

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCPGG10205

Level I in Printing and Graphic Arts – Computer Graphic Arts

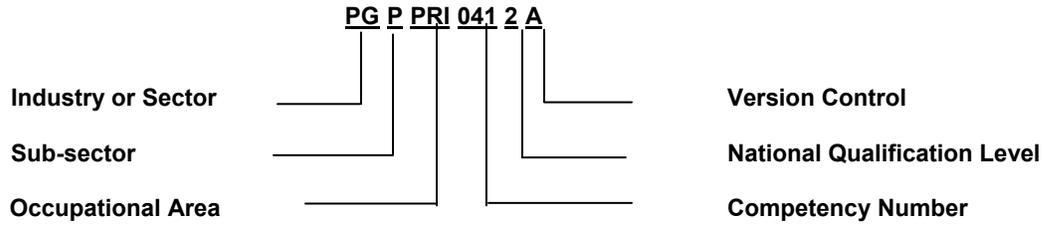
Unit Number	Unit Title	Mandatory /Elective	Hours
PGPCOR0011A	Follow health, safety and security procedures	Mandatory	10
PGPCOR0021A	Work effectively in a printing and graphic arts environment	Mandatory	10
PGPCOR0031A	Communicate in the workplace	Mandatory	20
PGPCOR0041A	Source and apply industry knowledge	Mandatory	10
PGPCOR0051A	Manage own work and learning	Mandatory	10
PGPCOR0061A	Work with others	Mandatory	10
PGPCOR0071A	Provide quality service to customers	Mandatory	20
PGPCOR0081A	Share ideas in the workplace	Mandatory	10
PGPCOR0091A	Perform basic industry calculations	Mandatory	20
PGPCOR0101A	Operate in a diverse work environment	Mandatory	10
PGPCOR0111A	Plan and organise work	Mandatory	10
PGPCOR0121A	Read and interpret work documents	Mandatory	15
PGPCOR0131A	Prepare and maintain the work area	Mandatory	15
ITINET0151A	Maintain equipment and consumables	Mandatory	20
ITICOR0231A	Operate a personal computer	Mandatory	20
PGGPRP2731A	Produce and integrate designs using computing packages (basic)	Mandatory	20
PGPPRI0221A	Inspect quality against required standards	Mandatory	10
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
PGGPRP0641A	Produce simple artwork	Mandatory	20
PGGPRP0391A	Prepare and edit text	Mandatory	15
PGGPRP0401A	Select and apply type	Mandatory	15
PGGPRP0411A	Scan a line image	Mandatory	15
PGGPRP0541A	Organise and maintain electronic files	Mandatory	15
ITICOR3101A	Access and use the Internet	Mandatory	20
PGPPRI0291A	Prepare for electronic/digital print (basic)	Elective	10
ECEGEN0031A	Use drawing techniques to represent the object or idea	Elective	10
BSBBAD0031A	Use business equipment	Elective	20
ITINET1111A	Operate peripherals devices	Elective	20
PGPGEN0151A	Store and retrieve images manually	Elective	15
ITIWEB1121A	Use a web authoring tool to create a simple web page	Elective	20
PGPPRI0231A	Move and store materials and products	Elective	10
PGGPRP0482A	Produce pages using a page layout application	Elective	15
PGGPRP0452A	Produce a typographic image	Elective	15
PGGPRP0462A	Produce graphics using a graphics application	Elective	15
PGGPRP0422A	Electronically combine and assemble data	Elective	20
PGGPRP0432A	Output images	Elective	15
PGGPRP0532A	Digitise images for reproduction	Elective	15
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

To be awarded this Caribbean Vocational Qualification (CVQ) all Mandatory competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: PGPPRI0211A



KEY: Man – Mandatory; PRI – Printing Operation; SBM – Small Business Management; GEN - General; ADM - Administration; PRP - Pre-press Operations; PGG - Printing and Graphic Arts (Graphic Arts); WEB – Web Development; NET – Networking; PGP - Printing and Graphic Arts (Printing); BSB – Business Services (Business); ITI - Information & Communication (Information Technology); ECE - Entertainment and Cultural Products (Entertainment)

PGPCOR0011A: Follow health, safety and security procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to work safely in the workplace and applies to all individuals operating in the printing and graphic arts industry.

Competency Field: Printing and Graphics Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace procedures for hazard identification and risk control	1.1 Hazards in the work area are recognised and reported to designated personnel according to workplace procedures. 1.2 Workplace procedures and work instructions for controlling risks are followed accurately. 1.3 Workplace procedures for dealing with accidents, fire and emergencies are followed whenever necessary within scope of responsibilities and competencies.
2. Follow workplace procedures for the control of environmental discharges / emissions	2.1 Abnormal or unacceptable emission levels are recognised and reported according to workplace procedures. 2.2 Emission levels are monitored and measured in accordance with standard operating procedures where appropriate. 2.3 Waste removal from work area complies with workplace procedures and environmental regulations. 2.4 Containment procedures are applied in accordance with standard operating procedures where required. 2.5 Correct safety procedures are followed and personal protective equipment used correctly.
3. Contribute to participative arrangements for the management of OH&S	3.1 OH&S issues are raised with designated personnel in accordance with workplace procedures and relevant OH&S legislation. 3.2 Contributions to OH&S management in the workplace are made within organisational procedures and scope of responsibilities and competencies.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to following health, safety and security procedures.

Health, safety and security procedures may include:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems
- safe use of electrical equipment
- use of material safety data sheets
- safe use of chemicals and toxic substances
- safe construction of rigs and supports

Workplace may include:

- established corporations
- home-based operations
- outdoor sites
- cooperatives
- small enterprises
- one-man operations
- venues
- natural or built environment
- institutions

Emergency situations may include:

- bomb threats
- accidents
- robbery
- fire
- armed hold-up
- floods
- earthquakes
- equipment collapse

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Work hazards may include:

- occupational overuse injury
- back injury
- hearing impairment
- stress
- performance anxiety
- electricity
- noise/sound level
- water and chemicals
- falls
- firearms/ammunition
- animals
- execution of special effects/stunts or action sequences
- adverse weather/lighting conditions
- diving and underwater work

Measures to prevent injury or impairment may include:

- following all safety procedures accurately
- adopting correct posture
- taking adequate rest breaks
- controlling noise/sound levels and length of exposure to high levels of noise
- using personal protective equipment, e.g. earmuffs
- avoiding eye strain
- correct use of chemical and dangerous substances/equipment
- stress management techniques

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Potential hazards may include:

- slippery floors
- unprotected equipment
- unsecured electrical outlets and cables
- obstacles in walkways
- spilled chemicals
- noise and smoke

Areas of the body affected by common injuries may include:

- lower back
- ankle and foot
- knee
- muscles and tendons
- ligaments
- joints
- stress fractures

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to follow health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statements.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- following established safety and security procedures and understanding of the implications of disregarding those procedures
- demonstrate knowledge of the industry guidelines and relevant legislative and insurance requirements
- demonstrate understanding of the legal requirement to work in accordance with health, safety and security procedures
- perform work activities in conformance with safety requirements and maintain personal safety
- maintain safe work environment and report safety and security issues
- accurately interpret safety symbols and signs
- demonstrate the ability to explain safety procedures to others and deal with emergency situations

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant industry safety guidelines
- relevant Occupational Health and Safety legislation and codes of practice
- major safety requirements for work environment
- major causes of workplace accidents
- workplace hazards
- types and usage of personal protective gear and equipment
- safety requirements relating to handling and usage of tools, equipment and materials
- emergency evacuation procedures
- fire hazards and workplace fire hazard minimisation procedures
- organisational health, safety and security procedures
- symbols used for Occupational Health and Safety signs
- designated personnel responsible for Occupational Health and Safety safety report and safety implementation reports

Skills

The ability to:

- follow health, safety and security procedures
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with safety and security risks in the work environment
- deal with emergency situations
- maintain safe work environment
- communicate effectively
- perform work activities safely

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant Occupational Health and Safety acts, regulations and codes of practice
- relevant industry safety guidelines
- enterprise's emergency and Occupational Health and Safety policies and procedures
- relevant protective equipment
- documents for reporting safety breaches and accidents

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0021A: Work effectively in a printing and graphic arts environment

Competency Descriptor:

This unit deals with the skills and knowledge required to manage own work and work effectively with other personnel in the work environment.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Manage own work	1.1	Instructions are understood, acknowledged and implemented.
		1.2	Factors affecting work requirements are identified, impact assessed and appropriate action taken to ensure work requirements are met.
		1.3	Workload is assessed and priorities set within allocated timeframes.
		1.4	Own work is monitored to ensure compliance with organisation's requirements.
		1.5	Need for additional support is communicated clearly to the appropriate person,
		1.6	Tasks are completed and results achieved with minimum supervision,
2.	Develop and maintain own expertise	2.1	Workplace information is accessed and clarification sought where necessary.
		2.2	Required licences and certificates are current.
		2.3	Training and development needs relevant to the area of work are identified in conjunction with the supervisor and followed up with relevant personnel.
		2.4	Programs are participated in to ensure level of expertise meets organisation's requirements.

- 3. Maintain work effectiveness
 - 3.1 Level of well being necessary to perform work effectively is recognised and concerns about inability to perform allocated work to organisation's standards discussed with relevant personnel.
 - 3.2 Signs of personal stress are recognised and managed and appropriate action is taken to ensure continued work effectiveness.
 - 3.3 Peer support is sought when required.
- 4. Promote cooperation
 - 4.1 Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships.
 - 4.2 Communication with others is conducted in a courteous manner appropriate to the purpose, situation and relationship with the receiver.
 - 4.3 Problems and conflict are recognised and resolved through agreed and accepted processes.
 - 4.4 Contribution of individuals of different age, gender and social and cultural backgrounds is recognised and accessed.
- 5. Contribute to improving workplace and quality of outcomes
 - 5.1 Workplace issues are raised and contributed to with appropriate personnel in accordance with workplace procedures.
 - 5.2 Work related meetings and workplace committees are attended/contributed to in line with level of responsibility.
 - 5.3 Appropriate personnel and resources are accessed and provided with suggestions for improvements in work practices and procedures.
 - 5.4 Impact of external change on the organisation and implications of change in the workplace on own job are recognised.
 - 5.5 Agreed changes to improve work outcomes are implemented.

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| 6. | Maintain and represent organisational standards | 6.1 | Conduct is at all times in accordance with organisation's policies, procedures and standards. |
| | | 6.2 | Designated dress codes are observed appropriate for the occasion. |
| 7. | Identify industry role and processes | 7.1 | Roles of key occupations in printing and graphic industry are clearly determined and briefly explained. |
| | | 7.2 | Role of the functions of printing and graphic industry within the organisation and wider economy is understood. |
| | | 7.3 | Techniques, processes and technology used in the industry are identified. |
| | | 7.4 | Industry standards and quality requirements are accurately identified. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to working effectively in a printing and graphic arts environment.

Printing and graphic arts environment may include:

- printery
- studio
- home office
- large organisation
- small organisation
- unit within larger department

Appropriate person for additional support may include:

- supervisor
- team leader
- team member

Factors affecting work requirements may include:

- time
- weather
- contingencies
- other work demands
- personnel available to assist
- equipment downtime
- loss of electronic data
- cost constraints

Workplace information may include:

- brochures
- notices
- procedures
- policies
- leaflets
- signs
- information on notice boards
- magazines
- professional publications
- videos
- internet

Workplace committees may include:

- occupational health and safety committees
- consultative committees
- social committees
- special event committees
- project teams

Level of well being required is:

- contained in organisational policy

Appropriate action for stress may include:

- seek counselling
- report to supervisor or team leader
- seek medical advice
- seek peer support

Licences and certificates may include:

- appropriate classes of driving licence
- equipment licences
- first aid certificates
- emergency care certificates

Training and development needs may include:

- new technology
- retraining for licensing and certification requirements
- personal development training
- stress management

Workplace issues may include:

- new policies and changes
- occupational health and safety
- conflict with other personnel
- perceived harassment or discriminatory behaviour
- perceptions of equity
- excessive workloads
- resource allocation

Appropriate personnel for workplace issues may include:

- team leader
- supervisor
- consultative committee representative
- occupational health and safety representative
- union delegate
- peers

External change may include:

- at an international
- national or state level and invoke changes in society
- political changes
- changes to legislation
- community expectations
- changes to organisation's policy and procedures

Documented procedures may include:

- standing orders
- practice manuals
- operational manuals
- workplace notices

Conduct may include:

- complying with reasonable instructions
- contributing to work objectives
- complying with safe work practices
- treating peers
- clients
- associates and members of the general community with due respect and courtesy
- acting legally
- acting honestly and ethically
- complying with disciplinary procedures
- complying with dress code

Change in the workplace may include:

- implementation of new work practices and services
- organisational restructures
- introduction of new technology including new communication systems
- introduction of new personnel

Contribution to meetings and committees may include:

- suggestions
- questions
- comments

Industry processes may include:

- printing operations
- pre-press operations
- design processes
- bindery operations

Key occupations may include:

- graphic artist
- pressman
- binder
- typesetter
- colour separator

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work effectively in a printing and graphic arts environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of organization's functions and mission, organization's processes and procedures and own individual role and responsibilities
- identify, interpret and understand work requirements and manage own work
- develop and maintain own expertise and effectiveness to achieve required outcomes
- operate in a manner that engenders cooperation and trust
- make a positive contribution to growth and development of the enterprise
- demonstrate understanding of processes, techniques and technology used in the industry
- compliance with organization's policies, guidelines and procedures
- work in accordance with safety and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- factors which can affect work performance
- organisational structure
- structure and function of workplace committees
- responsibilities of specific personnel
- available training and development
- career progression options
- variety of communication strategies
- conflict resolution strategies
- equal opportunity responsibilities
- organisation's standards relating to harassment and anti-discrimination
- cultural diversity principles
- basic principles of participating in meetings
- implications of external change on the organisation
- implications of change in the workplace on own job
- organisation's policies
- procedures and standards relating to conduct
- dress codes
- industry current process, techniques and technology
- potential effects of not meeting commitments
- stress recognition

Skill

The ability to:

- access and interpret workplace information
- communicate concerns about own fitness/stress
- communicate with people of different ages, positions in the organisation, genders, and cultures and language backgrounds
- participate in meetings/speaking in a group
- apply knowledge of processes, techniques and technology used in industry

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant resources
- work instructions
- relevant forms and report format
- organisational policies, regulations and guidelines
- relevant laws and legal requirements

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

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CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**PGPCOR0031A: Communicate in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

Competency Field: Communications

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate verbally	1.1	Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements.	
	1.2	Active listening skills and questioning techniques are used to clarify issues.	
	1.3	Established communication pathways are used for routine and non-routine communication.	
	1.4	Appropriate tone and body language is presented in all communication.	
2. Communicate non verbally	2.1	Non-verbal communication is positive, culturally appropriate and tailored to the audience.	
	2.2	Non-verbal communication is consistent with verbal communication.	
3. Communicate with clients	3.1	Questioning, learning and summarising skills are used to establish client needs.	
	3.2	The needs of clients are addressed in line with organisation's policy and procedures.	
	3.3	Confidentiality is observed in accordance with organisation's policies and procedures.	
4. Give and receive instructions	4.1	Instructions received are acted upon within an agreed time frame and to meet organisation needs.	
	4.2	Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner.	



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| | 4.3 | Clarification of instructions is sought from the appropriate person. |
| | 4.4 | Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained. |
| 5. | Take part in group discussions and informal meetings | |
| | 5.1 | Contributions are made in small informal group activities and meetings to facilitate outcomes. |
| | 5.2 | Responses are sought from, and provided to, other group members in a constructive way. |
| | 5.3 | Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required. |
| 6. | Prepare and process routine written correspondence, notes and records | |
| | 6.1 | Information and ideas are presented in a format, language and timeframe to meet organisation's requirements. |
| | 6.2 | Presentation of written documents meets organisation's standards of style and accuracy. |
| | 6.3 | Documents are processed to comply with legislative requirements and organisation's policy and procedures. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to communicating in the workplace.

