Explain the Company procedures for monitoring the quality of output. To include: <ul style="list-style-type: none"> • Frequency • Type of checks • Viewing conditions • Quality control aids/devices • Acceptable tolerances/variation 			
	4.2 Describe the purpose of achieving an approved copy.			
	4.3 Identify the items on the product to be monitored during production output.			
	4.4 Describe the quality control aids located on the printed copy to aid in the monitoring of production.			
	4.5 Describe 3 methods used to monitor the standard of output achieved.			
	4.6 Explain why it is important to clearly identify both good and bad copy on completion of the run.			
	4.7 Describe the Company procedures for the removal of waste.			
	4.8 Explain the reason for maintaining performance records, for example: <ul style="list-style-type: none"> • Machine make-ready • Running speeds • Production time • Downtime in production 			

Assessor comments/feedback

L/502/8581	Manage Carton Enhancing Machinery	Level 3	7 Credits
PR691			

The aim of this unit is to provide the learner with the knowledge and skills to be able to manage carton Enhancing machinery. They will be expected to control the equipment whilst running production jobs and know how to instruct others and monitor the quality of output.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to make-ready 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: <ul style="list-style-type: none"> • 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.			
	1.6 Obtain an approved sample of the product being produced.			
2. Be able to manage output and quality from carton enhancing machinery.	2.1 Run and monitor production machines at the optimum speed, with minimum downtime and to the required quality standard.			
	2.2 Carry out checks in line with Company procedures that the output matches the job requirements.			
	2.3 Run the required number of good copies, keeping spoiled material to a minimum.			
	2.4 Follow the Company procedures for the removal of waste.			
	2.5 Record the production and quality assurance details following Company procedures.			
	2.6 Ensure the output is prepared for the next stage in the process, in accordance with Company procedures.			
3. Know how to manage carton enhancing machinery.	3.1 Describe the principles of the process being managed.			
	3.2 Explain the responsibilities in regards of time and resources: <ul style="list-style-type: none"> • The different types of resource, including labour, materials, machinery • The relationship between resource usage and profitability • How to maximise productivity 			
	3.3 Describe 2 problems that can occur when managing production machines, their probable causes and possible solutions. Give one example each of a problem that could: <ul style="list-style-type: none"> • Affect the quality of the image • Reduce the rate of output • Affect health and safety 			
	3.4 Explain how to identify maintenance schedules and needs and how to liaise with relevant colleagues to ensure output is maintained to the required standard and rate.			

L/502/8581	Manage Carton Enhancing Machinery (continued)	Level 3	7 Credits
PR691			

	3.5 Explain how and when to make adjustments to the machine settings to achieve the required job specification and quality standards.			
	3.6 Identify 2 machine parts that may require replacing and explain the Company policy on the availability and replacement of these.			
	3.7 Explain the Company administrative procedures, for example: <ul style="list-style-type: none"> • Scheduling • Recording and reporting • Product labelling • Reporting faults and production downtime 			
	3.8 Explain the methods available for giving clear instructions to colleagues regarding their responsibility in the operation of the print finishing machinery.			
	3.9 Explain the checks to make to ensure the instructions have been understood and followed.			
4. Know how to monitor the quality of output from carton enhancing machines.	4.1 Explain the Company procedures for monitoring the quality of output. To include: <ul style="list-style-type: none"> • Frequency • Type of checks • Viewing conditions • Quality control aids/devices • Acceptable tolerances/variation 			
	4.2 Describe the purpose of achieving an approved copy.			
	4.3 Identify the items on the product to be monitored during production output.			
	4.4 Describe the quality control aids located on the printed copy to aid in the monitoring of production.			
	4.5 Describe 3 methods used to monitor the standard of output achieved.			
	4.6 Explain why it is important to clearly identify both good and bad copy on completion of the run.			
	4.7 Describe the Company procedures for the removal of waste.			
	4.8 Explain the reason for maintaining performance records, for example: <ul style="list-style-type: none"> • Machine make-ready • Running speeds • Production time • Downtime in production 			

