



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Graphics Communications Finishing and Binding

Level 2

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ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council would like to thank the following for their contribution to the development of this document.

City and Guilds Institute of London
Australian Government – Department of Education and Workplace Relations

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Mr. Damian Bennett	Caribbean Label Crafts Ltd.
Mr Davidson Christmas	Dynamic Colour
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Qualification Overview

NVQB

in

**Graphic Communications
Finishing and Binding**

Level 2

Qualification Overview

The NVQB in Graphics Communications – Finishing and Binding Level 2 is aimed at persons who have responsibility as machine operators within the print finishing department. Workers at this level must have some personal autonomy and responsibility and collaborate with others to achieve work objectives.

Who is this qualification for?

The qualification is designed for individuals who work within a commercial production environment, with responsibilities for Binding and Finishing. It should be taken by those who are fully trained to deal with routine printing assignments such as operating print finishing equipment. Candidates should require minimum supervision in undertaking the role.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

A05002 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

PRINTING GRAPHIC COMMUNICATIONS - FINISHING AND BINDING – LEVEL 2

To achieve a full award, candidates must complete all fifteen (15) Mandatory units.

Mandatory Units (All must be completed)	<u>CODES</u>
1. Maintain health and safety within a print related work environment	U94702
1.1 Carry out an assessment of risks and hazards	
2.1 Adopt and adhere to safe working practices	
2. Communicate and work with others	U78502
2.1 Share information on own job role	
2.2 Develop and maintain working relationships	
2.3 Contribute to workgroup activities	
2.4 Deal with issues, problems and conflicts	
3. Keep equipment clean and in working order	U78602
3.1 Keep printing equipment clean	
3.2 Keep printing equipment in working order	
4. Handle, transport and store materials	U78702
4.1 Identify and select materials	
4.2 Handle and transport materials	
4.3 Store materials	
5. Set up and run guillotines	U80602
5.1 Set up and programme guillotines	
5.2 Run guillotines	
5.3 Monitor quality of guillotine cutting	
6. Set up and run insetting-stitching-trimming machines	U80702
6.1 Set insetting-stitching-trimming machines	
6.2 Run insetting-stitching-trimming machines	
7. Set up and run booklet making machinery	U80802
7.1 Set up booklet-making machinery	
7.2 Run over-booklet making machinery	

- | | | |
|------------|---|---------------|
| 8. | Set up and run auto-packing, storage and palletizing equipment | U80902 |
| | 8.1 Set up equipment | |
| | 8.2 Run equipment auto-packing, storage or palletizing equipment | |
| 9. | Set up and run adhesive binding machinery | U81002 |
| | 9.1 Set up adhesive binding machinery | |
| | 9.2 Run adhesive binding machinery | |
| 10. | Set up and run creasing machinery | U81102 |
| | 10.1 Set creasing machinery | |
| | 10.2 Run creasing machinery | |
| 11. | Set up and run folding machinery | U81202 |
| | 11.1 Set folding machinery | |
| | 11.2 Run folding machinery | |
| 12. | Set and run die stamping machinery | U81302 |
| | 12.1 Prepare die stamping machinery | |
| | 12.2 Run die stamping machinery | |
| 13. | Set up and run ancillary printing equipment | U81402 |
| | 13.1 Set up ancillary equipment | |
| | 13.2 Operate ancillary equipment | |
| 14. | Set up and run laminating equipment | U81502 |
| | 14.1 Set up laminating equipment | |
| | 14.2 Run laminating equipment | |
| 15. | Set up and run wire binding machinery | U81602 |
| | 15.1 Set wire binding machinery | |
| | 15.2 Run wire binding machinery | |

Optional units

- | | | |
|------------|---|---------------|
| 16. | Set up and run over printing machinery | U81702 |
| | 16.1 Set up an over-printing machine for production | |
| | 16.2 Run over-printing machinery | |

- 17. Set up and run slitting and re-reeling equipment – adhesive label production U81802**
17.1 Set up slitting and re-reeling equipment
17.2 Run slitting and re-reeling equipment
- 18. Set up and run foil stamping machinery U81902**
18.1 Set up foil stamping machinery
18.2 Run foil stamping machinery