Clients may include:

- external
- internal
- members of other departments
- representatives of other organisations
- representatives of non government organisations
- contractors
- members of the public
- persons from culturally and linguistically diverse backgrounds
- people with hearing/vision impairments

Instructions may be:

- verbal
- non verbal
- written and may include requests
- directions



Workplace may include:

- office
- workshop
- operational area
- large organization
- small organization
- one-man operation
- studio

Non verbal communication may include:

- body language
- gestures and signals

Routine correspondence may include:

- brief notes
- documents
- number of themes covered in document would be simple and limited

Modes of communication may include:

- written
- face to face
- radio
- telephone
- facsimile
- information technology systems
- pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds
- gestures
- use of interpreters
- signals
- visual signalling re vessels

Client needs may include:

- information
- advice
- directions
- assistance

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to communicate in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of verbal and non-verbal communication techniques, usage of the official language and
- demonstrate communication skills effectively interacting with clients
- communicate verbally and non verbally
- demonstrate command of the official language
- application of appropriate communication techniques, linguistic skills and social interaction skills
- produce written communication to required standards
- receive and communicate information, instructions and views
- compliance with organisational guidelines, policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- effective verbal communication techniques
- effective non verbal communication techniques
- group communication techniques
- written communication skills
- small group dynamics
- pronunciations and diction of the official language
- importance of tone and body language in communication
- grammar, punctuation and vocabulary of the official language
- standard practices for producing written communication
- organisation's policies, procedures and guidelines
- communication technology

Skill

The ability to:

- follow written instructions
- give and receive verbal instructions
- interact with clients
- communicate in group setting
- use technology effectively
- produce written communication

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- opportunities for interacting with a range of clients
- equipment and other resources
- organisational policies, regulations and guidelines

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
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(6) Context of Assessment

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CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0041A: Source and apply industry knowledge

Competency Descriptor:

This unit deals with the skills and knowledge required to source, apply and update a general knowledge of the industry.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Source information on the industry	1.1	Informal and/or formal research is used to update general knowledge of the industry.
		1.2	Specific information on sector of work is accessed and updated.
		1.3	Information is obtained to assist effective work performance within the industry.
		1.4	Information on related industries is sourced.
		1.5	Knowledge of the industry is applied in the correct context to enhance quality of work performance.
		1.6	Information is obtained in accordance with health and safety requirements, intellectual property and copyrights regulations and enterprise policies and guidelines.
2.	Seek and share information on the industry	2.1	Sources of information on the industry are correctly identified and accessed.
		2.2	Information to assist effective work performance within the industry is obtained.
		2.3	Information is shared with customers and colleagues as appropriate and incorporated into day to day working activities.
		2.4	Industry information is correctly applied to day to day work activities.
		2.5	Information is shared in accordance with intellectual property and copyrights regulations and enterprise policies and guidelines.

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| 3. | Develop knowledge of industry processes and operations | 2.1 | Knowledge of products and services provided by the industry is developed. |
| | | 2.2 | Knowledge of a range of process and operations used by the industry is developed and maintained. |
| | | 2.3 | Knowledge of adapting techniques and approaches to develop new concepts is developed. |
| | | 2.4 | Emerging trends and changes in technology followed and knowledge of application of new approaches is developed. |
| 4. | Update industry knowledge | 4.1 | A range of opportunities to update general knowledge of the industry is identified and used. |
| | | 4.2 | Current issues of concern to the industry are monitored. |
| | | 4.3 | Updated knowledge is shared with clients and colleagues as appropriate and incorporated into day-to-day work activities. |
| | | 4.4 | Information is documented in accordance with enterprise policies and procedures. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to sourcing and applying entertainment industry knowledge.

Information sources may include but are not limited to:

- media
- reference books
- libraries
- unions
- maps
- resource person
- industry associations
- industry journals
- internet
- personal observation and experience

Information sources and opportunities to update industry knowledge may include:

- unions and other sources of industrial relations information
- industry journals
- media
- Internet
- reference manuals
- policy and procedures manuals
- personal observations and experience
- discussions with industry practitioners and colleagues
- seminars and other professional development opportunities
- industry functions

Other industries with which the industry has relationship may include:

- advertisement
- merchandising
- retail
- business services
- entertainment
- hospitality

Issues of concern to the industry may include:

- government initiatives
- labour issues
- industry expansion
- changing nature of the marketplace

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and apply industry knowledge in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate broad knowledge of the industry including detailed knowledge of the issues that relate to specific sector, workplace and practices
- identify information sources and access information on the industry
- share industry information and incorporate knowledge into work practices
- maintain currency of information and knowledge of the issues impacting on industry
- information on regulatory and industry standards is obtained and all work is conducted in compliance with those requirements
- demonstrate knowledge of current and emerging processes and work operations
- correct documentation and updating of information
- compliance with health and safety requirements, intellectual property and copyrights regulations and enterprise policies and procedures

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- different sectors of the industry and their interrelationships
- the roles and functions of industry bodies and professional associations
- roles and functions of trade unions, employer groups and industry regulatory authorities
- interrelationship with other industries
- ethical and legal issues relevant to industry
- industry information sources
- industry standards
- statutory and legal requirements
- current and emerging processes, techniques, technology and approaches
- role and responsibilities of individuals operating in the industry
- quality assurance requirements
- intellectual property and copyright requirements
- occupational health and safety requirements
- other cultures
- basic information gathering techniques

Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with colleagues
- communicate effectively
- read and interpret information
- record information
- relate information on local heritage and culture
- demonstrate awareness of legal and ethical issues
- apply and explain industry knowledge as relevant to area of work
- relate to persons from various cultures

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- sources of information on the industry
- enterprise policies and procedures
- legislative requirements
- industry standards

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0051A: Manage own work and learning

Competency Descriptor:

This unit deals with skills and knowledge required for the self-management skills needed to perform effectively in the workplace and relates to personal time management and the identification and management of personal learning needs.

Competency Field: Printing and graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop personal time management skills	1.1	Work priorities and deadlines are appropriately established in consultation with others in accordance with organisation procedures.
		1.2	Time is managed and work is planned so that tasks are completed according to order of priority and within established deadlines.
		1.3	Work is rescheduled and re-prioritised work where necessary to accommodate important variations in the workload.
		1.4	Details of work tasks and commitments are accurately documented and work records are maintained according to enterprise requirements.
		1.5	All changes and difficulties affecting work requirements are identified through regular reviews of work activities and the appropriate personnel are informed of the effects.
2.	Manage own learning	2.1	Own learning needs to achieve set goals are identified in consultation with the appropriate personnel.
		2.2	Opportunities to meet learning needs are identified and the appropriate course of action is taken in consultation with the appropriate personnel.
		2.3	Appropriate evidence of on and off-the-job learning and achievements relevant to the current work role are collected.

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| 3. | Receive and act constructively on personal feedback | 3.1 | Work progress is checked with appropriate persons and suggestions on ways to improve own work is elicited. |
| | | 3.2 | Feedback given on performance is assessed and applied appropriately to improve own work performance. |
| 4. | Review and monitor own performance | 4.1 | Required personal and professional performance standards are readily identified and acknowledged. |
| | | 4.2 | Self-assessment and reflection on practice are regularly used to monitor performance against established standards and accurately identify personal strengths and weaknesses. |
| | | 4.3 | Formal and informal performance feedback is regularly sought and acted upon appropriately. |
| | | 4.4 | Tasks are carried out to achieve outcomes sought and minimise resource usage. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to managing own work and learning.

Time planning may include:

- consultation with others
- directions from others
- use of diaries and other work planning
- team meetings

Work records may include:

- diary entries
- work schedules
- time sheets
- file notes
- reports
- general in-house correspondence, e.g. memos, notes, email
- records of meetings

Appropriate personnel may include:

- managers
- supervisors
- peers
- mentors
- community representatives

Own learning needs may include:

- knowledge required for present job
- skills development to fulfil career aspirations
- need to obtain competencies to meet current and future organisational objectives

The monitoring of 'own performance' may include:

- performance appraisals
- obtaining feedback from supervisors, subordinates, colleagues
- personal reflective behaviour strategies/methodologies
- others which facilitate the identification of personal strengths/weaknesses/issues to be addressed
- compliance with professional performance standards
- self assessment and professional reflective behaviour

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to manage own work and learning in accordance with the performance criteria and the range listed within the range of variables statements.

(1) Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:

- demonstrate knowledge of time management, personal development and learning opportunities
- effective application of time management techniques
- plan and organise own work and identify constraints
- assessing learning needs and development opportunities
- communicating effectively with colleagues within the range of situations required for the job role
- self-evaluate and monitor own performance
- receive and act constructively on feedback
- document evidence of learning and maintenance of work records

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- time management techniques
- organising information clearly, concisely and logically
- effective communication techniques
- task management techniques
- dealing with constraints
- general stress management techniques
- career paths within the relevant industry context
- skill requirements for different job roles
- documentation of evidence of learning
- enterprise policies and procedures

Skills

The ability to:

- set personal goals
- assess personal achievement
- plan own work
- communicate effectively and precisely
- perform documentation
- identify learning opportunities
- determine and work towards deadlines

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on learning opportunities
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- Industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0061A: Work with others

Competency Descriptor:

This unit deals with the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in the work/group process	1.1 The relevant work requirements for the group/process are correctly identified. 1.2 Own role and role of each individual in meeting work requirements are correctly identified and own role is performed to expectations. 1.3 Appropriate assistance is provided to other team members involved in the work group/process as required and constructive contributions are made to meeting work requirements. 1.4 Time and resource constraints are accounted for in planning for and fulfilling work requirements. 1.5 Work place activities are conducted in compliance with the organization's work policies, procedures and conventions covering acceptable workplace conduct. 1.6 Individual differences into are taken into account when performing work activities to achieving work requirements. 1.7 Strengths of individuals are utilised to develop others in the group and the sharing of knowledge is incorporated in the group/process activities.
2. Contribute to the flow of information and ideas	2.1 Work outcomes are enhanced by sharing information and ideas relevant to the work activity with others. 2.2 Information provided to others is relevant, timely and accurate. 2.3 Information and ideas required to assist in the achievement of work requirements are sought from the appropriate persons when required.

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| | 2.4 | Information is recorded in the required detail and in the specified format. |
| | 2.5 | Relevant work information is systematically and accurately maintained and filed for easy retrieval. |
| | 2.6 | Differences in languages and cultural differences in communication styles are identified and their impact on the work process is accounted for. |
| 3. | Deal effectively with issues, problems and conflicts | |
| | 3.1 | Issues, problems and conflicts encountered in the work place are identified and assessed. |
| | 3.2 | Issues, problems and conflicts are discussed with team members and solutions are suggested or they are referred to the appropriate person. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to working with others.

Working with others may include:

- one-to-one communication in a group or team
- taking part in informal discussions
- following instructions
- consulting with the community
- taking part in meetings
- dealing with conflict

Work requirements may include:

- goals
- objectives
- priorities
- specified targets or results
- time frames
- coordination with other work processes
- clear role definitions
- application of particular procedures
- organisation of work materials
- roster arrangements or particular approaches to work processes specified by the organisation or work group

Groups may include:

- established or ad hoc work units
- working parties
- task forces
- committees
- self directed teams

Techniques to resolve issues, problems or conflicts may include:

- problem solving
- negotiation
- conflict resolution
- use of a mediator or conciliator

Working with others requires individual diversity to be taken into account including:

- cultural, racial and ethnic background
- physical requirements
- gender
- languages
- customs
- religious and traditional beliefs

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work with others in accordance with the performance criteria and the range listed within the range of variables statements.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- participate in work process and contribute to achievement of goals and objectives
- demonstrate the ability to communicate effectively with others within the range of situations required for the job role
- provide ideas, lend assistance to others and resolve conflicts
- identify and fulfil own role in work process and utilise the strengths of others
- deal effectively with resource and time constraints and personal differences
- prepare for and conduct work operations in accordance with procedures
- demonstrate the ability to work effectively as part of a team
- demonstrate knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- individual roles and responsibilities and relationships to others
- techniques for managing own work load such as
- meeting deadlines
- acknowledging if tasks are beyond
- current capacity
- handling tasks or problems as far as
- possible then referring on to others as required
- acceptable workplace conduct, including
- regular attendance
- punctuality
- maintaining an orderly workspace,
- appropriate standards of personal presentation and hygiene
- self-confidence and self-respect
- acceptance of constructive criticism and a willingness for self-improvement
- good humoured approach to others and adaptability and flexibility
- team work principles
- effective communication techniques
- conflict resolution techniques
- occupational health and safety principles

Skills

The ability to:

- apply teamwork principles
- communicate effectively
- manage own work
- work harmoniously with others
- apply listening and questioning skills

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- enterprise policies and procedures

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0071A: Provide quality service to customers

Competency Descriptor:

This unit deals with the skills and knowledge required to identify and satisfy customers' needs and expectations in a positive and professional manner.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify customer needs	1.1 Appropriate interpersonal skills are employed to ensure that client needs are accurately identified.
	1.2 Customers' requests are discussed in an articulate, easy to understand manner and all requests are responded to promptly and accurately within policy and procedures.
	1.3 Customers' needs are assessed for urgency so that priorities for service delivery can be identified.
	1.4 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option.
	1.5 Organisation's services are promoted to meet the customer request within policy and procedures.
	1.6 Relevant documentation is completed in accordance with organisational policies and procedures.
	1.7 Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from designated person.
2. Communicate with the customer	2.1 Communication is conducted with customers and colleagues in a polite, professional and friendly manner.
	2.2 Language and tone appropriate to a given situation are used in both written and spoken communication.

- 2.3 Appropriate non-verbal communication is used in all situations.
- 2.4 Non-verbal communication of colleagues and customers are observed and taken into consideration in the communication process.
- 2.5 Sensitivity is shown to cultural and social differences when communicating with others.
- 2.6 Active listening and questioning are used to facilitate effective two-way communication.
- 2.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.
- 3. Establish a relationship with the customers
 - 3.1 Customer's identity is confirmed and client details and requests are recorded where appropriate.
 - 3.2 A rapport is established using active listening and empathy techniques.
- 4. Maintain personal presentation standards
 - 4.1 Appropriate dress, grooming and behaviour are observed in the workplace.
 - 4.2 Personal presentation takes account of workplace environment and impact on different kinds of client.
- 5. Deliver quality service to customers
 - 5.1 Prompt customer service is provided to meet identified needs in accordance with legislative and organisational requirements.
 - 5.2 Appropriate rapport is established with customers to enable high-quality service delivery.
 - 5.3 All reasonable needs and requests of customers are met within organizational guidelines and timeframes.
 - 5.4 Service is provided to customers respectfully and with sensitivity where cultural differences and special needs exist.
 - 5.5 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.

6. Manage customers expectations
- 5.6 Opportunities to enhance the quality of service and products are identified and taken whenever possible.
 - 6.1 Range of possible organisational responses are communicated to the customers in a timely manner.
 - 6.2 Customers are informed of options for further action
 - 6.3 Courtesy, consideration and sensitivity are exercised at all times with the customers.
 - 6.4 All necessary documentation is obtained, completed and processed according to organisation's policy and procedures.
 - 6.5 Organisation's policy and procedures relating to confidentiality are implemented.
 - 6.6 Assistance is sought to manage customers' expectations when necessary.
 - 6.7 Customers are referred to other personnel where necessary to ensure their needs are managed efficiently.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to providing quality services to customers.