Assessor comments/feedback

F/503/9013	Manage Gluing and Finishing Machinery	Level 3	9 Credits
CM003			

The aim of this unit is to provide the learner with the knowledge and skills to be able to manage gluing and finishing machinery. They will be expected to control the equipment whilst running production jobs and know how to instruct others and monitor the quality of output. Knowledge of maintenance and problem solving are also required to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Be able to makeready gluing and finishing machinery for production.	1.1 Obtain all the information required for the job.			
	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 gluing and finishing machinery ready to run, taking into consideration, for example: <ul style="list-style-type: none"> • Materials are loaded to produce required output • Material is fed squarely into the machine • Folds are made without damage or unacceptable creasing • Glue is applied evenly • Glue penetration achieved the required bond • Production time 			
	1.5 Obtain an approved sample of the product being produced.			
2. Be able to manage output from gluing and finishing machinery.	2.1 Run and monitor production machines at the optimum speed, ensuring supply of materials, with minimum downtime and to the required quality standard.			
	2.2 Carry out checks in line with Company procedures that the output matches the job requirements.			
	2.3 Produce the required output, keeping spoiled material to a minimum.			
	2.4 Follow the Company procedures for the removal of waste.			
	2.5 Record the production and quality assurance details following company procedures.			
	2.6 Ensure the output is prepared for the next stage in the process, in accordance with Company procedures.			
3. Know how to manage gluing and finishing machines.	3.1 Describe the start up and shut down procedures for: <ul style="list-style-type: none"> • Normal use • Emergency situations 			
	3.2 Describe the principles of gluing and finishing for straight line, crash lock, 4 corner, 6 corner, dable wall.			
	3.3 Explain how grain direction affects the gluing and finishing process.			
	3.4 Explain the responsibilities in regards of time and resources: <ul style="list-style-type: none"> • The different types of resource, including labour, materials, machinery • The relationship between resource usage and profitability • How to maximise productivity 			
	3.5 Describe the range of adhesives used and the variations in working temperatures.			

F/503/9013	Manage Gluing and Finishing Machinery (continued)	Level 3	9 Credits
CM003			

	3.6 Describe the risks associated with running gluing and finishing machines and how to avoid them.			
	3.7 Describe 3 problems that can occur when managing gluing and finishing machinery, their probable causes and possible solutions. Give 1 example each of a problem that could: <ul style="list-style-type: none"> • Affect the quality of the output • Reduce the rate of output • Affect health and safety 			
	3.8 Explain how to identify maintenance schedules and needs and how to liaise with relevant colleagues to ensure output is maintained to the required standard and rate.			
	3.9 Explain how and when to make adjustments to the machine settings to achieve the required job specification and quality standards.			
	3.10 Identify 3 machine parts that may require replacing and explain the Company policy on the availability and replacement of these.			
	3.11 Explain the Company administrative procedures, for example: <ul style="list-style-type: none"> • Scheduling • Recording and reporting • Product identification/labelling • Reporting faults and production downtime 			
	3.12 Explain the methods available for giving clear instructions to colleagues regarding their responsibility in the operation of the gluing and finishing machinery.			
	3.13 Explain the checks to make to ensure the instructions have been understood and followed.			

Assessor comments/feedback

L/503/9015	Produce dies and tooling for use in Carton Manufacture	Level 3	7 Credits
CM004			

The aims of the unit include being able to produce die formes and stripping tools for a range of carton styles and closures. There is also the requirement to monitor the quality of output and where necessary, make adjustments. Problem solving is also included in this unit.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to produce die formes.	1.1 Describe the range, use and limitations of materials and rules.			
	1.2 Explain the relationship between rules and board thickness.			
	1.3 Explain how to identify and select the correct rule(s) for the job and how to locate them securely in position with acceptable inter image consistency.			
	1.4 Explain how and why to position nicks accurately for the nature of the image and the press requirements.			
	1.5 Explain how to position and secure appropriate ejection material to the die board.			
	1.6 Explain the principles of bridge positioning.			
	1.7 Describe the different carton styles and closures used by the Company			
	1.8 Explain the relationship between: <ul style="list-style-type: none"> • Nicking and stripping • Rubber types and adhesives 			
	1.9 Explain the principles of ejection and what types of ejection materials there are.			
	1.10 Explain how to control rule accuracy and consistency.			
	1.11 Explain the health and safety risks involved in producing die formes and how to minimise these.			
2. Be able to produce die formes.	2.1 Obtain the details and materials to produce the required die forme.			
	2.2 Select, position and secure materials and equipment to produce die forme to meet job specification.			
	2.3 Produce die formes for 3 of the following carton styles and closures: <ul style="list-style-type: none"> • Tube • Tray • Tuck • Glue • Lock 			
	2.4 Use 3 of the following rule types: <ul style="list-style-type: none"> • Cutting • Creasing • Scoring • Perforating 			
	2.5 Determine rule thickness according to: <ul style="list-style-type: none"> • Height • Profile • Ejection material type 			
	2.6 Ensure waste is disposed of in accordance with legislation and Company guidelines.			
	2.7 Ensure all work is completed following safe working practices.			