U94702

Maintain health and safety within a print related work environment

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work safely in the printing environment and carry out the correct actions should an accident or emergency occur.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Carry out an assessment of risks and hazards | 1.1 | Carry out a risk assessment of the print related working environment. |
| | | 1.2 | Identify the principle hazards of the working environment. |
| | | 1.3 | Identify the risks and hazards that may occur. |
| | | 1.4 | Report unsafe working conditions to the relevant persons . |
| | | 1.5 | Complete and submit written reports according to organizational procedures and government legislation. |
| 2. | Adopt and adhere to safe working practices | 2.1 | Follow employer's instructions on the safe use of equipment and materials. |
| | | 2.2 | Follow manufacturer's instructions on the safe use of equipment and materials . |
| | | 2.3 | Select and use personal protective equipment in accordance with organizational guidelines and government legislation. |
| | | 2.4 | Select and use tools and equipment in accordance with organizational guidelines and manufacturer's instructions. |

RANGE STATEMENT

All range statements must be assessed:

1. Risk assessment:

- Identifying hazards
- Deciding who might be harmed and how
- Assessing how great the risk is
- Deciding whether existing controls are adequate or more are required
- Recording the significant findings
- Putting in place the additional precautions needed
- Reviewing the assessment

2. Principle hazards:

- Noisy machinery
- The use of chemicals
- Manual handling of machinery
- Manual handling of tools
- Moving parts of the machinery

3. Risks and Hazards:

- Trips due to inadequately placed items
- Spilt chemicals and liquids
- Clothing or rags being caught in machinery
- Heavy objects falling
- Poorly maintained wiring
- Careless use of sharp blades

4. Relevant persons:

- Team leader or supervisor
- Health and safety officer

5. Equipment:

- Machines/machine guards
- Guillotines
- Hand tools

6. Materials:

- Chemicals:
 - Alcohol based
 - Water based
 - Oil based

7. Personal protective equipment:

- Gloves
- Boots/shoes
- Goggles/glasses
- Masks/respirators
- Ear plugs
- Overalls

8. Organizational guidelines:

- Handling, transporting and storing tools and equipment
- Manual handling techniques
- Use of personal protective equipment
- Health and safety
- Record keeping

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the steps to be followed when carrying out a risk assessment.
2. How to identify the principal hazards of the working environment.
3. What are the risks and hazards that can occur in the printing environment.
4. What actions are to be followed when discovering unsafe working conditions and who are the relevant persons to whom they should be reported.
5. How to complete and submit written reports according to organizational procedures and government legislation.
6. What employer's instructions are available for the safe use of equipment and materials and how to follow them.
7. What manufacturer's instructions are available for the safe use of equipment and materials and how to follow them.
8. Why it is important to follow manufacturer's instructions on the safe use of equipment and materials.
9. Which tools and equipment should be selected and used in accordance with company guidelines and manufacturer's instructions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

U78502**Communicate and work with others**

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to communicate and work effectively with others in the printing environment. The candidate should be a skilled worker with limited autonomy and working with a team.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Share information on own job role | 1.1 | State relevant information linked to own job role which needs to be shared with workgroup members . |
| | | 1.2 | Share information with colleagues using different methods of communication . |
| | | 1.3 | Explain the importance of sharing relevant information . |
| 2. | Develop and maintain working relationships | 2.1 | Develop and maintain good working relationships with workgroup members . |
| | | 2.2 | Identify responsibilities and duties in relation to workgroup members . |
| | | 2.3 | Undertake activities in a manner that promotes cooperation and good relationships. |
| | | 2.4 | Take into account time and resource constraints in fulfilling work requirements of self and others. |
| | | 2.5 | Encourage, acknowledge and act upon constructive feedback provided by others in the workgroup. |
| 3. | Contribute to workgroup activities | 3.1 | Provide support to team members to ensure workgroup goals are met. |
| | | 3.2 | Constructively contribute to workgroup goals and tasks according to organizational requirements. |

- 3.3 Share **information** relevant to work with **workgroup members** to ensure designated goals are met.
 - 3.4 Identify and plan **strategies and opportunities for improvement** of the workgroup in collaboration with the workgroup.
- 4. Deal with issues, problems and conflicts
 - 4.1 Respect differences in personal values and beliefs and their importance in the development of relationships.
 - 4.2 Identify and appropriately respond to linguistic and cultural differences in communication styles.
 - 4.3 Identify issues, problems and conflict encountered in the workplace.
 - 4.4 Obtain assistance from **workgroup members** when issues, problems and conflict arise.
 - 4.5 Suggest possible ways of dealing with issues, problems and conflict as appropriate and refer to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1. Information:

- Satisfactory and unsatisfactory performance
- Organizational preferred task completion methods
- Workplace hazards, risks and controls

2. Workgroup members:

- Manager
- Supervisor
- Peers/work colleagues/team members
- Other members of the organization – colleagues outside of working group
- Coach or mentor

3. Methods of communication:

- Written
- Electronic
- Oral

4. Responsibilities and duties:

- Code of Conduct
- Job description and employment arrangements
- Accountability
- Team structures

5. Feedback:

- Formal/informal performance appraisals
- From internal clients, supervisors and colleagues
- Personal, reflective behaviour strategies

6. Support to team members:

- Explaining/clarifying
- Problem-solving
- Providing feedback/support/encouragement
- Undertaking additional tasks where necessary

7. Strategies and opportunities for improvement

- Career planning /development e.g. through formal/informal learning programmes, internal /external training , personal study
- Coaching, mentoring and supervision, e.g. skills recognition/initial assessment, performance appraisals, work experience/exchange/opportunities, workplace skills assessment.

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What information is linked to own job role that needs to be shared with colleagues.
2. Why sharing information with colleagues is important.
3. Why good working relationships are important.
4. What problems can be experienced when developing and maintaining good working relationships with colleagues and suggest solutions.
5. What are the relevant legislations from all levels of government that may affect aspects of business operations, such as: anti-discrimination legislation, ethical principles, codes of practice, privacy laws and occupational safety and health (OSH).
6. What are your own and the workgroup responsibilities and duties.
7. How to promote cooperation and good relationships.
8. What are the time and resource constraints to take into consideration when fulfilling work requirements.
9. How and when to encourage, acknowledge and act upon feedback.
10. How and when to provide support to team members to achieve goals.
11. How to contribute to workgroup goals.
12. What are personal values and beliefs and why they should be respected.
13. What are linguistic and cultural differences.
14. How to identify and respond to issues, problems and conflicts.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U78602**Keep equipment clean and in working order**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to keep printing equipment clean and in working order within the printing industry. It includes basic maintenance and problem solving.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Keep printing equipment clean | 1.1 Obtain and use cleaning equipment and materials in accordance with manufacturer's and organizational guidelines. |
| | 1.2 Remove build-up of materials and dust in or around the machine. |
| | 1.3 Use personal protective equipment in accordance with organizational guidelines and legislation. |
| | 1.4 Dispose of used cleaning agents and waste materials in accordance with environmental regulations. |
| | 1.5 Check machines to ensure they are safe to operate and fit all guards in accordance with manufacturers' and organizational guidelines after cleaning. |
| 2. Keep printing equipment in working order | 2.1 Identify lubrication points on the machine and follow the manufacturer's recommended lubrication schedules and types of lubricant . |
| | 2.2 Lubricate the machine in accordance with company schedules. |
| | 2.3 Examine machinery for worn or defective components |
| | 2.4 Check and replace filters as required. |

- 2.5 Restore machines to a safe operating condition after replacing components or performing lubrication.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment:

- Gloves
- Shoes/boots
- Goggles/glasses
- Masks/respirators
- Ear plugs
- Overalls

2. Types of lubricant:

- Oil
- Grease

3. Filters:

- Air
- Oil
- Dust

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to and from whom to obtain maintenance plans and schedules.
2. How to record removal and replacement of components and lubrication of machinery.
3. How to carry out the cleaning and/or replacement of filters.
4. What are the types of machine faults that need to be referred to a responsible person.
5. What are the list of consumables that are likely to require periodic replacement.
6. What are the list of components that have been replaced and the method and tools used.
7. When and how to isolate machinery to carry out the cleaning process.
8. What are the different types of lubricants recommended by the manufacturers.
9. What is the purpose of lubrication.
10. What is the purpose of a lubricant schedule.
11. What are the reasons for and benefits of regular cleaning and maintenance of machinery.
12. What are the various types of filters and their uses.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U78702