Customer may include but not limited to:

- colleagues
- organisations
- community
- personnel from other departments
- individuals from a range of cultures
- internal or external clients
- visitors

Active listening involves but not limited to:

- giving your full attention to the persons who are speaking
- responding in a way that lets them know you have listened
- understood their message as they have intended

Interpersonal skills may include:

- using appropriate body language
- summarizing and paraphrasing to check understanding of client's message
- providing an opportunity for the client to confirm his/her request
- seeking feedback from the client to confirm understanding of needs
- questioning to clarify and confirm the client needs
- listening actively to what the client is communicating

Personal presentation may include:

- personal appearance
- correct posture
- use appropriate language and tone
- demeanour
- personality

Delivery quality service may include:

- building rapport
- keeping promises
- keeping the client informed
- doing it right the first time
- owning the client request
- responding to the client request with operational efficiency

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- sharing knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to instructions

Client needs may relate to:

- advice or general information
- specific information
- further information
- complaints
- reporting a matter
- design production

Grooming to include:

- the use of hygiene aids
- properly laundered garments
- clean shoes
- the range of fashions and hairstyles accepted as appropriate for the workplace

Organisation's policies and procedures may include:

- rules governing disclosure of information
- confidentiality guidelines
- service standards
- organizational codes of conduct
- sets of values
- organizational mission and values statements
- government policy
- professional codes of ethics and conduct

Legislative requirements may include:

- confidentiality and privacy
- anti-discrimination
- laws and regulations
- ethics
- adherence to mandatory service and process standards
- occupational health and safety requirements
- environmental regulations

Communication with clients may include:

- spoken
- face-to-face
- telephone
- written
- electronic
- forms
- letters
- non verbal
- gestures
- body language
- displays of information
- photographs
- interpreters

Opportunities for feedback may include;

- client satisfaction forms
- telephone survey
- follow up contact
- suggestion box
- verbal

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide quality services to customers in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of organisation's roles and function, services provided and customer service practices
- demonstrate knowledge of and adherence to organisation's standards, policies and procedures
- use of appropriate language, tone and phrases in dealing with customers and giving due consideration for special needs and cultural and social differences
- demonstrate clear and concise communication with the client including use of active listening and questioning techniques
- referral of inquiry in a prompt and efficient manner
- provide various options to the client when more than one option can satisfy client need
- deliver service in accordance with enterprise policy and procedures
- projection of a professional image in representing the enterprise

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the organisation's roles, functions, structure, mission and services
- strategies for excellent customer service
- the organisation's policies and procedures for customer service including handling client complaints
- client feedback mechanisms and
- special needs
- teamwork
- organisation's policies, procedures and guidelines
- organisation's culture and values
- organisation's strategic goals and standards
- organisation's operations and processes
- legislative requirements

Skills

The ability to:

- access and use workplace information
- utilise skills to identify client needs
- deal with customer enquiries or complaints (problem solving skills)
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- articulate organisation's services
- employ questioning and active listening skills to clarify information
- apply customer service skills to fulfil client requirements and satisfaction
- apply customer service skills to satisfy customer needs
- read and interpret information

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on enterprise products and services
- logs and work reporting documentation
- enterprise policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**PGPCOR0081A: Share ideas in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required to share idea/s with others in the workplace in a range of contexts within the industry.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Clarify idea/s for communication	1.1 Advantages and disadvantages of idea/s are identified.
	1.2 Information relevant to the idea/s is gathered with consideration of intellectual property, moral rights and copyright requirements.
	1.3 Effects of the idea/s are identified.
	1.4 Other possible options are considered based on idea/s.
2. Prepare to communicate idea	2.1 Relevant people to share idea/s with are identified.
	2.2 Suitable communication method is selected based on audience.
	2.3 Suitable time and place for communication is established in accordance with enterprise policies and procedures.
	2.4 Responses to idea/s are anticipated and support for idea/s is developed.
3. Share idea/s	3.1 Idea/s is/are presented in appropriate manner and clearly explained.
	3.2 Feedback is sought, discussed and accepted.
	3.3 Idea/s is/are modified accordingly.
4. Communicate ideas and information	4.1 Communication techniques appropriate to the audience are used to present and express ideas to individuals and groups.
	4.2 Communication/interaction is sensitive to social and cultural diversity and in accordance with organisational guidelines.



- 4.3 Client requirements are identified within the work teams/groups plans and negotiated to achieve mutually agreed outcomes to the community clients' satisfaction.
- 4.4 Input from others is sought and valued in developing new ideas.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sharing ideas in the workplace.

The effects will include:

- the people who may be involved
- the resources required
- processes needed to develop and implement the idea/s
- the impact on the workplace

Other options include:

- giving considering other ideas
- being open to make changes to the original idea

Relevant people may include:

- peers
- supervisor
- team leader
- manager

Communication methods refer to:

- how and when you will present ideas
- face to face
- team meeting
- informal discussion or one on one with a specific person
- written
- email or telephone

Anticipation of responses may involve:

- visualising the meeting or discussion
- thinking through both positive and negative aspects of the idea
- identifying the questions and viewpoints of others

Seeking, discussing and accepting feedback involve:

- actively listening
- asking questions
- clarifying understanding and evaluating
- accepting and rejecting the opinions and ideas of others' as appropriate

Modifying ideas may involve:

- making improvements
- developing your idea/s based on the feedback received



EVIDENCE GUIDE

Competency is to be demonstrated by the ability to share ideas in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ideas are analyzed and appropriate information is gathered
- ideas are communicated to the relevant parties using most effective methods
- plan and organize occasion to communicate idea/s
- demonstrate the ability to clearly and confidently define an idea/s and express it effectively to others within a work context
- actively listen for both positive and negative feedback and modify idea/s accordingly.
- responses to ideas are evaluated and employed to modify ideas
- perform all activities in accordance with enterprise policies and procedures
- compliance with all legislative requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- appropriate communication methods
- enterprise structure
- positions and roles of individuals in the enterprise
- sources of information relevant to ideas
- methods of access and gather information
- define and develop ideas
- presentation techniques
- feedback mechanism
- basic evaluation and review procedures
- enterprise policies and procedures
- intellectual property, moral rights and copyright requirements

Skills

The ability to:

- accept positive and negative feedback
- observe details of people, objects and events
- apply presentation skills
- experiment with ideas and modify them
- recognise limitations and ask for help where needed
- listen to ideas and opinions of others with an open mind
- ask questions and seek clarification
- follow organisational guidelines or work under supervision

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to sources of information
- logs and work reporting documentation
- enterprise policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.



CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0091A: Perform basic industry calculations

Competency Descriptor:

This unit deals with the skills and knowledge required to perform basic industry calculations and applies to all individuals operating in the printing and graphic arts industry.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Calculate costs and dimensions	1.1	Additions, subtractions, multiplications and divisions of costs and dimensions are correctly calculated.
		1.2	Material and time costs are correctly calculated for the elements of a brief.
		1.3	Percentages of cost and time are correctly calculated to fulfil the requirements of a brief.
		1.4	Results of calculations are correctly recorded.
2.	Calculate area, density and volume	2.1	The areas of design components are correctly calculated in accordance with job specifications.
		2.2	The density and/or volume of fluids and colours are correctly calculated and applied.
		2.3	Percentages of areas, densities and volumes are correctly calculated to fulfil the requirements of a brief.
		2.4	Enlargements and reductions are correctly calculated.
3.	Calculate and draw geometric shapes	3.1	Angles, areas and diameters are correctly calculated to fulfil the requirements of a brief.
		3.2	Geometric shapes are calculated and drawn correctly, by hand or on computer, in accordance with design specifications.
4.	Use basic measuring tools and apply results of measurement	4.1	Appropriate measuring tools are selected and used correctly and accurately.
		4.2	Measurements are correctly interpreted and used in appropriate calculations.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to performing basic industry calculations.

Calculation may include:

- area
- perimeter
- angles
- scales
- quantities
- ratios (ingredients/elements and triangulation)
- proportion
- volume
- arithmetic
- percentages
- geometry

Measurements may include:

- linear quantities
- volume
- density
- angular dimensions

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Measuring tools may include:

- micrometers
- scales
- humidity meters
- pH meters
- screen angle and screen ruling gauges
- dot gain scales and pantone colour matching
- rule
- tape measure
- protractor
- square

Job instruction may involve:

- verbal direction/instruction
- written instruction
- provision of job drawing and details

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform basic industry calculations in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- apply mathematical principles to calculation and measurements
- perform correct measurements and calculations on jobs according to performance criteria
- demonstrate the ability to find and use information relevant to the task from a variety of information sources
- accurate interpretation and recording of measurements and calculations
- safe use of and accurate reading of measuring devices
- calculate and produce drawings and shapes
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- different applications of arithmetic, percentages, geometry and drawing
- quick approximations of expected answers
- calculations required for enlargements and reductions
- use of basic measurement tools
- calculating devices
- enterprise policies and procedures
- quality standards
- occupational health and safety requirements
- drawings and specifications
- materials relevant to the work process
- mathematical operations in geometry, measurement and calculations
- costing relevant to the work activity
- charts and graphs
- units of measurements
- relationship between quantities
- application of mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions

Skill

The ability to:

- read and interpret drawings/instructions
- measure and calculate
- record measurements
- use measuring devices
- operate electronic calculating devices
- interpret mathematical information
- communicate effectively
- use measuring devices and equipment safely

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant calculating and measuring devices and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0101A: Operate in a diverse work environment

Competency Descriptor:

This unit deals with the skills and knowledge required to work in a diverse work environment.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Recognise individual differences	1.1	Differences between colleagues are acknowledged in accordance with workplace equity and diversity principles.
	1.2	Equity and diversity principles are applied in accordance with workplace requirements.
	1.3	Legislative and statutory requirements are identified and applied in accordance with workplace requirements.
2. Demonstrate respect for individual differences	2.1	Personal behaviour shows sensitivity to the differences between colleagues in accordance with workplace requirements.
	2.2	Personal conduct complies with an awareness of workplace equity and diversity in accordance with workplace requirements.
	2.3	Available support is identified and accessed in accordance with workplace requirements.
	2.4	Communication styles are adjusted to reflect equity and diversity in accordance with workplace requirements.
3. Demonstrate knowledge of cultural differences	3.1	Awareness of social conflict resulting from stereotyping and prejudice is demonstrated
	3.2	Strategies are implemented to avoid friction and enhance inclusiveness of other cultures in work activities.
	3.3	Sensitivity is displayed for other cultural symbols and practices and protocols are followed in relating to other cultural groups.
	3.4	Knowledge of other cultures is developed and the differences to own culture are identified and documented

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| 4. Demonstrate respect for social and cultural diversity | 4.1 | Diverse lifestyles are identified and an awareness of changes in the social and cultural fabric of the society is developed. |
| | 4.2 | Relevant aspects of social and cultural diversity in the work environment are identified. |
| | 4.3 | Social and cultural differences are accommodated in dealings with other people. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to operating in a diverse work environment.

Differences may include

- age
- gender
- ethnicity
- cultural background
- language
- sexual orientation
- physical differences
- political or religious belief
- family or carer responsibility
- education level
- expertise
- work experience
- working style
- personality profile
- geographic location
- marital status
- interests

Equity and diversity principles include

- treating each other with respect and dignity
- recognising all people as individuals and valuing differences
- using the different contributions that people can make to the team
- making judgements genuinely based on fairness and merit
- eliminating artificial, unfair and inappropriate barriers to workplace participation
- providing appropriate means to monitor and address discrimination and harassment
- providing opportunities for flexibility when meeting organisational requirements
- consulting people on policies and decisions that affect them

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate in a diverse work environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- recognise differences in the workplace
- apply the principles of equity and diversity in all aspects of work
- adjust communication styles to reflect the equity and diversity in workplace
- demonstrate compliance with anti-discriminatory and equity regulations applicable to workplace operations
- show compliance with organizational policies and procedures including ethical and moral guidelines

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- equity and diversity
- appropriate behaviour in dealing with individuals from diverse background
- communications techniques
- cross-cultural communications and interactions
- different cultural practices and symbols
- protocols
- history of different cultural groups
- issues affecting diverse groups
- organisational policies, regulations and guidelines
- relevant laws and legal requirements

Skills

The ability to:

- apply the principles of equity and diversity
- apply the guidelines related to unacceptable behaviour
- apply interpersonal communications
- apply cross-cultural communications
- encourage other team members and provide suggestions
- use a variety of verbal and non-verbal communication techniques including, language style, active listening
- read and interpret job instructions, workplace forms and reports
- write to the level required to complete workplace forms and reports
- follow instruction and report information

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on cultural, social and individual differences
- relevant codes of conduct and practice
- organisational policies, regulations and guidelines
- relevant laws and legal requirements

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0111A: Plan and organise work

Competency Descriptor:

This unit deals with the skills and knowledge required to plan and organise work activities.

Competency Field: Printing and graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify task requirements of work activities	1.1	Procedural instructions are obtained, interpreted and clarified with appropriate personnel.
		1.2	Relevant specifications for task outcomes are obtained, interpreted and confirmed with appropriate personnel.
		1.3	Quality and quantity of work are identified in accordance with enterprise requirements.
2.	Plan and sequence steps to complete tasks	2.1	The individual steps or activities in are determined based on interpretations of instructions and specifications and verified.
		2.2	Planned steps and outcomes are checked to ensure conformity with instructions and relevant specifications.
		2.3	Means of identifying conformity of planned steps and outcomes with instructions and relevant specifications are identified in accordance with company procedures.
		2.4	Sequence of required activities is identified in the plan in accordance with organization requirements.
		2.5	Work plan is presented for approval from supervisor.
3.	Implement and review job plan	3.1	Task is executed in accordance with the plan and organisation's requirements.
		3.2	Outcomes are identified and compared with planned objectives, task instructions and specifications to ensure all requirements are met.

- 3.3 Work outcome are checked for compliance with quality requirements and any deficiencies are corrected.
- 3.4 The plan is revised, if necessary, based on the comparison of planned and actual outcomes to improve the achievement of objectives and task requirements.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to plan and organise work activities.

Work activities may include:

- daily routines
- periodic routines
- ad hoc activities
- special projects

Planning of work activities may include:

- interpretation of instructions and directions
- timelines
- productivity requirements
- interaction and communication with other team members and individuals
- interpretation of organization and statutory requirements
- applying quality requirements
- apply customer service requirements

Organizational policies and procedures may relate to:

- policies and procedures
- use, maintenance and storage of tools, items, materials and equipment
- regularity of cleaning and checking
- disposal of waste materials
- presentation of public areas
- work schedules
- problem-solving
- work roles and responsibilities
- documentation and reporting

Correcting deficiencies may include:

- reworking
- making necessary adjustments to product
- making approved adjustments to work process

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan and organize work in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of development of work plan, organization's processes and procedures and sequencing tasks
- identify, interpret and understand work instructions
- assess instructions and sequence steps to achieve required outcomes
- apply time management and resource management skills
- compliance with organisation's policies, guidelines and procedures
- work in accordance with safety and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- procedures and processes used in the workplace
- time management and work organization principles
- working in a team and workplace communication
- oh&s and legislative requirements related to daily work
- typical problems related to specific work areas, appropriate ways of avoiding them and suitable solutions
- development of work plan
- disaggregating work assignments into series of tasks
- typical maintenance methods and schedules related to specific work processes and procedures
- relevant machinery and equipment maintenance according to organizational policies and procedures, and manufacturer's specifications
- resource requirements to complete activities
- planning and time management
- efficiency and productivity

Skills

The ability to:

- interpret work assignments
- communicate effectively
- plan work
- implement and review plan
- work safely
- manage time and resources
- solve problems

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant resources
- work instructions
- relevant forms and report format
- organisational policies, regulations and guidelines
- relevant laws and legal requirements

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0121A: Read and interpret work documents

Competency Descriptor:

This unit deals with the skills and knowledge required to interpret work documents including drawings and specifications to organise and conduct work activities.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify document type and purpose	1.1	Key information such as title, version, scale, legend and keys are identified.
		1.2	Purpose and type of document are accurately determined.
		1.3	Any relevant explanatory or additional information needed to interpret the document is located.
		1.4	Clarification is sought from appropriate personnel to confirm the intention of the information.
2.	Read and interpret the document	2.1	Document is accurately read and interpreted to determine the work to be completed.
		2.2	Procedures, work processes and the items to be produced or repaired are identified.
		2.3	The material, equipment and tools to be used are accurately identified and quantities determined.
		2.4	Any statutory and legislative requirements, environmental issues and Occupational Health and Safety requirements relevant to the work process are recognised.
		2.5	Information such as symbols, abbreviations, acronyms and technical terms are identified and interpreted.
		2.5	Document information is compared to component or supplier recommendations for use of the materials and, where appropriate, relevant statutory requirements.
		2.6	Design and style features shown in drawings are identified by industry recognised terms.

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| 3. Organise own work | 3.1 Work sequence and tasks to be performed are identified from the documents. |
| | 3.2 Work sequence is planned, identifying stages where checks against specifications must be made. |
| | 3.3 Specifications noted in the work plan are checked for accuracy against the drawings and specifications, and any errors are rectified. |
| 4. Maintain document files | 4.1 Plans and documents are handled carefully and maintained intact. |
| | 4.2 Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures. |
| | 4.3 All documentation replaced in workplace filing or storage system for retrieval by others as required. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to reading and interpreting work documents.