L/503/9015	Produce dies and tooling for use in Carton Manufacture	Level 3	7 Credits
CM004	(Continued)		

3. Understand how to produce stripping tools.	3.1 Explain the principles of automatic machine stripping.			
	3.2 Describe 3 types of stripping tools and their function.			
	3.3 Describe the types of board used by the Company.			
	3.4 Name the types of ejector pins and how they are classified.			
	3.5 Describe the relationship between stripping and nicking.			
	3.6 Explain how the following can affect the cost of tooling: <ul style="list-style-type: none"> • Nature of job • Length of run 			
	3.7 Explain how stripping effects sheet stability and press speed.			
	3.8 Explain how to transfer die forme image to stripping board.			
	3.9 Explain how to cut the female stripping board.			
	3.10 Explain how to remove waste in accordance with legislation and Company guidelines.			
	3.11 Explain the health and safety risks involved in producing stripping tools and how to minimise these.			
	3.12 Explain how to obtain materials and the Company procedures for allocating them.			
4. Be able to produce stripping tools.	4.1 Obtain the details and materials to produce the required stripping tools.			
	4.2 Ensure the working environment is safe for production.			
	4.3 Position stripping pins and devices accurately to strip waste at optimum running speed of machine.			
	4.4 Ensure sheet stability will keep subsequent hand work to a minimum.			
	4.5 Ensure waste passes through apertures without catching.			
	4.6 Produce stripping tools to required standard and in line with production schedule.			
	4.7 Ensure waste is disposed of in accordance with legislation and Company guidelines.			
	4.8 Ensure all work is completed following safe working practices.			
5. Know how to monitor the quality of output.	5.1 Explain the Company procedures for monitoring the quality of output, to include: <ul style="list-style-type: none"> • Frequency • Type of checks • Viewing conditions • Quality control aids/devices • Acceptable tolerances/variation 			
	5.2 Identify the items on the product to be monitored during production output.			
	5.3 Explain how to check output and adjust settings where required to meet standards.			
6. Be able to monitor the quality of product.	6.1 Use recognised quality control methods to check output against the required standard.			
	6.2 Identify the product which has met the approved standards.			
	6.3 Follow Company procedures for recording production and quality assurance records.			

L/503/9015	Produce dies and tooling for use in Carton Manufacture (Continued)	Level 3	7 Credits
CM004			

7. Understand the problems that can occur when producing die formes and stripping tools.	7.1 Describe 3 faults which can occur when producing die forms, what causes them and how to avoid them.			
	7.2 Describe 3 faults which can affect efficient tool performance, what causes them and how to prevent them.			
	7.3 Explain the Company procedure to follow when: <ul style="list-style-type: none"> • Faults cannot be rectified • Materials provided for production are incorrect or insufficient 			