Handle, transport and store materials

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to identify, transport and store materials within the print working environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|---|
| 1. Identify and select materials | 1.1 Locate materials according to organizational procedures. |
| | 1.2 Identify materials by their labels and identification markings |
| | 1.3 Check materials and match their markings against job sheet. |
| | 1.4 Select the required type and quantity of materials. |
| 2. Handle and transport materials | 2.1 Safely handle materials in accordance with organizational procedures . |
| | 2.2 Safely transport materials using the appropriate transportation methods and equipment as specified in organizational procedures . |
| 3. Store materials | 3.1 Position or store materials in accordance with organizational procedures . |
| | 3.2 Accurately complete records according to organizational procedures . |

RANGE STATEMENT

All range statements must be assessed:

1. Organizational guidelines:

- Handling, transporting and storing equipment
- Manual handling techniques
- Use of personal protective equipment
- Health and safety
- Security of tools, equipment and materials

2. Transportation methods:

- Manual
- Mechanical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to locate and identify materials.
2. How to handle, transport and store materials.
3. How materials can be damaged during handling and transportation.
4. What types of personal injury can occur through incorrect handling and transportation of materials.
5. What factors to consider when positioning or storing materials.
6. What are the difficulties and/or hazards that can be encountered when positioning or storing materials.
7. What are the possible solutions to the difficulties/hazards which can be encountered in positioning or storing materials.
8. How to accurately keep records.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U80602**Set up and run guillotines**

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to set up and run guillotines and to be able to recognize the faults and problems that can occur with guillotines.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------------------|-----|--|
| 1. | Set up and programme guillotines | 1.1 | Obtain details of the required work. |
| | | 1.2 | Identify and obtain the required materials to meet the job specification. |
| | | 1.3 | Check the guillotine and work area to ensure it is safe and ready for production. |
| | | 1.4 | Follow manufacturers' instructions to start up the guillotine |
| | | 1.5 | Set up guillotine according to organizational procedures and manufacturer's instructions. |
| 2. | Run guillotines | 2.1 | Run guillotine making sure that cuts are clean, square and accurately positioned. |
| | | 2.2 | Run guillotine making sure that, clamp pressure does not cause marking or set-off. |
| | | 2.3 | Monitor output to ensure the job specification and company quality standards are met. |
| | | 2.4 | Stack and pack finished work in accordance with organizational approved methods. |
| | | 2.5 | Record production information in accordance with organizational procedures . |
| | | 2.6 | Follow organizational procedures for the removal of waste. |
| 3. | Monitor quality of guillotine cutting | 3.1 | Check and confirm that organizational quality standards are met. |

- 3.2 Record quality assurance details following **organizational procedures**.

RANGE STATEMENT

All range statements must be assessed:

1. Organizational procedures:

- Handling, storing and transporting tools, materials and equipment
- Manual handling
- Use of personal protective equipment
- Health and safety

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain details of the work required.
2. How to identify and obtain materials required for the job.
3. How to check that the guillotine and work area is safe and ready for production.
4. How to follow manufacturer's instruction to start up the guillotine.
5. Why it is important to follow manufacturer's guidelines to start up the guillotine.
6. How to set up the guillotine to company procedures and manufacturer's guidelines.
7. How to run the guillotine, making sure for example, that cuts are clean, square and accurately positioned.
8. How to run the guillotine to make sure that clamp pressure does not cause marking or set-off.
9. How to monitor the output to ensure the job specification and company quality standards are met.
10. How to stack and pack finished work according to the job specification.
11. How to record production information in accordance with company requirements.
12. What are the company procedures for the removal of waste.
13. How to check and confirm that the company's quality standards for guillotine work have been met.
14. How to follow company procedures for recording quality assurance details.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **can be used** within the work environment where natural work evidence is unlikely to occur.