Work documents may include:

- standards
- drawings
- customer requirements
- job specifications
- procedures
- work instructions
- manufacturers' specifications and/or operating instructions
- hard copy
- computerised information

Information and procedures may include:

- workplace plans, drawings and specifications applicable to all sectors of the industry
- relevant statutory requirements applicable to the industry sectors
- workplace procedures relating to the preparation of own work plans and the maintenance of work documentation
- suppliers' and manufacturer's technical data and information
- workplace procedures relating to reporting and communication

Work processes may include:

- producing printed work
- undertaking a design
- maintaining and repairing equipment
- providing a service
- creating new products/services
- providing information
- planning and coordinating activities
- interpreting a brief

Appropriate personnel for clarification of information may include:

- supervisor
- management
- manufacturer
- regulator
- customers
- colleagues
- other industry professionals

Occupational Health and Safety requirements include:

- relevant statutory requirements
- material safety management systems
- handling hazardous substances and dangerous goods
- safe operating procedures
- maintaining safe work environment
- personal protective gear and devices

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to read and interpret work documents in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of types and purposes of documents and terms and symbols used in them
- read and interpret work plans, data sheets, standards and codes, procedures and work instructions
- identify and explain the meanings of symbols, technical terms and conventions of specifications and plans
- access, read and interpret selected/specified work documents
- interpret and apply legislative and statutory requirements relevant to the sector
- interpret manufacturers' technical instructions and specifications
- demonstrate understanding work process and procedures
- check accuracy of copied specifications and maintain condition of documentation
- organise own work and work effectively with others
- modify activities to cater for variations in workplace context and environment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- different types of work documents used in the industry and their functions
- conventions and symbols of plans, drawings and specifications
- technical terms and acronyms used in the industry
- sources of additional information/clarification
- enterprise policies and procedures
- environmental issues
- industry standards
- occupational health and safety requirements
- statutory and legislative requirements
- workplace procedures for maintenance of documentation

Skills

The ability to:

- collect, organise and understand information related to the range of work documents relevant to the sector
- communicate ideas and information to enable confirmation of work requirements and specifications
- plan and organise activities to avoid any back tracking, work flow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management
- use mathematical ideas and techniques to correctly interpret the content of work documents
- identify alternative methods of accessing and sources of work information
- use workplace technology related to work documentation, its access and storage

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to a range of drawings, standards, plans and specifications relevant to the work
- logs and work reporting documentation
- enterprise policies and procedures
- legislative, statutory and occupational health and safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
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Simulated activities must closely reflect the workplace.

(6) Context of Assessment

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CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPCOR0131A: Prepare and maintain the work area

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively maintain safe and organised working environment.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Perform general cleaning duties	1.1	Requirements for cleaning duties are identified.
	1.2	Personal safety equipment, where needed is selected and used according to OH&S and enterprise procedures.
	1.3	Appropriate cleaning equipment and chemicals / detergents for specific tasks are determined, prepared and mixed to manufacturers' specifications and OH&S procedures.
	1.4	Procedures for handling, storage and correct disposal of cleaning liquids are carried out in accordance with enterprise, OH&S and environmental specifications.
	1.5	Cleaning is carried out within OH&S requirements to meet enterprise requirements.
2. Organise work area	2.1	Work area and work environment are maintained in a safe, uncluttered and organised manner in accordance with Occupational Health and Safety requirements and enterprise policies and procedures.
	2.2	All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff in accordance with enterprise policies and procedures.
	2.3	Enterprise policies and procedures for tidying of work area, and surrounds and placing items in designated areas are applied.
	2.4	Designated work areas are kept clear of obstructions.
	2.5	Work materials, tools and equipment are safely kept in designated areas.

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| 3. | Move equipment, material or finished products | 3.1 | Requests are received, where relevant, and tasks are confirmed and organised according to specific procedures. |
| | | 3.2 | Tools and equipment are identified, stored and maintained in accordance with manufacturers' recommendations to ensure ease of access and operator safety. |
| | | 3.3 | Appropriate equipment for transferring material or equipment is identified and organised, where relevant. |
| | | 3.4 | Material or equipment is loaded and unloaded using suitable equipment (other than forklift) in accordance with materials handling requirements, safe work practices and correct manual handling techniques. |
| | | 3.5 | Material is transferred to correct destination in a safe manner. |
| 4. | Handle chemical | 4.1 | Material data sheets are used to identify safe chemical handling procedures. |
| | | 4.2 | Chemicals are handled in accordance with manufacturers' specifications and enterprise OH&S requirements. |
| | | 4.3 | The correct procedure for dealing with spilt chemicals is demonstrated in accordance with OH&S requirements. |
| | | 4.4 | Spills, waste or other potential hazards are removed from floors according to enterprise policies and procedures. |
| | | 4.5 | Signage is promptly displayed in regard to unsafe areas in accordance with enterprise policies and procedures. |
| | | 4.6 | Tools, equipment and consumable materials are maintained and stored correctly after use. |
| | | 4.7 | It is ensured that appropriate personal protective wear and equipment is used as required. |
| 5. | Dispose of waste material | 5.1 | Waste materials are correctly identified and disposed of in accordance with manufacturer's instructions and health and safety requirements. |
| | | 5.2 | Waste materials are disposed of in the correct locations in accordance with enterprise policies and procedures. |

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| 6. | Contribute to controlling hazards | 6.1 | Health and safety hazards in the work area are accurately identified and risks arising from hazards are determined. |
| | | 6.2 | Appropriate action is taken to control risks in accordance with workplace procedures and duty of care. |
| | | 6.3 | Chemicals and solvents are handled and used following workplace procedures and manufacturer's instructions. |
| | | 6.4 | Appropriate documentation is completed in accordance with enterprise policies and procedures. |
| | | 6.5 | Documentation is maintained and filed in accordance with enterprise policies and procedures. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to preparing and maintaining the work area.

Preparing and maintaining work environment requirements may include:

- work area organization
- appropriate storage
- consistent adherence to clean up requirements
- adequate cleaning and maintenance
- safe hazardous material handling
- safe waste disposal

Housekeeping activities may include:

- cleaning work area
- disposal of waste
- removal of obstacles
- erecting signs and notices
- securing equipment and cables
- handling and storing materials and equipment
- dealing with spills

Personal protective wear and equipment may include:

- protective clothing
- footwear
- earmuff/plugs
- safety glasses/goggles
- gloves
- dust masks
- respirators

Work place hazards may include:

- flammable materials
- unsecured cables
- exposed power cables
- chemicals
- slippery floor
- unprotected equipment
- cluttered walkways
- improperly stacked materials

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use
- workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of discarded components, waste, dust and rubbish

Tools and equipment used in housekeeping activities includes but is not limited to:

- brooms
- hoses
- wet and dry vacuum cleaners
- mops
- maintenance tools

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Materials used in housekeeping activities may include:

- solvents
- chemicals
- consumables
- cleaning agents
- items used in securing cables and equipment

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare and maintain the work area in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of housekeeping requirements, standards and procedures
- schedule activities and carry out required inspections
- clean, prepare and organise work area
- controlling hazards in the work place and safe disposal of waste
- apply safe practices throughout cleaning operations including the handling of chemicals and spills

Critical Aspects of Evidence (cont'd)

- operate equipment and utilize materials for performing routine housekeeping duties
- maintain and store equipment and materials
- demonstrate adherence to relevant documentation and reporting procedures
- demonstrate compliance with Occupational Health and Safety regulations and industry standards applicable to workplace operations
- compliance with organizational policies and procedures including quality assurance requirements
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the scope and importance of maintaining safe work environment in terms of safety, efficiency and customer relations
- waste disposal policy and procedures
- the risks associated with housekeeping including hazardous chemicals and potential hazards
- the focus of housekeeping and the methods of dealing with each main situation
- enterprise housekeeping policy and procedures, equipment, material and personal safety and hygiene requirements
- enterprise policies and procedures
- industry standards and codes of practice
- tools and equipment used in housekeeping operations
- materials used in housekeeping operations
- relevant legislative requirements
- occupational health and safety requirements
- safety and emergency signage and notices
- materials handling
- quality assurance requirements
- range of communication techniques (verbal and non-verbal)

Skills

The ability to:

- work safely to instructions
- use tools and material
- handle and store materials safely
- communicate effectively
- dispose of material safely
- read and interpret specifications and technical operations
- locate, interpret and apply relevant operational, safety and housekeeping information
- clean and maintain safe work environment
- identify workplace hazards
- carry out documentation and reporting
- deal with spills and hazardous chemicals

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work instructions
- hazardous chemicals information and environmental disposal instructions
- appropriate materials, tools and equipment
- enterprise policies and procedures
- relevant legislative and Occupational Health and Safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITINET0151A: Maintain equipment and consumables

Competency Descriptor:

This unit deals with the knowledge and skills required to maintain the operations of basic hardware and the replacement of consumables. This unit applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Clean disc drives and peripherals	1.1	Disc cleaning materials are accessed from stores in line with organisational procedures.
		1.2	Inventory systems are accessed and events are documented according to organisational procedures.
		1.3	Discs/peripherals are cleaned as recommended by manual in accordance with vendor requirements and as required by organisation.
2	Replace and maintain consumables and supplies	2.1	Stock is accessed from store and information is recorded according to organisational procedures.
		2.2	Relevant manual is accessed according to guidelines and procedures.
		2.3	Consumables are replaced promptly and with minimum effect on other users.
		2.4	Hardware is tested to ensure it is in working order according to established procedures.
3	Maintain peripherals	3.1	Equipment requiring maintenance is determined accurately.
		3.2	Equipment is maintained as required by organisation guidelines.
		3.3	Maintenance is documented as required by organisation guidelines.
		3.4	Unused peripherals are stored in line with vendor/manuals' guidelines.

RANGE STATEMENT

This unit applies to all individuals operating in the information and communication sector.

Hardware components may include but are not limited to:

- personal computers
- network systems
- personal organisers
- communication equipment

Peripherals may include but are not limited to:

- printers
- scanners
- tape cartridges
- multimedia kits
- speakers

Keyboard equipment may include but are not limited to:

- keyboard
- mouse
- touch pad
- pens

Consumables may include but are not limited to:

- diskettes
- ribbons
- printer
- toner
- paper,
- cartridges
- cleaners,
- tape

Organisation variables may include but are not limited to:

- security procedures
- logged calls procedures
- Occupational Health and Safety legislation
- preventive maintenance and diagnostic policy
- maintenance manuals
- in-house disposal policy
- vendor disposal policy
- contracting arrangements relating to information Technology purchasing

Replenishing of supplies procedures may include but are not limited to:

- requisition from organisation's store
- requisition from suppliers
- request to IT support unit

Cleaning materials may include but are not limited to:

- anti-static cleaner
- pressurized air duster
- lint-free cloth
- non-streaking screen cleaner

Cleaning equipment may include but are not limited to:

- vacuum
- voltage meter
- maintenance kit for laser printer
- brush

EVIDENCE GUIDE

Competency is to be demonstrated by effectively maintaining the operations of basic hardware components and the replacement of consumables according to the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

Assessment must confirm the ability to maintain and replace at least the following equipment and consumables:

- replacing printer ribbons and laser cartridges
- cleaning mouses, monitors, disc drives and keyboards

(2) Pre-requisite Relationship of Units

- ITICOR0021A Apply Occupational Health and Safety procedures

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic principles and responsibilities of OH&S
- basic understanding of organisational systems, in relation to storage and retrieval of information and goods
- basic knowledge of current industry accepted hardware and software

Skills

The ability to:

- select materials appropriate to given task
- clean components and equipment
- detect faults
- develop and follow cleaning schedule
- work safely and accurately
- initiate preventive measures and respond to emergencies
- employ literacy skills in regard to basic workplace documentation

(4) Resource Implications

Competency can be demonstrated in a simulated environment on typical workplace equipment and consumables.

The following resources should be provided:

- necessary cleaning supplies, equipment and tools
- safety supplies including gloves and dust masks where required

(5) Method of Assessment

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Evidence should include a demonstrated understanding of the importance of maintaining the cleanliness and operational efficiency of components. The ability to safely and proficiently carry out maintenance task within appropriate timeframes should be displayed.

Peers and supervisors must be available for obtaining information on the extent and quality of the contribution made.

(6) Context of Assessment

Work is carried out under direct supervision or limited or no supervision.

This unit maybe assessed on or off-the job. Assessment should include practical demonstration either on-the job or in a simulated workplace environment where cleaning and maintenance can be demonstrated. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0231A: Operate a personal computer

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a personal computer to enter data and to access information and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
		1.2	The hardware components of the computer and their functions are correctly identified.
		1.3	Equipment is powered up correctly.
		1.4	Access codes are correctly applied.
		1.5	System information is closely examined to accurately identify functions and features.
		1.6	Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs in accordance with organisation guidelines.
		1.7	Available help functions are used correctly when required.
2.	Use keyboard and equipment	2.1	Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.
		2.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.
3.	Navigate and manipulate desktop environment	3.1	The selection, opening and closing of the correct desktop icons to access features follow the correct and appropriate procedures.
		3.2	Different roles and parts of the desktop window are used correctly and appropriately for particular functions.
		3.3	The opening, resizing and closing of desktop windows for navigation purposes follow the correct procedures.
		3.4	Shortcuts are created from the desktop following the correct procedures.

4.	Organise directory and folder structures	4.1	Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
		4.2	Directory/folder attributes are accurately identified.
		4.3	Subdirectories/folders are moved between directories/folders following the correct and appropriate procedures.
		4.4	Directories/folders are renamed as required.
		4.5	Directories/folders and subdirectories/folders are correctly accessed via different paths.
5.	Organise files for user and/or organisational requirements	5.1	The most commonly used types of files are correctly accessed in a directory/folder.
		5.2	Groups of files are correctly selected, opened and renamed according to procedures as required.
		5.3	Files are correctly copied to disk.
		5.4	Deleted files are accurately restored as necessary.
		5.5	Software tools are correctly and appropriately used to locate files.
6.	Correctly shut down computer	6.1	All open applications are closed using correct procedures without loss of data.
		6.2	Computer is shut down correctly.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Work environment:

- equipment
- furniture
- cabling
- power supply

File operations include:

- naming
- updating and archiving files and directories
- use of search, sort, print

Equipment:

- install supplied computer
- install supplied peripherals

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- initiate the use of the equipment
- identify functions and features of software
- demonstrate the ability to customise desktop environment
- organise files, folders and directories
- manipulate input devices
- access and save files
- manipulate features and functions

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- log-in procedures for accessing a personal computer

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access files
- use file operations
- manipulate features and tools
- customise desktop environment
- navigate desktop environment
- copy files

(4) Resource Implications

The following resources should be made available:

- files saved on network, magnetic media
- personal computer
- input devices: keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP2731A: Produce and integrate designs using computing packages (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to identify, select and correctly operate computer applications for producing and integrating simple designs.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of designs are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Explore techniques to plan work	2.1	The capabilities of software to producing required design are identified from relevant sources.
		2.2	The conceptual vision for the proposed design is determined based from supplied information.
		2.3	Techniques to be used are selected based on the conceptual vision.
		2.4	Work activities are sequenced, identifying work processes and resource requirements, as directed.
3.	Select and use appropriate software	3.1	Appropriate software is selected to perform task according to instructions.
		3.2	Software application is opened following the correct procedures.

- 3.3 Keyboarding is carried out according to organisation guidelines on speed and accuracy.
 - 3.4 Required files are accessed and amended according to design requirements.
 - 3.5 Software is used to produce required designs using a range of features and functions and the correct procedures.
 - 3.6 Design elements are manipulated and combined as necessary to comply with specification of the conceptual vision.
 - 3.7 Online help is accessed and used to overcome basic difficulties with applications using the correct procedures.
 - 3.8 Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.
3. Produce work
- 3.1 Designs are saved and stored in appropriate directories/media according to the correct procedures and guidelines.
 - 3.2 Applications are exited without loss of data in the correct manner.
 - 3.3 Designs are produced in accordance with organisational and industry standards and best practices.
 - 3.4 Feedback is sought from appropriate personnel and is used to improve work where required.
 - 3.5 Required documentation is completed and stored as required.

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to producing and integrating simple designs using computing packages.

The design may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- manuals
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- hand building (displays, installations, mock-ups)
- digital imaging
- preparing work for printing processes

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Tools and equipment may include:

- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Media may include:

- CDs
- Diskettes
- USB drives

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce and integrate simple designs using computing packages in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of designs which demonstrate a command of use of selected computer-based techniques and which are consistent with the conceptual vision
- knowledge of computers and software and how they are used and extended in the production of digital designs
- selection and use of appropriate computing packages
- producing, integrating and saving simple designs as specified
- plan and organise work to produce design consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- features and capabilities of computing packages used in the production of designs
- work space requirements for the production of designs, including ways of organizing and maintaining space
- ways of exploring, adapting and manipulating software features to achieve different effects in design
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of electronic designs
- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- maintenance of equipment used in producing artwork
- general knowledge of the historical and theoretical contexts for electronic design work
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use computer and software applications correctly
- following work instructions
- create designs consistent with conceptual vision
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant computer and software applications
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPPRI0221A: Inspect quality against required standards

Competency Descriptor:

This unit deals with the skills and knowledge required monitor and control work quality and maintain compliance with quality requirements.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Check quality requirements before commencing job	1.1	Job is collected / received and inspected against job specifications in accordance with enterprise standards and procedures.
2.	Carry out inspection of quality during job	2.1	Quality specifications and tolerances are understood.
		2.2	Variation to standards is monitored and corrective action taken to rectify the problem according to enterprise procedures.
		2.3	Inspection and testing procedures are applied at regular intervals to determine conformity with specifications and to minimise waste.
		2.4	Unsatisfactory work is identified in accordance with predetermined standards and enterprise procedures.
3.	Complete documentation	3.1	Documentation is accurately completed to meet required enterprise procedures.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to inspect quality against required standards.