Assessor comments/feedback

Y/503/9048	Produce CAD, carton design or sample making	Level 3	7 Credits
CM005			

The aims of this unit will require candidates to understand how and be able to produce cartons using a range of CAD equipment and materials. The work must cover a range of carton types and finishes. Finally knowledge of problem solving is also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the equipment and materials used to produce cartons.	1.1 Describe 6 folding carton shapes and their uses.			
	1.2 Describe the range and use of cartons produced in the Company.			
	1.3 Describe the materials used to produce the cartons and how to make a selection/recommendation, to include: <ul style="list-style-type: none"> • Substrates • Adhesives 			
	1.4 Identify the different types of machinery used and explain how they work, to include: <ul style="list-style-type: none"> • Erecting machines • Cutting and creasing machines • Folder gluing machines • Patent features 			
	1.5 Explain the CAD Software used in the Company, how to programme it and the possible benefits of using CAD.			
	1.6 Explain how to programme and use sample cutting machine (plotter).			
	1.7 Explain how to cut a sample by hand, to include tools/equipment.			
	1.8 Explain the function of proprietary and non-proprietary machines.			
	1.9 Explain how tooling is manufactured and used.			
	1.10 Explain the health and safety risks involved in carton production and how to minimise these.			
2. Understand the principles, techniques and methods used in CAD, carton design or sample making.	2.1 Explain how a written brief translates into a practical solution for the carton end use, to include how to provide alternative drawings.			
	2.2 Explain the sequence of making sample designs.			
	2.3 Explain how carton performance can be affected by: <ul style="list-style-type: none"> • Type of material • Grain direction 			
	2.4 Explain how a carton folds and the function of: <ul style="list-style-type: none"> • Scores • Creases • Skip cuts 			
	2.5 Explain what coatings or finishes are available on board and their characteristics.			
	2.6 Explain how to determine cutting pressures and how this can affect crease quality			
	2.7 Describe how graphics can be applied to a carton shape.			
	2.8 Describe the features which restrict ink and varnish coverage and how the graphics will 'sit' on the outlined profile.			

Y/503/9048 CM005	Produce CAD, carton design or sample making (Continued)	Level 3	7 Credits	
	2.9 Explain how and why to estimate waste for gripper, back edge, side and off lay and how to ensure waste is minimised.			
	2.10 Describe the cost efficiency features that can mean a design will aid improved production capability.			
	2.11 Explain the meaning of the following: • Line patterns • Legend • Dynamic waste ejection			
	2.12 Explain the checks to make on a sample design.			
3. Be able to follow a brief to make a sample carton using CAD software.	3.1 Programme the plotter to cut sample by machine.			
	3.2 Prepare a fully dimensioned blueprint from the CAD software showing grain direction.			
	3.3 Make a CAD prepared layout to demonstrate a multi-up sheet indicating internal waste, varnish and ink free areas, glue patterns and board grain direction.			
	3.4 Using CAD software demonstrate the modulation of the one up design into a tooling specification for die, matrix, stripping and blanking tools.			
	3.5 Demonstrate cost efficient use of board in single pack and overall sheet utilisation.			
	3.6 Ensure all work is completed in line with safe working practices.			
4. Understand how the final appearance of a carton can be affected/enhanced.	4.1 Explain how print restrictions/attributes can affect the final appearance of a carton.			
	4.2 Explain how design can impact on the estimated cost of a production order.			
	4.3 Explain the purpose of the following and how they can enhance carton performance: • Tear strips • Point of sale billboard • Locking features • Foil blocking • Windowing			
	4.4 Explain how to carry out machine make-ready and set-up to ensure carton crease quality is not affected.			
5. Understand the problems that can occur when producing CAD, carton design or sample making.	5.1 Describe 3 problems that can occur when producing CAD carton designs and how to minimise their impact.			
	5.2 Explain the implication of licence, patents and intellectual property rights of carton design features.			

Assessor comments/feedback

K/503/6185	Monitor and develop individual staff to improve performance and efficiency	Level 3	8 Credits
GDW017			

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, and the importance of keeping skills and knowledge up to date. Candidates will also be required to understand the importance of keeping records of Continued Professional Development.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to monitor individual staff performance against current 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 one indicator of performance for each answer to 1.1.			
	1.4 Explain how these can suggest a development need.			
2. Know how to identify the need for staff development.	2.1 State 2 factors or changes in the working environment that may require staff development.			
	2.2 Suggest 2 changes in product or customer that may require staff development.			
	2.3 Name one other way that a need for change in working methods can become apparent.			
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"> • Stock handling • Paperwork completion • Health and safety related issues 			
4. Know how to identify opportunities for development and how to implement them.	4.1 Explain how to identify potential opportunities for developing staff skills and knowledge.			
	4.2 Explain how to provide the training required.			
5. Know the problems that can arise when monitoring staff performance and how to deal with them.	5.1 Give 3 examples of problems that can arise when monitoring staff performance.			
	5.2 Explain how to deal with each situation given in answer to 5.1.			
6. Know the behaviours that can have an effect on efficiency and how to deal with them.	6.1 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"> • Persistent lateness • Persistent absence • Repeated poor standard of work • Customer/colleague complaints • Persistent non-compliance with organisational procedures 			
7. Know the problems that can occur with sourcing and implementing training and how to deal with them.	7.1 Give 3 examples of problems that can arise when identifying training solutions and suggest ways to overcome them.			
	7.2 Give 3 examples of problems that can occur when implementing a training programme and suggest ways to overcome them.			