U80702**Set and run in setting-stitching-trimming machines**

Unit Descriptor:

This unit describes the knowledge, knowledge and attitudes required to be able to set and run in setting-stitching-trimming machines. The unit also includes knowledge of adjustments and problem solving.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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|----|--|------|--|
| 1. | Set in setting-stitching-trimming machines | 1.1 | Obtain and check the job specification. |
| | | 1.2 | Identify and obtain the required materials for the job. |
| | | 1.3 | Confirm the working environment as safe for production. |
| | | 1.4 | Set up the line so that sections are inserted to give the required page sequence. |
| | | 1.5 | Feed folded or unfolded sections and covers into the stitcher squarely and without damage. |
| | | 1.6 | Firmly hold and securely clench stitched books and feed into the trimmer squarely and without damage. |
| | | 1.7 | Trim books evenly and squarely to the required size and without marking |
| | | 1.8 | Deliver books without damage or distortion |
| | | 1.9 | Set up the line so that production times can be met. |
| | | 1.10 | Confirm the output that meets the job specifications and company quality standards prior to full production. |
| 2. | Run in setting-stitching-trimming machines | 2.1 | Run the insetting-stitching-trimming machines at the required speed and in accordance with company guidelines. |

- 2.2 Maintain supply of materials throughout the run.
- 2.3 Monitor output to ensure the job specifications and company quality standards are met.
- 2.4 Complete and record production information in accordance with company requirements.
- 2.5 Correct and report **causes of faults and errors** in accordance with company procedures.
- 2.6 Follow company procedures for the removal of waste.
- 2.7 Stack and pack finished work in accordance with company approved method.

RANGE STATEMENT

All range statements must be assessed:

1. Causes of faults and errors:

- Stitch legs of unequal length
- Stitch legs not closed
- Stitches missing
- Marks on book spines
- Crooked books
- Uneven book size

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to set up the line so that sections are inserted to give the required page sequence.
5. How to set up the stitcher so that folded and unfolded sections and covers are fed into the stitcher squarely and without damage.
6. How to ensure that stitched books are held firmly, securely clenched and fed into the trimmer squarely and without damage.
7. How books should be trimmed evenly and squarely to the required size and without marking.
8. How books should be delivered without damage or distortion.
9. How to ensure the output meets the job specifications and company quality standard prior to full production.
10. How to run insetting-stitching-trimming machines at the required speed and in accordance with company guidelines.
11. How to maintain the supply of materials throughout the run.
12. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
13. When, how and what to monitor to ensure the quality of the output.
14. How to record production information in accordance with company requirements.
15. What are the possible causes of faults and errors which can result in stitch legs of unequal length, stitch legs not closed, stitches missing and marks on book spines.
16. How to correct and record causes of faults and errors.
17. What are the company procedures for the removal of waste.
18. How to stack or pack finished work for mailing or according to company's approved method.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U80802**Set and run booklet making machinery**

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to be able to set up and operate booklet making machinery. It includes knowledge of problems that can occur with this type of equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|--|
| 1. Set up booklet-making machinery | <ul style="list-style-type: none"> 1.1 Obtain and check the job specification. 1.2 Identify and obtain the required materials for the job. 1.3 Check the working environment to ensure it is safe for production. 1.4 Set the collator to meet the job specification 1.5 Set the stitch-fold unit so that the staples are positioned as required by the job specification. 1.6 Set the stitch-fold unit so that the fold is made in the required position and the settings are appropriate for the booklet thickness and size. 1.7 Confirm the output that meets the job specifications and company quality standards prior to full production. |
| 2. Run over-booklet making machinery | <ul style="list-style-type: none"> 2.1 Run the booklet making machinery at the optimum speed and in accordance with company guidelines. 2.2 Maintain the supply of materials and consumables throughout the run. 2.3 Monitor the output to ensure the job specification and company quality standards are met. |

- 2.4 Record production information in accordance with company requirements.
- 2.5 Follow company procedures for the removal of waste.
- 2.6 Stack and pack finished work in accordance with company approved methods.

RANGE STATEMENT

All range statements must be assessed:

1. Materials and consumables:

- Substrates (paper, board, plastic)
- Wires (different gauges)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the materials required for the job.
3. How and why to ensure that the working environment is safe for production.
4. How to set the collator to meet job specifications.
5. How to set the stitch-fold unit so that the staples are positioned as required by job specification.
6. How to set the stitch-fold unit so that the fold is made in the required position and the settings are appropriate for the booklet thickness and size.
7. Why it is important to ensure the output meets the job specifications and company quality standard prior to full production.
8. What production information is required to be recorded in accordance with company requirements.
9. How to run the booklet making machinery at the optimum speed and in accordance with company guidelines.
10. How to maintain the supply of materials and consumables throughout the run.
11. How to monitor output to ensure the job specification and company quality standards are met.
12. What production information should be recorded in accordance with company requirements.
13. What are the company procedures for the disposal of waste.
14. How to stack and pack finished work in accordance with company approved methods.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U80902