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Quality processes and standards may include:

- range of workplace quality processes and standards within defined work area
- industry standards
- international standards
- supplier standards

Type of inspections may include:

- 100%, inspection and testing techniques
- random
- periodic
- continuous in-line inspection)

Degree of autonomy may include:

- working under supervision to ensure production requirements have been met
- working under limited supervision

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to link inspects quality against required standards in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- source and accurately interpret quality requirements
- monitor and maintain quality of work
- conduct inspections and testing as directed
- recognize and correct faults in work produced
- work within established tolerance and quality regime
- compliance with organizational policies, procedures and quality requirements
- apply industry standards and best practices

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- principles of the quality system
- checking quality requirements before job commencement
- quality inspection procedures
- documentation procedures
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret specifications and technical operations
- locate, interpret and apply relevant information on quality
- monitor and maintain quality
- identify defects
- conduct inspections
- carry out documentation and reporting
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

- | | | |
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| | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | 6.5 | Output devices and materials are monitored for quality. |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | 7.3 | E-Mail is sent and retrieved competently. |
| 8. Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | 8.2 | Problem with shutting down computer is reported promptly. |
| | 8.3 | All safety and protective procedures are observed. |
| | 8.4 | The system integrity and security are preserved. |
| 9. Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | 9.2 | The equipment is cleaned as directed. |
| | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0641A: Produce simple artwork

Competency Descriptor:

This unit deals with the skills and knowledge required to produce simple artwork through the application of a range of techniques, equipment and materials.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of artwork are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Explore techniques to plan work	2.1	The capabilities of techniques, equipment and materials for producing required artwork are identified from relevant sources.
		2.2	Different techniques, equipment and materials are used/combined to extend capabilities and enhance applications as directed.
		2.3	The conceptual vision for the proposed artwork is determined based from supplied information.
		2.4	Techniques to be used are selected based on the conceptual vision.
		2.5	Work activities are sequenced, identifying work processes and resource requirements, as directed.
3.	Produce artwork	3.1	The resources required for the production of the proposed artwork are organised based on the plan of work.
		3.2	Techniques, equipment and materials are safely used and manipulated appropriately to realize the conceptual vision.

- 3.3 Artwork is produced in accordance with organisational and industry standards and best practices.
- 3.4 Feedback is sought from appropriate personnel and is used to improve work where required.
- 3.5 Artwork is stored in the required format and medium as directed.
- 3.6 Required documentation is completed and stored as required.

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to producing simple artwork.

The artwork may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- hand building (displays, installations, mock-ups)
- digital imaging
- preparing work for printing processes

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce advance artwork in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of artwork which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of digital images
- plan and organise work to produce artwork consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- equipment and materials used in the production of artwork
- work space requirements for the production of artwork, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in designing artwork
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of digital artwork
- maintenance of equipment used in producing artwork
- general knowledge of the historical and theoretical contexts for digital imaging work
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures in relation to digital imaging work
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- create artwork consistent with conceptual vision
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- Industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0391A: Prepare and edit text

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and edit text.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of type are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Identify requirements for text	2.1	Purpose of text is determined from customer requirements/job specifications.
		2.2	Style of text is selected in accordance with the conceptual vision of the design.
		2.3	A range of fonts is identified to meet diverse client and design requirements.
		2.4	Point sizes of type are identified to meet diverse client and design requirements.
3.	Prepare text	3.1	Appropriate type is selected to meet the specifications of the brief.
		3.2	Text is fitted into the appropriate position in accordance with the design layout.
		3.3	Text is produced using appropriate techniques in accordance with the design layout.

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| 4. | Proof read and correct type | 4.1 | Text is checked for accuracy, omissions and errors in accordance with job specifications. |
| | | 4.2 | Proofs are marked up with correct proof reading marks. |
| | | 4.3 | Text is corrected to accord with job specifications. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to preparing and editing text.

The artwork may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- manual typesetting
- use of computer hardware and software
- preparing work for printing processes

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to preparing and editing text in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of type which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of text in design
- plan and organise work to produce artwork consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- equipment and materials used in the production of design
- work space requirements for the production of text, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in text in design
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of text
- maintenance of equipment used in producing text
- general knowledge of the historical and theoretical contexts for text design work
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- select and apply type consistent with conceptual vision
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0401A: Select and apply type

Competency Descriptor:

This unit deals with the skills and knowledge required to select and apply type the application of a range of techniques, equipment and materials.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of type are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Identify fonts	2.1	A range of fonts is identified to meet diverse client and design requirements.
		2.2	Point sizes of type are identified to meet diverse client and design requirements.
3.	Select, fit and produce type for a basic brief	3.1	Appropriate type is selected to meet the specifications of the brief.
		3.2	Type is fitted into the copy space allocated in accordance with the design layout.
		3.3	Type is produced using appropriate techniques in accordance with the design layout.
4.	Proof read and correct type	4.1	Type is checked for accuracy, omissions and errors in accordance with job specifications.
		4.2	Proofs are marked up with correct proof reading marks.
		4.3	Type is corrected to accord with job specifications.

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to selecting and applying type.

The artwork may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- manual typesetting
- use of computer hardware and software
- preparing work for printing processes

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to select and apply type in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of type which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of text in design
- plan and organise work to produce artwork consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- equipment and materials used in the production of design
- work space requirements for the production of type, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in type in design
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of type
- maintenance of equipment used in producing type
- general knowledge of the historical and theoretical contexts for type design work
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- select and apply type consistent with conceptual vision
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0411A: Scan a line image

Competency Descriptor:

This unit deals with the skills and knowledge required to set up and scan a line image.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of scanned images are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Prepare the line image for scanning	2.1	The line image for scanning is scaled to conform with production specifications.
		2.2	The quality of the line image for scanning is assessed to determine scanner settings.
		2.3	The line image is cleaned and mounted ready for scanning.
3.	Prepare the scanner	3.1	The scanner is set correctly for the line images to be scanned.
		3.2	Appropriate software is selected for scanning and processing line images.
4.	Scan and check the image	4.1	The original line image is scanned for reproduction in accordance with the design specifications.
		4.2	The quality of the scanned image is checked against the job specifications and the printing requirements.
		3.3	Appropriate software is applied to scan and process line images.

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to scanning a line image.

The work may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- images
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Input may include:

- a variety of high contrast line artwork

Output may include:

- laser printers
- film
- disk
- proof

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- flat bed or drum scanner printer
- digital camera
- storage devices
- projection equipment and screens

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to scan a line image in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles and techniques to produce scanned images
- production of type which demonstrate a command of selected techniques and which are consistent with the original
- operate scanner safely
- knowledge of equipment and materials and how they are used and extended in the production of scanned images
- plan and organise work to produce artwork consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant printing processes and electronic media
- evaluation of line original
- establishing hardware and software needs for scanning and outputting line originals
- information sources
- scanning
- line characteristics (broad, fine, density, dot for dot)
- scaling and cropping
- equipment and materials used in the production of scanned images
- work space requirements for the production of scanned images, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve high quality scanned images

- general knowledge of the formal elements and principles of design
- application of principles of design to the production of scanned images
- maintenance of equipment used in producing scanned images
- general knowledge of the historical and theoretical contexts for design work
- copyright, moral rights and intellectual property issues
- organizational and legislative occupational health and safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- operate scanner safely
- following work instructions
- produced scanned images
- communicate effectively
- apply principles of design.

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0541A: Organise and maintain electronic files

Competency Descriptor:

This unit deals with the skills and knowledge required to organise electronic files, move files between directories and folders and carrying out backup procedures.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Organise electronic files	1.1	Electronic files are organised in a format suitable for easy retrieval, interpretation and dissemination in accordance with enterprise requirements.
		1.2	Appropriate technology is used to store files in accordance with organisational requirements.
		1.3	Electronic files are correctly named, filed correctly and secured in accordance with organisational requirements.
		1.4	Difficulties in organising and accessing files are identified and solved collaboratively with individuals and team members.
		1.5	Procedures relating to information and filing systems are identified and followed in accordance with organizational requirements.
2.	Carry out file maintenance	2.1	Files are copied, deleted and renamed as required in accordance with enterprise procedures.
		2.2	Directories or folders are created following the correct procedures in accordance with enterprise policies.
		2.3	File registers are maintained according to enterprise guidelines.
		2.4	Security checks and procedures are inserted in accordance with industry best practises and enterprise procedures.
		2.5	Backups are carried out as required.
		2.6	Backup files are stored in the designated manner and location in accordance with enterprise procedures.
		2.7	Record of backups is maintained in accordance with enterprise procedures.

- 2.8 Virus protection measures are used according to enterprise guidelines.
- 2.9 Work is carried out in compliance with ergonomics, Occupational Health and Safety requirements and industry and organisation standards.

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Copying, deleting and renaming files may include:

- copying/deleting to and from a range of locations:
 - hard disc
 - network server
 - floppy disc
 - Internet
 - CD ROM
- renaming:
 - folders
 - files

Enterprise guidelines may include:

- backup procedures
- file maintenance
- file storage
- deleting/renaming procedures
- updating file index, cross referencing

Storage of backup files may include:

- external hard disk
- floppy disk
- tape
- CD ROM
- on-site/off-site
- fireproof rooms
- locations away from the office site
- rooms are secured against unauthorised entry.

Creating directories or folders may include:

- logical and orderly structure of folders
- efficient naming of directories or folders
- insertion of file name and location in document
- storing related files together in common folder

Backup record may include:

- system to verify backup completed as scheduled
- exception report

Security checks and procedures may include:

- storage of data/files
- access controls, e.g. passwords, read-only files
- installing surge protectors
- write-protecting floppy disks

Carrying out backups may include:

- identifying files for backup
- frequency at which backup occurs
- responsibility for regular backup
- particular computers/systems

Electronic files may include:

- briefs
- images
- texts
- designs
- graphics

Virus protection measures may include:

- anti-virus software
- controlling disk usage
- file sharing restrictions
- e-mail attachment restrictions

Procedures relating to information and filing systems may include:

- inactive or dead files are identified
- inactive or dead files are removed and/or relocated
- new files are established and assembled
- reference and index systems are updated

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to organise and maintain electronic files in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- files are organised and copied either between folders or drives using both keyboard and mouse functions
- files are deleted according to enterprise policies and procedures as necessary
- files are renamed logically according to enterprise policies and procedures
- file management application is used to create directories and folders as necessary
- the integrity of the computer filing system is maintained and the filing system operates smoothly
- security procedures and checks are identified and followed
- backup procedures are identified and back-up files are created according to enterprise policies and procedures
- backup media are labelled, stored and backups are recorded according to enterprise policies and procedures
- virus protection measures are understood and used according to enterprise policies and procedures
- any uncertainties are referred to an appropriate authority promptly
- compliance with Occupational Health and Safety requirements and industry and organisation standards

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- enterprise computer filing system
- appropriate storage media
- functions of file management applications
- virus protection measures
- enterprise backup policies and procedures
- industry standards and best practices
- occupational health and safety requirements

Skill

The ability to:

- adhere to enterprise's filing system; identifies obsolete files
- interpret technical information
- organise and maintain files
- name and store files
- perform backup and virus protection procedures
- comply with clear sequenced instructions of several steps to complete task
- communicate effectively
- work safely

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant computer equipment including relevant software
- files
- workplace manuals and reference materials such as computer user manuals, company policy and procedural manuals
- work instructions
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR3101A: Access and use the Internet

Competency Descriptor:

This unit deals with the skills and knowledge required to access and use the Internet and applies to all individuals operating in the Information and Communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Operate computer	1.1 Computer is turned on in accordance with manufacturer's instructions. 1.2 Log-on procedures are followed where necessary in accordance with organisational policies and procedures . 1.3 Appropriate programs are accessed and input devices are operated within designated speed and accuracy requirements. 1.4 Maintenance and shut down procedures are followed in accordance with organisational and manufacturer's instructions. 1.5 Occupational Health and Safety guidelines relating to screen based equipment and ergonomic workstations are observed.
2. Identify and use local resources	2.1 Installed Internet software applications and their purposes are correctly identified. 2.2 Internet software applications are used online and offline following the correct operating procedures and in accordance with organisational policies and procedures. 2.3 Extracting (decompressing) software and virus scanners are used on downloaded files in accordance with organisational policies and procedures. 2.4 Internet connection and protocols are correctly identified. 2.5 Applications and files are downloaded and installed correctly in accordance with organisational policies and procedures.

- 2.6 Potential security risks are identified and avoided in accordance with organisational policies and procedures.
3. Identify and use remote resources
- 3.1 Websites are navigated to locate required information following the correct procedures.
- 3.2 Files and documents are accessed using the Internet (world wide web) search engines in accordance with organisational policies and procedures.
- 3.3 The Internet is browsed to find related sites via links following the correct procedures.
- 3.4 Files are retrieved from a FTP (File Transfer Protocol) repository in accordance with organisational policies and procedures.
- 3.5 Sending, downloading, reading, saving and responding to e-mails follow organisational and operational procedures.
- 3.6 Files attached to incoming email are correctly retrieved and attached files are sent following the correct procedures.
- 3.7 Newsgroups relevant to the industry are accessed in accordance with organisational policies and procedures.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to accessing and using the Internet.

Internet software application may include:

- microsoft internet explorer
- netscape
- mozilla firefox
- opera
- konqueror
- apple safari

Extracting software may include:

- winzip
- stuffit expander
- mindexpander
- superzip
- fs.zip Extractor

Internet search engine may include:

- yahoo
- google
- msn search
- lycos
- ask jeeves
- gigablast

Protocol may include:

- http (hyper-text transfer protocol)
- ftp (file transfer protocol)
- https (hyper-text transfer protocol)
- smtp (simple mail transfer protocol)

Internet connection may include:

- dial-up connection
- adsl (asymmetric digital subscriber line)
- isdn (integrated service digital network)
- wireless
- cable
- satellite

Occupational Health and Safety requirements may include:

- personal protective clothing and equipment
- hazard control policies and procedures
- emergency, fire and accident procedures
- safe handling and lifting procedures
- use and disposal of chemicals
- ergonomic considerations
- safe usage and storage of tools, material and equipment
- safe working environment

Virus scanning software may include:

- norton antivirus
- mcafee antivirus
- bullguard antivirus software, firewall and backup
- panda software
- pocket antivirus

Potential security risks may include:

- virus attack
- spam messages
- hacking
- eavesdropping

Policies and regulations may include issues related to but not limited to:

- encryption and privacy
- intellectual property rights
- pornography
- security
- information accessing and handling

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to access and use the Internet in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the use and purpose of Internet software applications, search engines and protocols
- identification of installed Internet software and purposes, Internet connections and protocols
- initiate use of computer and software and apply correct shutdown procedures
- apply correct downloading and installation procedures
- access and browse Internet, download and virus -scan files and save information
- retrieve, save and send e-mails and attachments
- demonstrate safe and effective operational use and maintenance of computer and software
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organizational policies and procedures including Quality Assurance requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- web browsers
- search engines
- anti-virus software
- extracting (decompression) software
- Internet connections
- Internet protocols and standards
- Internet security threats
- downloading and installing software
- accessing, downloading and extracting files
- initiating and concluding an Internet connection
- appropriate uses of different Internet protocols and data types (WWW, email, etc)
- privacy and security measures related to online tasks
- information sources
- organizational policies and procedures
- industry standards and codes of practice
- quality requirements
- occupational Health and Safety requirements

Skills

The ability to:

- use and maintain computer
- work safely
- identify files, programs and security risks
- access the Internet and retrieve data using WWW and e-mail
- retrieve and send e-mails and attachments
- perform a simple search and save the text of a web page to disk
- extract and virus-scan downloaded files
- demonstrate an ability to find and use information relevant to the task from a variety of information sources

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate computer and software applications
- relevant technical documentation, manuals and manufacturer's specifications
- logs and work reporting documentation
- organisational policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPPRI0291A: Prepare for electronic/digital print (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare for electronic/digital print in a basic print production

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Plan for lighting activities	1.1	Quality assurance requirements of enterprise's print production operations are recognised and adhered to.
	1.2	Knowledge of the relevant industry standards and best practices in regards to printing operations is maintained.
	1.3	Job requirements are accurately identified from brief/plan/drawings and supervisor's instructions.
	1.4	Occupational Health and Safety (OH&S) requirements are identified and adhered to according to application tasks and workplace environment.
	1.5	Safety hazards are accurately identified and correct procedures adopted to minimise risk to self and others.
	1.6	Materials are selected according to supervisor's instructions or work requirements, safely handled and stored/located and made ready for application.
	1.7	Appropriate personal protective equipment are selected, correctly fitted and used.
	1.8	Tools and equipment selected are consistent with job requirements, checked for serviceability and any faults are corrected within own area of responsibility or are reported to the relevant personnel.
2. Prepare equipment selected for print production process	2.1	Activities for equipment preparation are identified from specifications or supervisor's instructions.
	2.2	Preparation of equipment is carried out to satisfy requirements of installation process.