K/503/6185	Monitor and develop individual staff to improve performance and efficiency (continued)	Level 3	8 Credits
GDW017			

8. Understand the importance of undertaking and recording Continued Professional Development.	8.1 Explain the benefits of recording CPD for the Organisation and the individual.			
	8.2 Explain the type of information that should be recorded.			
	8.3 Explain when and how records should be updated.			
	8.4 Explain 2 reasons CPD records should be kept up to date.			
9. Be able to maintain CPD records.	9.1 Produce an up to date personal CPD record to include: <ul style="list-style-type: none"> • Training delivered • Reflection on the training 			
10. Know the benefits of staff development.	10.1 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

L/502/8645	Improve Practice Through The Use Of Resources, Communication And Working Relationships In The Processing And Manufacturing Industries	Level 3	5 Credits
GEN2			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to ensure that the correct quantities of products and materials and human resources are used and how surplus materials might be reused.	1.1 Explain how to ensure that the correct quantities of products and materials and human resources are selected.			
	1.2 Explain how surplus materials might be reused.			
	1.3 Give instructions to colleagues so that they know how to use correct quantities of products and materials and how to reuse surplus products and materials.			
	1.4 Monitor colleagues' use of products and materials.			
2. Know how to minimise wastage of materials.	2.1 List three types of material that can potentially be wasted.			
	2.2 Describe what actions can be taken to minimise wastage of the materials listed.			
3. Know why it is important to contribute to improving the effectiveness of the Organisation.	3.1 Explain 3 reasons for contributing to improving the effectiveness of the Organisation.			
4. Know the importance of clear, sufficient, accurate and prompt information.	4.1 Explain 3 benefits of sharing information which is clear, sufficient and accurate.			
5. Know why information needs to be shared with colleagues.	5.1 List 3 different types of information which needs to be shared with colleagues, related to the processing or manufacturing activity.			
	5.2 Explain why this information needs to be shared.			
6. Be able to share information with colleagues.	6.1 Share information with colleagues using different methods, for example: <ul style="list-style-type: none"> • Toolbox talks • Face to face conversations • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet 			
7. Know how to identify and pass on improvements to work activities.	7.1 Explain 2 ways to identify improvements that can be made in work activities.			
	7.2 Explain how to pass on suggestions for improvements identified.			
	7.3 Explain who to make the suggestions to and why these people need to be made aware.			
8. Be able to identify and pass on improvements to work activities.	8.1 Identify a potential improvement with the processing/manufacturing activity.			
	8.2 Discuss potential improvements and outcomes.			
	8.3 Pass identified improvements on to colleagues.			

L/502/8645	Improve Practice Through The Use Of Resources, Communication And Working Relationships In The Processing And Manufacturing Industries (continued)	Level 3	5 Credits
GEN2			

9. Know why good working relationships with colleagues are important.	9.1 State 3 benefits of having good working relationships with colleagues.			
10. Know why it is important to have good relationships with customers.	10.1 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

H/503/4094	CPD as a self development tool	Level 3	4 Credits
GEN112			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify areas within their 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"> • Self • Company 			
2. Understand how to identify CPD opportunities.	2.1 Explain how to identify a need for CPD in: <ul style="list-style-type: none"> • A specific area of current job role • Possible future job roles 			
	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.			
3. Be able to carry out effective CPD.	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"> • The Organisation • The individual 			
	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

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"> • Those being supervised • The Organisation 			
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"> • Quality of work • Productivity • Health and safety related issues 			
	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"> • Persistent lateness • Persistent absence • Repeated poor workmanship • Customer complaints • Violence towards a colleague/customer • Theft • Persistent non compliance with organisational health and safety procedures • Lack of mandatory training/qualifications in a specific task/job role 			

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 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

Notes

Notes



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