- | | | |
|----|---|--|
| | 2.3 | Consumables and materials are obtained and placed in equipment in accordance with manufacturer's instructions and work requirements. |
| | 2.4 | Operation of equipment is tested for correct operations in accordance with manufacturer's instructions and work requirements. |
| | 2.5 | Basic maintenance activities are carried out in manufacturer's instructions and enterprise policies and procedures. |
| | 2.6 | Faults are correctly identified and reported to the supervisor in accordance with enterprise requirements. |
| 3. | Prepare work area suitable for print production process | 3.1 Activities to be carried out in work area are identified from job instructions. |
| | 3.2 | Work area is prepared for printing production process according to enterprise guidelines, printing requirements and supervisor's instructions. |
| 4. | Plan steps required to complete task | 4.1 Based on instructions and specifications provided, the individual steps or activities required to undertake the task are understood and are clarified where necessary. |
| | 4.2 | Sequence of activities required to be completed is identified. |
| | 4.3 | Sequence of work activities and outcome are checked to ensure conformity with instructions and relevant specifications. |
| | 4.4 | Ambiguities are clarified with supervisor. |
| 5. | Confirm readiness for lighting production operations | 7.1 All prerequisite activities for print production operations are checked to be complete in accordance with enterprise and industry requirements. |
| | 7.3 | Incomplete activities are referred to the appropriate authority in accordance with enterprise guidelines. |
| | 7.4 | Readiness to proceed with the print production tasks is confirmed with supervisor. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to setting up and producing basic digital print.

Digital print system may include:

- range of non-impact printing machines including inkjet and laser with or without colour manipulation capability
- machines with computerised monitoring and/or control

Maintenance procedures may include:

- cleaning
- lubricating
- replacing consumables
- removing shred of paper

User replaceable consumables may include:

- consumables required to be changed by an individual if damaged or reached expiry date
- used by a range of printing machines for correct functioning such as ink, toner, developer, waste toner, cleaning web, fuser, substrates

Manufacturer's specifications may include:

- technical, administrator and user specifications documented by a manufacturer for a range of printing machines
- maintenance procedures

Organisational policies and procedures may include:

- hazard control policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- conflict resolution procedures
- job procedures
- work instructions
- quality procedures
- environmental procedures

Occupational Health and Safety requirements may include:

- personal protective clothing and equipment
- hazard control policies and procedures
- emergency, fire and accident procedures
- safe handling and lifting procedures
- use and disposal of chemicals
- ergonomic considerations
- safe usage and storage of tools, material and equipment
- safe working environment

Sources of information/documentation may include:

- manufacturer's specifications
- organisational operating procedures
- work specifications
- technical manuals
- industry publications
- workplace records
- customer requirements
- industry standards
- workplace codes of practice

Prerequisite activities may include:

- select of print settings by supervisor
- maintenance by technicians
- delivery of print material
- removal of obstacles and potentially hazardous items

Substrates may include:

- range of print media
- range of paper

Print job may include:

- simple graphics
- text

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare for electronic/digital print (basic) in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate basic knowledge of the operations and maintenance of digital print systems, digital printing process and managing printing process
- interpretation of technical information and job specifications and perform preventive maintenance as per manufacturer's specifications
- test and prepare equipment for print production
- prepare work area and use appropriate protective gear
- obtain and load equipment with consumable and medium
- maintaining safe, conducive, clean and healthy work environment
- demonstrate safe and effective operational use of equipment and material
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organizational policies and procedures including Quality Assurance requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- capabilities of a range of digital printing devices
- digital printing process
- preventative maintenance procedures
- consumables
- storage and handling procedures for substrates and inks
- basic computer operations
- manufacturer's specifications
- common printing faults and corrective measures
- troubleshooting procedures
- maintaining production speed and quality
- startup and shutdown procedures
- types of inks and substrates
- sources of information on manufacturer's specifications
- quality requirements
- packaging and storage procedures
- reporting and documentation procedures
- environmental requirements for digital printing
- organizational policies and procedures
- industry standards and codes of practice
- quality requirements
- occupational health and safety requirements

Skills

The ability to:

- organize work activities
- check digital printing equipment
- apply maintenance procedures
- interpret technical information and specifications
- apply quality checks
- accurately carry out all recording, reporting and documentation activities
- work safely
- work in compliance with policies and procedures

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- job instructions/work sheet
- relevant equipment and resources
- relevant technical documentation, manuals and manufacturer's specifications
- logs and work reporting documentation
- enterprise policies and procedures
- legislative, statutory and occupational health and safety requirements
- industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ECEGEN0031A: Use drawing techniques to represent the object or idea

Competency Descriptor:

This unit describes the skills and knowledge required to visually represent objects or ideas.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for drawing	<p>1.1 Requirements and purpose of drawing are determined from work concept/customer requirements/work specifications and associated documents.</p> <p>1.2 Work area is set up in accordance with safety and workplace requirements.</p> <p>1.3 Tools and materials required for basic drawing techniques are correctly identify.</p> <p>1.4 Appropriate tools and materials are selected for basic drawing techniques.</p>
2. Use basic drawing techniques	<p>2.1 Surface on which drawing will be made is prepared and set out.</p> <p>2.2 Measurements are performed using appropriate scales.</p> <p>2.3 Alphabet of lines is identified and applied with all lines distinct, easily read and of the appropriate line weight and type.</p> <p>2.4 A range of techniques is applied to represent the object or idea.</p> <p>2.5 Tools and materials are used correctly and handled safely.</p>
3. Produce drawing	<p>3.1 The drawing is produced which illustrates three views of specified object/idea with correct line representation/correct view orientation.</p> <p>3.2 Appropriate geometric, pictorial and orthographic representations are constructed.</p> <p>3.3 All major features on the drawing are appropriately dimensioned to correct specification.</p>

- | | | |
|----|-------------------------|--|
| | 3.4 | Commonly used symbols and abbreviations are used. |
| | 3.5 | Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes. |
| 4. | Prepare freehand sketch | 4.1 Sketch correctly drawn with appropriate views where applicable. |
| | 4.2 | Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes. |
| 5. | Check drawing | 5.1 Finished drawing is examined to ensure that all necessary details and information are shown. |
| | 5.2 | The finished drawing is neat, clear of smudges and conforms to quality requirements. |
| | 5.3 | The finished drawing is neatly and appropriately labelled and stored safely. |
| | 5.4 | All tools and materials are stored in accordance with enterprise policies and procedures. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to using drawing techniques to represent the object or idea.

The object or idea may include :

- piece of jewellery or other wearable object
- sculpture
- mural
- ceramic piece
- fibre/textile work
- technical solution
- design solution
- story or narrative
- developing concept
- movement sequence/s
- room layout
- stage set-up
- prop/set/costume

Techniques may include:

- linear marks of differing character
- tonal ranges to produce illusion of form in space
- linear marks to produce illusion of form in space
- simple linear perspective
- application of pigment

Materials and tools may include:

- a range of graphite pencils
- colour pencils
- pastels and chalks
- charcoal
- natural ochre's
- pigments
- a range of papers
- board
- wood/bark
- measuring tools
- drafting equipment
- sticks
- rags
- drafting kit
- CAD workstation
- drafting paper
- drawings/modules/photographs

Geometric construction to include:

- circles
- regular polygons with four, six and eight sides
- pentagon inscribed within measured circle
- ellipse
- triangles with specified angles
- arcs thru three points; tangent to two circles

Pictorial (3-D) drawing to include:

- isometric corner with left and right side lines each 30 degrees up from horizontal and third line at a vertical, with all three lines joining in a common intersection
- full scale (1:1) basic isometric drawing

Alphabet of line may include:

- object line
- hidden line
- centre line
- section line
- dimension
- extension line
- cutting line
- short break line
- phantom line

Measurement systems include:

- imperial
- metric(SI) system

Multi-view (orthographic 2-D) drawings may include:

- full scale (1:1) orthographic 3-view drawing using third angle projection with top, front and right side view – show all hidden features and centrelines

Dimension drawings may include:

- dimensioning styles and methods: coordinate, linear/datum
- dimensioning 2-D drawing
- dimensioning complex shapes: spheres, cylinders, tapers, pyramids

Enterprise policies and procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to use drawing techniques to represent the object or idea in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of drawing techniques, elements and principles of design and application of tools and materials in the drawing process
- determine specifications for drawing and type of representation
- prepare work area and drawing surfaces as required
- identify, select and safely use appropriate tools and material in the drawing process
- demonstrate the ability to produce drawings which represents the object or idea and which shows command of the basic technique/s used
- produce work which has required information and conforms with quality requirements
- store completed work, tools and materials safely
- compliance with all occupational and workplace health and safety policies in work operations
- perform all tasks in accordance with enterprise policies and procedures

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- physical properties and capabilities of the most commonly used materials and tools for drawing
- different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea
- copyright, moral rights and intellectual property issues and legislation in relation to drawing
- elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used in drawing work
- constructing geometric, orthographic and pictorial drawings
- symbols and abbreviations
- system of measurements and scales
- quality standards
- enterprise policies and procedures
- Occupational Health and Safety requirements

Skills

The ability to:

- perform measurements
- select, use and handle drawing tools and materials
- work safely
- apply appropriate drawing techniques
- produce drawings which represents idea or object
- use appropriate scale, symbols and abbreviations
- determine specifications for drawings
- use appropriate dimensions and notes to convey details
- apply literacy and numeracy skills

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate drawing tools and material
- customer requirements/work specifications and associated documents
- object or idea
- relevant safety procedures and regulations
- enterprise policies and procedures

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/drawings/sketches
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0031A: Use business equipment

Competency Descriptor:

This unit deals with the skills and knowledge required to choose resources to complete a variety of tasks under direct supervision. It includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select equipment/resources	1.1	Business equipment or resources required to complete task are identified and accessed under direct instructions.
		1.2	Quantities and resources are correctly estimated to complete the task.
		1.3	Equipment is checked for serviceability in accordance with equipment instructions.
2.	Operate equipment	2.1	Equipment is operated in accordance with manufacturer's instructions and under direct instructions.
		2.2	Repairs outside area of operator's responsibility are reported to appropriate persons.
3.	Maintain equipment/resources	3.1	Equipment/resources to support completion of tasks are maintained under direct instructions.
		3.2	Maintenance is undertaken to ensure equipment meets manufacturer's specifications.
		3.3	Records concerning equipment/resources are maintained under direct instructions.
		3.4	Equipment and resources are stored under direct instructions.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Equipment instructions may include:

- manufacturer's guidelines
 - procedures manual
 - Occupational Health and Safety guidelines and procedures
- training notes

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policies/guidelines and requirements
- business and performance plans
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- defined resource parameters

Records may include:

- equipment service call forms
- service repair forms
- purchase orders
- warranties

Business equipment may include:

- photocopier
- printer
- binder
- answering machine
- fax machine
- telephone

Business resources may include:

- facilities
 - equipment
 - human resources
 - Occupational Health and Safety resources
- stock and supplies

Appropriate persons may include:

- supervisor
- colleagues
- external organisations
- line management

Maintenance may include:

- adding toner
- cleaning equipment regularly
- replacing paper
- clearing paper jams
- organising service calls

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- Provides evidence of listening carefully and following instructions on how to select and operate equipment.
- Undertakes routine maintenance while following instructions in accordance with operating manual.
- Communicates faults and/or risks to appropriate people.

(2) Pre-requisite Relationship of Units

BSBBAD0201A Participate in workplace safety procedures

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
- the organisation's policies, plans and procedures that relate to the use of business equipment
- the functions of a range of business equipment
- the correct shut-down procedures for a range of business equipment
- common equipment faults
- routine maintenance procedures

Skills

The ability to:

- identify work requirements and process basic, relevant workplace documentation
- display communication skills to identify lines of communication, request advice, effectively question, follow instructions, receive feedback and report equipment faults
- solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- apply technology skills to use business equipment under direction
- relate to people from a range of social, cultural, ethnic backgrounds and physical mental abilities

(4) Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ -J Level Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITINET1111A: Operate peripherals devices

Competency Descriptor:

This unit deals with the skills and knowledge required to operate equipment and undertake routine maintenance and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select equipment/resources	<p>1.1 Equipment or resources required to complete task are identified and accessed in accordance with guidelines and procedures.</p> <p>1.2 Required equipment are correctly installed for use according to installation instructions.</p> <p>1.3 Equipment is checked for serviceability in accordance with manufacturer's instructions.</p> <p>1.3 All defects are identified, documented and reported to the appropriate personnel.</p>
2. Operate equipment	<p>2.1 Operating parameters are set up correctly to meet requirements of tasks.</p> <p>2.2 Equipment is operated in accordance with manufacturer's instructions and organisation's guidelines.</p> <p>2.3 Appropriate actions are taken as required for disruption in operations.</p> <p>2.4 Repairs outside area of responsibility are reported to appropriate persons.</p> <p>2.5 Correct testing procedures are followed to verify readiness of equipment for continuation of process.</p> <p>2.6 Parameters are reset and tasks are continued in accordance with operating procedures.</p> <p>2.7 Outcome is checked against requirements for accuracy and completeness.</p>

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|---------------------------------|---|
| 3. Maintain equipment/resources | 3.1 Equipment/resources is monitored for faults, wear and tear and adequacy. |
| | 3.2 Maintenance is undertaken to ensure equipment meets manufacturer's specifications. |
| | 3.3 Specified cleaning materials are used in accordance with manufacture's instructions. |
| | 3.4 Records concerning equipment/resources are maintained in accordance with organisation's guidelines |
| | 3.5 Equipment/resources are stored properly in accordance with manufactures and organisation requirements |

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating peripherals and applies to individuals in the information and communication technology industry.

Peripherals may include:

- printer
- scanner
- fax machine
- photocopier
- audio/video devices
- projectors
- modems
- universal serial bus
- speakers

Maintenance may include:

- cleaning equipment regularly
- adding toner
- replacing paper
- clearing paper jam
- organising request for servicing

Equipment instructions may include:

- manufacturers guidelines
- procedure manuals
- training notes

Resources may include:

- toner
- disks
- paper

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate peripherals in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- selecting the appropriate equipment to complete task to specification
- carry out routine maintenance safely
- demonstrate the ability to operate a range of equipment
- maintain records in accordance with organisation guidelines

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- theoretical concept of input and output devices
- general features and capabilities of common hardware
- types of peripherals
- general applications of the types of peripherals
- operations of audio/visual devices
- types of printers and their use
- differences between the various types of printers
- routine maintenance practices
- routine inventory procedures

Skills

The ability to:

- operate equipment safely
- carry out routine maintenance
- perform task to specification
- apply simple installation procedures

(4) Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- hardware peripherals

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPGEN0151A: Store and retrieve images manually

Competency Descriptor:

This unit deals with the skills and knowledge required to store and retrieve images manually.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Record and store images	1.1	Information on images are accurately recorded in accordance with relevant workplace procedures.	
	1.2	Information is kept safe, organized and correctly placed using established procedures.	
	1.3	Storage areas for images are prepared and the appropriate conditions for storing images are maintained in accordance with industry practices and relevant workplace procedures.	
	1.4	Images are safely stored within the agreed timeframe in accordance with relevant workplace procedures.	
	1.5	Problems identified with the storage areas and conditions of images are reported promptly to the relevant persons.	
	1.6	The integrity, confidentiality and security of images are maintained in accordance with ethical, legal and enterprise requirements and guidelines.	
2. Retrieve and supply images	2.1	Images requested are located using established procedures.	
	2.2	Images removed are clearly and accurately documented including information on who received the images.	
	2.4	Missing images and damages or deterioration in quality of images are identified and reported according to established procedures.	
	2.5	Requested images are delivered on time and in format requested.	

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to storing and retrieving images manually.

Organisational policy may include:

- disclosure of information
- storage of information
- issuing information
- approval processes to obtain access to systems
- creating new files
- reference systems
- coding of material
- retrieval
- document tracking procedures
- reporting missing items
- system improvement
- reporting problems

Legislation, codes and standards to include:

- industry code of practices
- procedure for handling files
- handling confidential materials
- using filing systems
- disposal of records
- data protection regulations/requirements
- copyright requirements
- privacy rights

Images may include:

- typographic and graphical images in black and white and colour
- photographs
- artwork
- film
- used plates

Filing systems to include:

- alphabetical
- numerical
- chronological
- alphanumeric
- uses of indexes

Maintaining integrity, confidentiality and security of images may include:

- how to handle images correctly
- procedures for storage
- gaining approval for use
- keeping images away from persons not authorised to use them

Reporting problems to include those which are:

- system related
- policy related
- image related

Damages may include:

- exposure to chemicals
- getting wet
- torn edges
- crushed
- being stuck together

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to store and retrieve images manually in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the storage requirements for images and potential hazards to images
- demonstrate knowledge of the legal, ethical and guidelines relating to use of images
- record and store information on images
- prepare storage area and maintain required storage environment for images
- retrieve and supply images in to the designated persons in the required timeframe
- appropriate handle issues relating to physical state, security and integrity of images
- accurately interpret technical information, communicate information and complete documentation
- compliance with legal, ethical and Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types of images, their use as design elements and principles of design
- handling of photographic materials
- handling of artwork and used plates
- nature of materials and substrates
- information sources
- inventory control index
- conditions and hazards relating to storage of images
- enterprise storage and filing systems
- maintaining security and integrity of images
- legal, ethical and moral requirements relating to images
- copyright, privacy rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures in relation to digital imaging work
- industry standards and best practices

Underpinning Knowledge and Skills (cont'd)Skill

The ability to:

- read and interpret information
- work safely
- following work instructions
- handle images
- store and retrieve images
- communicate effectively
- complete documentation
- apply storage and filing procedures

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- images
- work instructions
- storage facilities and log books
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIWEB1121A: Use a web authoring tool to create a simple web page

Competency Descriptor:

This unit deals with the skills and knowledge required to create a simple web page using a web authoring tool and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Create document structure	1.1 The head and title of the document is created in the user agreed style according to procedures and guidelines. 1.2 The creation of the body of the document and the addition of text and paragraphs are carried out according to procedures. 1.3 Spaces are inserted appropriately to make document more easily readable. 1.4 Special symbols are added so that they will be displayed correctly across platforms. 1.5 Images are inserted and optimised as required. 1.6 Document is saved according to procedures using a name and text case that is useful for the purpose of the document.
2. Format document and import objects	2.1 Format of text (colour, bolding, size, text spacing) is changed to meet user presentation requirements. 2.2 Suitable background colour or image is determined according to user requirements (company logos, company style guides). 2.3 Elements on the pages are positioned for preferred look using correct procedures.

- 2.4 Text is indented and lists are created using the correct procedures.
 - 2.5 Images are inserted, optimised and formatted to document requirements.
 - 2.6 Text is wrapped around images or space added around images.
- 3. Create tables
 - 3.1 A table is created for the page content base on document map/diagram and position on page.
 - 3.2 The width of table is set and cells are formatted as required by document map/diagram.
 - 3.3 Borders of table and any nested tables are created using the correct procedures.
- 4. Generate links
 - 4.1 Links and anchors are created within document.
 - 4.2 Link to an FTP site is created to transfer files easily.
 - 4.3 An image is divided into click able regions using the correct procedures.
- 5. Create simple forms
 - 5.1 Form elements are added to page.
 - 5.2 Form element properties are set for each form element.
 - 5.3 The form is connected to a script in a server virtual directory.
 - 5.4 The form is tested to ensure no errors.
- 6. Test and save document
 - 6.1 Links, colours and formatting are tested across different platforms.
 - 6.2 Document format is ensured to remain consistent across different platforms/browsers.
 - 6.3 Display time of document is reduced for ease of use.
 - 6.4 Document is saved in appropriate folder/directory for user access.

RANGE STATEMENT

This unit applies to using a web-authoring tool to develop a simple web page.

Web authoring tool used may include but not limited to:

- Dream weaver
- Golive
- Adobe Photoshop
- Fireworks
- Frontpage

Web development standards followed may include but not limited to the following:

- Web Content Accessibility Guidelines 1.0 (WCAG)
- Authoring Tool Accessibility Guidelines 1.0 (ATAG)
- User Agent Accessibility Guidelines 1.0 (UAAG)

Mark-up language may include but limited to:

- HTML and DHTML

EVIDENCE GUIDE

Competency is to be demonstrated by using web authoring tool to create basic web site content.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects.

- develop web content using authoring tools to meet specifications
- create cross browser web documents

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit are:

- ITICOR0231A Operate a personal computer
- ITICOR0241A Operate a word processing application (basic)
- ITICOR0471A Access the Internet

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- basic design principles
- technical environment characteristics
- read and interpret basic authoring specifications
- appropriate software and tools are selected to meet the required specifications

Skills

The ability to:

- basic design
- read and write at a level where basic workplace documents are understood
- communicate clearly and precisely

(4) Resource Implications

The following resources should be made available

- a personal computer
- candidate will need access to more than one browser/ platform to test for consistency.
- a web authoring software
- organizational style guide/ policy
- user requirements

(5) Method of Assessment

Competency should be determined by intermittent checking at various critical stages of project work.

Competency should be determined by observing task assigned at completion (short/long programs).

Competency should be assessed through the application of questions related to the underpinning knowledge.

(6) Context of Assessment

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGPPRI0231A: Move and store materials and products

Competency Descriptor:

This unit deals with the skills and knowledge required to safely move and store work materials and printed products.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan for the safe movement and storage of materials and products	<p>1.1 Materials and products to be moved and stored and the storage locations are identified based on work instructions and enterprise policies and guidelines.</p> <p>1.2 Storage procedures are correctly identified based on work instructions, nature of the materials/products and other requirements.</p> <p>1.3 Checks are made to ensure that materials/products are ready to be stored and any further actions to be taken are identified.</p> <p>1.4 Storage areas are prepared and appropriate environmental conditions for safe storage are maintained.</p> <p>1.5 The correct placing of materials/products is determined through communications with relevant party.</p> <p>1.6 Plans are verified with designated personnel where required before loading in or loading out.</p> <p>1.6 The order in which materials/products will be moved is confirmed with the designated personnel where required.</p> <p>1.7 Any special conditions of the job are confirmed and all likely problems associated with moving materials/products are determined and tasks are verified with all relevant personnel.</p> <p>1.8 Moving devices are secured where possible to assist in moving materials/products.</p>
2. Use clothing and accessories for protection	<p>2.1 Lifting equipment or accessories are used where required in accordance with Occupational Health and Safety principles.</p> <p>2.2 Appropriate clothing is worn to protect the body in accordance with health and safety requirements.</p>

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|---|-----|--|
| | 2.3 | Manual handling procedures are followed according to enterprise practices and procedures and Occupational Health and Safety requirements. |
| | 2.4 | Relevant safety gear and equipment are available to be used in the event of any incidents and emergencies. |
| 3. Move and store material and products | 3.1 | Material/products are safely packed on moving devices to minimise movement in transit or safe lifting and handling techniques are applied during movement. |
| | 3.2 | Material/products are stacked in designated order in accordance with the nature of the work, weight, fragility and ease of access. |
| | 3.3 | Material/products are correctly labelled and potential hazards are removed from storage area. |
| | 3.4 | Material/products are stored in a manner that ensures their integrity and security following established inventory control procedures. |
| | 3.5 | Relevant documentation is completed in accordance with enterprise policies and procedures. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to moving and storing finished materials and products.

Factors to be considered in moving and storage of products and materials may include:

- number, quantity and size of work
- fragility
- usefulness in the future
- available space
- weight
- frequency of use
- workplace procedures, e.g. safety, process procedures, use of materials, recycling, cost control, reporting

Readiness of materials/products to be stored may involve consideration of:

- completion of process(es)
- identification of damage (and its rectification and stabilization)
- protection from damages
- documentation and labeling
- any use in the near future

Materials and products may include:

- paper
- plate
- film
- chemicals
- toner cartridges
- printed work
- stock

Environmental conditions of storage area may include consideration of:

- dampness
- humidity
- light
- potential hazards
- height restrictions
- ease of access

Enterprise procedures and practices may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Occupational Health and Safety standards and guidelines may include:

- material handling guidelines
- guidelines for the use of equipment
- lifting and handling procedures
- legislative guidelines

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to move and store materials and products in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the relevant procedures and conditions for storage of materials and products
- determine order of movement, placement and storage of materials and products
- use of appropriate techniques and equipment to move and store materials and products
- prepare storage areas, maintain appropriate conditions and eliminate potential hazards
- handle and store finished work safely and produce relevant documentation
- perform all tasks in accordance with enterprise policies and procedures and legislative requirements
- conduct work according to quality and Occupational Health and Safety standards

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- archival principles and values
- physical nature of materials and products to be stored
- preparation of materials and products for storage
- potential hazards to stored materials and products
- importance of stacking and handling materials and products safely
- storage documentation procedures
- inventory control procedures
- environmental issues relevant to the safe storage of different type of materials and products
- physical requirements for storage of the finished work relevant to the type of work
- enterprise and legislative Occupational Health and Safety procedures in relation to storage of materials and products
- effect of environmental conditions on materials and products
- enterprise policies and procedures
- quality requirements
- industry standards and codes of practice

Skills

The ability to:

- determine storage requirements for materials and products
- read and interpret information
- prepare finished work for materials and products
- prepare storage areas
- apply numeracy skills
- solve problems
- work safely
- determine ambient storage conditions
- identify hazards
- perform relevant documentation

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials and products
- materials, resources and equipment required to move and store materials and products safely relevant documentation
- enterprise policies and procedures
- occupational health and safety requirements

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0482A: Produce pages using a page layout application

Competency Descriptor:

This unit deals with the skills and knowledge required to compose pages based on a client brief using a page layout application and involves arranging basic elements on a page, finalising the artwork and checking the quality.

Competency Field: Graphic Arts

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Arrange elements on page	1.1	Client copy and images are assembled to conform to the design brief in accordance with enterprise policies and procedures.
	1.2	Text is prepared and required fonts and font size are used in accordance with design brief.
	1.3	Basic elements are created and arranged on page to conform to the design brief.
	1.4	Elements are copied and pasted according to the design brief.
	1.5	The help function is accessed if required and solution to queries found.
	1.6	Document set up is completed to conform to the design brief.
2. Finalise artwork	2.1	Pages and combined elements are composed correctly to suit specified page size in accordance with design specifications.
	2.2	Artwork is completed in the style that conforms to design specifications and intended audience.
	2.3	Margins and borders are set to incorporate a bleed allowance.
3. Check quality	3.1	Text is reviewed for possible errors and omissions and errors are discussed with client or supervisor.
	3.2	Arrangement of the basic elements maintains overall balance of the layout and correct tonal quality.

- 3.3 A hard copy proof is printed and rechecked for errors, omissions and the overall balance of the layout.
- 3.4 Trim marks and margins are correctly placed.
- 3.5 Necessary changes are made and reviewed on screen and reproofed as required.
- 3.6 The job is saved according to enterprise policies and procedures.
- 3.7 A proof or PDF (portable document format) is created to present to client in accordance with enterprise policies and procedures.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to producing pages using a page layout application.

Page layout tools may include:

- quark express
- indesign
- page maker
- microsoft publisher.

Basic elements may include:

- simple filled or unfilled boxes
- frames
- rules (lines)
- bullets used as accents or to divide a page into sections.

Document set up may include:

- margins
- page size
- page orientation
- number of pages
- arrangement of pages.

procedures for saving a document may include:

- the preferred format
- naming preferences
- location the file is saved to.

Occupational Health and Safety requirements may include:

- personal protective clothing and equipment
- hazard control policies and procedures
- emergency, fire and accident procedures
- safe handling and lifting procedures
- use and disposal of chemicals
- ergonomic considerations
- safe usage and storage of tools, material and equipment
- safe working environment.

Organisational policies and procedures may include:

- hazard control policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- conflict resolution procedures
- job procedures
- work instructions
- quality procedures
- environmental procedures.

Sources of information/documentation may include:

- manufacturer's specifications
- organisational operating procedures
- work specifications
- technical manuals
- industry publications
- workplace records
- customer requirements
- industry standards
- workplace codes of practice.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce pages using a page layout application in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of operation of a computer, page layout application tools and features and relevant design principles and techniques
- accurate interpretation of design brief, specifications and other technical information
- preparation of equipment, work environment and resources for work
- plan and organize work for efficient operations and achievement of desired outcomes
- appropriate utilization of application to compose and assemble images and elements to requirements
- developing pages based on client brief using a page layout application to client's satisfaction

- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- set up document, assess quality and export and save file
- demonstrate safe and effective operational use of equipment and software
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organizational policies and procedures including Quality Assurance requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic computer operations
- range of page layout applications
- features and capabilities of page layout applications
- design principles and techniques
- digital printing process
- electronic media
- element composition and assembly
- document set up
- templates
- imposition
- style guides and style sheets
- text and formatting
- interpreting a brief
- sources of information on manufacturer's specifications
- organizational policies and procedures
- industry standards and codes of practice
- quality requirements
- occupational health and safety requirements

Skills

The ability to:

- read and interpret technical information
- plan and organize work
- solve problems
- use computer applications
- prepare and edit text
- assemble and compose elements
- set up document
- save and present files
- communicate effectively
- apply quality checks
- accurately carry out all recording, reporting and documentation activities
- work safely
- work in compliance with policies and procedures

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- design brief/request/work sheet
- appropriate computer and current software application
- relevant technical documentation, manuals and manufacturer's specifications
- logs and work reporting documentation
- organisational policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- Industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0452A: Produce a typographic image

Competency Descriptor:

This unit deals with the skills and knowledge required to produce a typographical image.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Interpret the design brief	1.1	The specifications of the brief are correctly interpreted.
		1.2	The user or client purpose for the artwork is determined to inform design decisions.
		1.3	Specifications, parameters or constraints of the brief are clarified in consultation with relevant colleagues.
		1.4	Information pertinent to the brief are sourced and assessed.
2.	Select and evaluate typography	2.1	Typeface, type-size, letter and word, and line spacing are selected in accordance with the design setting requirements.
		2.2	Typeface and type-size are evaluated for their suitability to retain the required characteristics through the set of reproduction stages in accordance with the design brief and printing process.
3.	Position images	3.1	Images are positioned accurately according to the design specifications.
4.	Produce and proof type	4.1	Type is produced either on the keyboard from copy using the appropriate layout and design, and typesetting technology or by transferring information from the electronic medium into the typesetting program.
		4.2	Typographic quality is checked to meet the job requirements.
		4.3	Proofs are marked up with correct proof reading marks and corrected.

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| 5. Assess text for punctuation and grammar | 5.1 Text is read, and errors in grammar, punctuation and word-breaks are identified. |
| | 5.2 Errors are corrected in consultation with client. |
| | 5.5 Techniques to be used are selected based on the conceptual vision. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to producing a typographical image.

The artwork may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- hand building (displays, installations, mock-ups)
- digital imaging
- preparing work for printing processes

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce a typographical image in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of typographical images which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of typographical images
- plan and organise work to produce artwork consistent with work specifications and industry practice
- explore range of techniques and applications to enhance realisation of typographical images
- collaboratively determine purpose and specifications of typographical images
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant printing processes and electronic media
- design theory
- point sizes
- kerning
- typography
- proof reading marks
- grammar and punctuation
- information sources
- equipment and materials used in the production of typographical images
- work space requirements for the production of typographical images, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in typographical images
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of typographical images
- maintenance of equipment used in producing artwork
- general knowledge of the historical and theoretical contexts for producing typographical images
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- produce typographical images
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- Industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0462A: Produce graphics using a graphics application

Competency Descriptor:

This unit deals with the skills and knowledge required to develop computer-generated graphics based on a client brief using a graphic application.

Competency Field: Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Prepare the work environment	1.1	Details of the brief and other information/documentation are reviewed to identify preference-setting requirements.	
	1.2	Monitor is calibrated using an ICC (International Colour Consortium) profile to ensure closest possible colour match using the correct procedures.	
	1.3	Palettes are arranged to suit job and personal preferences in accordance with organisational policies and procedures.	
	1.4	View magnification is set for ease of working with the graphics.	
	1.5	Work area and equipment are prepared and organised in accordance with work requirements, Occupational Health and Safety requirements and organisational policies and procedures.	
2. Produce objects	2.1	Ruler units are set and grid is displayed to ensure artwork meets design specifications.	
	2.2	Tools are used to produce objects and required attributes are entered and shapes manipulated, continuing until graphic framework is finalised.	
	2.3	Lines and curves are adjusted and edited to fit design specifications.	
	2.4	Objects are painted, transposed and strokes and effects are scaled according to the design brief.	

- 2.5 Colours are created, edited and saved to the colour palette and saturation of colour is adjusted.
 - 2.6 Colour and appearance attributes are selected and copied as required.
 - 2.7 Gradients fills, mesh and patterns are used to paint and blend as required by the layout and design brief.
- 3. Alter objects
 - 3.1 Objects are grouped or individually selected, moved, scaled or rotated using a variety of methods.
 - 3.2 Objects are reflected, sheared and distorted according to the design brief.
 - 3.3 Three dimensional objects are formed and edited and gradient colour added to create depth.
 - 3.4 The perspective of the objects is adjusted as required.
 - 3.5 Transformations are repeated according to the design brief.
 - 3.6 Smooth colour blends are created between objects and blends are modified as required to meet the design brief.
- 4. Add type as a graphic element
 - 4.1 Required type is added to type containers and type attributes and formatting are set to reflect the design brief.
 - 4.2 Type is wrapped or placed along a path to complement the graphic in accordance with design brief.
 - 4.3 Type is converted to type outlines or letterforms and shapes are modified using the correct procedures.
- 5. Set appearance attributes and styles
 - 5.1 The properties of the graphic are set and meet the design brief.
 - 5.2 Effects are added to a graphic and edited to make the appearance more suitable according to the design brief.
 - 5.3 Appearances required for further use are saved as styles.

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| 6. | Set up layers | 6.1 | Objects are organised in layers and stacking order is controlled using the correct procedures. |
| | | 6.2 | Layers are locked and/or nested and grouped according to the design brief. |
| | | 6.3 | Styles are added or removed from layers when layer consistency is or is not required. |
| 7. | Finalise document | 7.1 | The appropriate format for saving the graphic is identified given the various elements in the graphic and organisational requirements. |
| | | 7.2 | The resolution for effects and any filters are set based on image quality. |
| | | 7.3 | Document is checked to ensure correct layout file and that there are no non-printable elements in accordance with organisational requirements. |
| | | 7.4 | PDF (portable document format) or other export options are fixed to the best settings for the final media and the file is then exported and saved in accordance with organisational policies and procedures. |

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to producing graphics using a graphics application.

Graphic application may include:

- adobe illustrator
- adobe photo shop
- coreldraw
- freehand
- indesign
- quark express

Manipulation of shapes may include:

- shapes are rotated
- position and sizes changed
- shapes sent to back or forward
- scaled and copied.

Colours may include:

- cmyk (cyan, magenta, yellow, black) colours
- spot colours
- registration colours
- pms (pantone matching system).

Editing of lines and curves may include:

- transparency
- gradients
- strokes
- custom colours using CMYK (cyan, magenta, yellow, black) sliders.

Objects may include:

- predefined shapes
- drawn objects
- curved segments
- lines.

Appearance attributes may include:

- fills
- strokes
- effects
- blending modes
- transparency.

Elements may include:

- layers
- fine lines
- blending
- feathering.

Occupational Health and Safety requirements may include:

- personal protective clothing and equipment
- hazard control policies and procedures
- emergency, fire and accident procedures
- safe handling and lifting procedures
- use and disposal of chemicals
- ergonomic considerations
- safe usage and storage of tools, material and equipment
- safe working environment.

Formatting may include:

- font
- leading
- paragraph alignment
- character size
- columns of type
- text flow.

Effects may include:

- glows
- textures
- opacity
- blur and others.

Details of brief may include:

- elements to be produced
- colour
- layout
- format

Organisational policies and procedures may include:

- hazard control policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- conflict resolution procedures
- job procedures
- work instructions
- quality procedures
- environmental procedures.

Sources of information/documentation may include:

- manufacturer's specifications
- organisational operating procedures
- work specifications
- technical manuals
- industry publications
- workplace records
- customer requirements
- industry standards
- workplace codes of practice.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce graphics using a graphics application in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of operation of a computer, graphic software tools and features and relevant design techniques
- accurate interpretation of design brief, specifications and other technical information
- preparation of equipment, work environment and resources for work
- plan and organize work for efficient operations and achievement of desired outcomes
- appropriate utilization of software to produce and manipulate objects, elements, colours and texts to requirements
- developing graphics based on client brief using a high-end application
- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- produce document in accordance with expect outcome and export and save file
- demonstrate safe and effective operational use of equipment and software
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organizational policies and procedures including Quality Assurance requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- image formats (SWF, SVG, GIF, JPEG, PNG, Bitmap and others)
- operation of a computer
- current industry accepted hardware and software products with broad knowledge of general features and capabilities
- features and tools of graphic applications
- correct application selection
- design techniques
- manipulation of graphics
- colour models
- attributes of appearance
- effects
- filters
- text and formatting
- interpreting a brief
- sources of information on manufacturer's specifications
- organizational policies and procedures
- industry standards and codes of practice
- quality requirements
- occupational health and safety requirements

Skills

The ability to:

- read and interpret technical information
- plan and organize work
- solve problems
- use and maintain computer equipment
- select and use graphics applications features and tools
- produce and manipulate objects, elements, colours and text
- set layers, appearance and attributes
- save and export files
- communicate effectively
- apply quality checks
- accurately carry out all recording, reporting and documentation activities
- work safely
- work in compliance with policies and procedures

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- design brief/request/work sheet
- appropriate computer and current software application
- relevant technical documentation, manuals and manufacturer's specifications
- logs and work reporting documentation
- organisational policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- Industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0422A: Electronically combine and assemble data

Competency Descriptor:

This unit deals with the skills and knowledge required to electronically combine and assemble data.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Interpret the design brief	1.1	The specifications of the brief are correctly interpreted.
		1.2	The user or client purpose for the artwork is determined to inform design decisions.
		1.3	Specifications, parameters or constraints of the brief are clarified in consultation with relevant colleagues.
		1.4	Information pertinent to the brief are sourced and assessed.
2.	Prepare and maintain resources for work	2.1	Equipment and materials required for the production of artwork are correctly identified and selected.
		2.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		2.3	Workspace is organized and maintained so that it remains clean and safe.
		2.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
3.	Plan the combining strategy and prepare the work	3.1	Computer functions are undertaken to access the required data from electronic files.
		3.2	The appropriate software is checked for suitability to undertake combining tasks.
		3.3	The system is checked for the required fonts to fulfil job specifications.
		3.4	The storage capacity of the system is checked for sufficiency.

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|----|------------------------|-----|--|
| 4. | Combine data | 4.1 | Page layout is created in accordance with job specifications. |
| | | 4.2 | Elements are placed in the page in accordance with job specifications. |
| | | 4.3 | Spreads and chokes (electronic trapping) is applied in accordance with job specifications. |
| | | 4.4 | The image output is prepared in accordance with job specifications. |
| 5. | Create multiple images | 5.1 | Basic step and repeat layout is prepared to suit job specifications. |
| | | 5.2 | The appropriate software for step and repeat is accessed to suit job specifications. |
| | | 5.3 | Images are stepped to suit job specifications. |

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to electronically combining and assembling data.

The work may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Techniques may include:

- hand drawn illustration, lettering
- hand building (displays, installations, mock-ups)
- digital imaging
- preparing work for printing processes

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to electronically combine and assemble data in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- production of artwork which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of designs
- plan and organise work to produce artwork consistent with work specifications and industry practice
- explore range of techniques and applications to enhance realisation of conceptual vision
- collaboratively determine purpose and specifications of artwork
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- colour theory
- relevant print processes and electronic media
- planning the work strategy
- combining the data
- creation of multiple images
- evaluation of results
- proofing systems
- information sources
- equipment and materials used in the production of design work
- work space requirements for the production of design, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in design
- general knowledge of the formal elements and principles of design
- application of principles of design to the production of digital designs
- maintenance of equipment used in producing artwork
- general knowledge of the historical and theoretical contexts for designing
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- create design consistent with conceptual vision
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0432A: Output images

Competency Descriptor:

This unit deals with the skills and knowledge required to output images through the application of a range of techniques, equipment and materials.

Competency Field: Printing and Graphic Arts

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare and maintain resources for work	1.1	Equipment and materials required for the production of artwork are correctly identified and selected.
		1.2	Equipment and materials are prepared and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe.
		1.4	Equipment, information and materials are stored in accordance with relevant workplace and safety requirements.
2.	Explore techniques to plan work	2.1	The capabilities of techniques, equipment and materials for producing required images are identified from relevant sources.
		2.2	Different techniques, equipment and materials are used/combined to extend capabilities and enhance applications as directed.
		2.3	The conceptual vision for the proposed images determined based from supplied information.
		2.4	Techniques to be used are selected based on the conceptual vision.
		2.5	Work activities are sequenced, identifying work processes and resource requirements, as directed.
3.	Set up and maintain the output device	3.1	Output devices are set up and maintained according to manufacturer and enterprise standards.
		3.2	The image processor is set up and maintained.

	3.3	The output medium is identified prior to operating the output device.
	3.4	Material is loaded into the output device appropriately for the output medium.
4. Output the image	4.1	The system is activated to initiate the output in accordance with job specifications.
	4.2	The image output is evaluated to ensure it conforms to the job specifications.
	4.4	The image is prepared for the next stage of the production process in accordance with job specification.
5. Output image to electronic media	6.1	Data required for the job is called up electronically using industry programme.
	6.2	Data is checked and amended to conform with job specifications.
	6.3	Data is transferred from one format to another in accordance with job requirements.
	6.4	The image transfer is checked to ensure the output conforms to job requirements.

RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to outputting images.

The artwork may include design for:

- posters
- banners
- corporate stationery
- annual reports
- logos
- corporate presentations
- invitation
- book design
- visual merchandising
- advertising
- web design

The relevant sources may include:

- brief describing and specifying the work to be completed
- supervisor
- written instructions
- diagrammatic instructions
- visual sources
- verbal instructions

Resources may include:

- drafting table
- lighting and power requirements
- electronic equipment
- process-specific needs

Techniques may include:

- hand drawn illustration, lettering
- hand building (displays, installations, mock-ups)
- digital imaging
- preparing work for printing processes

Extending capabilities may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application

The approach may encompass:

- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Electronic media may include:

- disk
- CD
- tape
- cartridge
- removable drives
- transmission technologies such as ISDN
- modems

Output devices may include:

- laser printers
- film image setters
- paper image setters

Images may include:

- typographic and graphical images in black and white and colour
- files from a variety of sources

Determining techniques may include:

- looking at consistency with the brief for the design
- ease of application
- access to materials, tools and equipment required for the production of the graphic design
- personal affinity with medium and materials
- access to specialist support services

Documentation may involve:

- recording cost and time
- labelling work
- saving documents
- written rationale or description

Tools and equipment may include:

- a range of brushes
- nibs and pens
- spray gun
- air brush
- spray cans
- brushes
- spatulas
- scrapers
- sponges
- hand tools
- light box
- drafting table and equipment
- computer
- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- scanner
- printer
- digital camera
- storage devices
- projection equipment and screens

The conceptual vision may be determined by the subject matter or theme for the work and may include:

- the body
- identity
- land and place
- political
- cultural
- social issues
- spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Workplace procedures may relate to such things as:

- safety
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- range of papers of differing weights and textures
- wood,
- board, fabrics,
- perspex,
- metal surfaces
- drawing implements
- wet mediums
- inks

Maintaining equipment and materials may involve:

- saving files
- shutting down computers
- turning off power supply
- replacing protective covers
- replenishing paper supply
- charging batteries
- deleting image files from memory cards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to output images in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the principles of design and formal elements and their application
- use of computer applications to prepare and output images
- preparation of output devices to receive images
- knowledge of equipment and materials and how they are used and extended in the production of digital images
- plan and organise work to produce artwork consistent with work specifications and industry practice
- accurately interpret technical information and complete documentation
- increase capabilities of techniques, material and equipment appropriately
- compliance with Occupational Health and Safety requirements and industry standards
- work in accordance with organisational policies, procedures and quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant printing processes
- computer operating systems
- a range of output devices
- handling of photographic materials
- information sources
- equipment and materials used in the production of images
- work space requirements for the production of images, including ways of organizing and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in images

- general knowledge of the formal elements and principles of design
- application of principles of design to the production of digital images
- general knowledge of the historical and theoretical contexts for digital imaging work
- copyright, moral rights and intellectual property issues
- organizational and legislative Occupational Health and Safety procedures in relation to digital imaging work
- industry standards and best practices

Skill

The ability to:

- read and interpret technical information
- use tools and equipment safely
- following work instructions
- output images
- communicate effectively
- apply principles of design

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- workplace (actual enterprise or simulated)
- relevant tools and equipment
- images
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- occupational health and safety requirements
- industry standards and best practices

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PGGPRP0532A: Digitise images for reproduction

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare copy, calibrate the scanner and produce scanned images that meet the technical specifications of the job.

Competency Field: Pre-press Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Mount original copy	1.1	The original image is scaled and identified according to job specifications.
		1.2	Work surfaces are cleaned and prepared to ensure the images are dust free in accordance with enterprise policies and procedures.
		1.3	The original is mounted according to enterprise procedures.
		1.4	Occupational Health and Safety issues are identified and correct practices are used if any solvents are applied.
2.	Set up scanner	2.1	The scanner is set up and calibrated according to specifications.
		2.2	Data from copy evaluation and aim points to suit the original are entered correctly onto the scanner according to specifications.
		2.3	The scanner application or plug-in is selected.
3.	Produce images	3.1	The medium being scanned to is selected according to job specifications.
		3.2	The disk capacity is checked where appropriate to ensure sufficiency for the job.
		3.3	The processor is set and checked according to job specifications.
		3.4	Images are outputted as required according to job specifications.

- 3.5 The output images are checked for conformance to the technical specifications of the job and scan adjustments made if necessary.

RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to digitise images for reproduction.

Original images may include:

- photographs
- diagrams
- sketches
- drawings
- text

Scanner may include:

- flat-bed scanner
- drum scanner

Output medium may include;

- film
- disk
- proof
- paper

Job specifications may include:

- size
- transparency (positive and negative) reflection
- colour
- re-screens

Enterprise policies and procedures may include:

- hazard control policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- conflict resolution procedures
- job procedures
- work instructions
- quality procedures
- environmental procedures.

Occupational Health and Safety requirements may include:

- personal protective clothing and equipment
- hazard control policies and procedures
- emergency, fire and accident procedures
- safe handling and lifting procedures
- use and disposal of chemicals
- ergonomic considerations
- safe usage and storage of tools, material and equipment
- safe working environment

Sources of information/documentation may include:

- manufacturer's specifications
- organisational operating procedures
- work specifications
- technical manuals
- industry publications
- workplace records
- customer requirements
- industry standards
- workplace codes of practice

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to digitise images for reproduction in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of image capture processes, colour theory and operations of scanners
- accurate interpretation of job specifications, technical information and requirements of the printing process
- set aim points, prepare and mount original
- prepare, calibrate and operate scanner to requirements
- output images to required medium and assess disk capacity
- scanned images meet specified quality and technical standards for reproduction and final end use
- the substrate for reproduction is identified and that the quality of the scanned image be suitable for the identified printing processes
- demonstrate safe and effective operational use of equipment and software
- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organizational policies and procedures including Quality Assurance requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- printing processes and requirements
- electronic media
- colour theory
- features and capabilities of scanners
- operations, calibration and maintenance of scanners
- evaluation of film and proof
- colour mixing principles
- colour separation requirements
- tone gradation
- grey balance
- screen ruling and dot percent
- interpreting a brief
- sources of information on manufacturer's specifications
- organizational policies and procedures
- industry standards and codes of practice
- quality requirements
- Occupational Health and Safety requirements

Skills

The ability to:

- read and interpret technical information
- plan and organize work
- solve problems
- prepare and calibrate scanner
- use and maintain scanner
- mount original and input data
- select and set appropriate settings
- assess disk capacity
- output images to desired medium
- communicate effectively
- apply quality checks
- accurately carry out all recording, reporting and documentation activities
- work safely
- work in compliance with policies and procedures

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- design brief/request/work sheet
- appropriate scanner and output media
- relevant technical documentation, manuals and manufacturer's specifications
- logs and work reporting documentation
- organisational policies and procedures
- legislative, statutory and Occupational Health and Safety requirements
- Industry standards and codes of practice

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written tests
- case studies
- evaluation of work done
- evaluation of workplace records, job documents and performance appraisals
- testimonials from clients
- portfolio of evidence of previous works and qualifications
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable. |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated. |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.