Set-up and run auto-packing, storage and palletizing equipment

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to be able to set up and run automatic packing, storage or palletizing equipment at the end of a printing machine.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Set up equipment | 1.1 Obtain the required details and materials for the job. |
| | 1.2 Set up equipment according to organizational procedures and industrial best practices. |
| | 1.3 Check and confirm the working environment as safe for production. |
| 2. Run equipment auto-packing, storage or palletizing equipment | 2.1 Operate equipment at the production speed and in accordance with company guidelines. |
| | 2.2 Maintain the supply of packing materials throughout the run. |
| | 2.3 Monitor packed, stored and palletized products to ensure that they meet the company's quality standards . |
| | 2.4 Forward packaged products to the designated dispatch location with identification records in accordance with company guidelines. |

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Shrink wrap
- Pallet wrapping machine (manual and electrical)
- Bagging
- Boxing (manual and electrical)

2. Packing materials:

- Styro-foam pellets
- Boxes
- Plastics

3. Quality standards:

- Labelling
- Sealing
- Weight requirements
- Content stability
- Controlled storage environment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check details and materials required for the job.
2. How to set up the equipment according to organizational procedures and industrial best practices.
3. How to check the working environment to ensure it is safe for production.
4. How to operate the equipment at the required production speed and in accordance with company guidelines.
5. Why it is important to maintain the supply of packing materials throughout the run.
6. Why it is important to monitor that packed, stored and palletized products meets the company's quality standards.
7. How to forward packaged products to the designated dispatch location with identification records and in accordance with company guidelines.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U81002**Set up and run adhesive binding machinery**

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to set up and run adhesive binding machinery, carry out adjustments and resolve problems that may occur with the machinery.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|-----------------------------------|--|
| 1. | Set up adhesive binding machinery | 1.1 Obtain and check job specification. |
| | | 1.2 Identify and obtain the required materials for the job. |
| | | 1.3 Check the working environment to confirm it is safe for production. |
| | | 1.4 Set the adhesive binding machinery to meet the job specification |
| | | 1.5 Confirm that the output meets job specifications and organizational quality standards prior to full production |
| 2. | Run adhesive binding machinery | 2.1 Operate machinery at the required production speed and in accordance with organizational procedures . |
| | | 2.2 Maintain the supply of materials throughout the run. |
| | | 2.3 Monitor output to confirm the job specification and organizational quality standards are met. |
| | | 2.4 Package and forward products to the designated dispatch location with identification records in accordance with organizational procedures . |
| | | 2.5 Record production information in accordance with organizational requirements. |

- 2.6 Follow **organizational procedures** for the removal of waste.
- 2.7 Stack and pack finished work in accordance with organizational approved methods.

RANGE STATEMENT

All range statements must be assessed:

1. Adhesive:

- Emulsions
- Hot melts
- Adhesive tapes
- Latexes
- Non-carbon required (NCR)
- Binding glue

2. Organizational procedures:

- Handling, storing and transporting tools, equipment and materials
- Manual handling
- Use of personal protective equipment
- Health and safety
- Record keeping

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check the job specifications.
2. How to identify and obtain the materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to set the adhesive binding machinery to meet the job specification.
5. How to ensure the output meets the job specifications and company quality standard prior to full production.
6. How to operate the machinery at the required production speed, and in accordance with company guidelines.
7. How to maintain the supply of materials throughout the run.
8. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
9. How to package and forward products to the designated dispatch location with identification records in accordance with company guidelines.
10. How to record production information in accordance with company requirements.
11. What are the company procedures to follow for the removal of waste.
12. How to stack and pack finished work in accordance with company approved methods.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **can be used**, within the real work environment.

U81102**Set up and run creasing machinery**

Unit Descriptor:

This unit describes the, knowledge skills and attitudes required to set up and run creasing machinery in the print finishing process, make adjustments and resolve problems when operating this type of machinery.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------|-----|---|
| 1. | Set up creasing machinery | 1.1 | Check and obtain job specification. |
| | | 1.2 | Identify and obtain the required materials for the job. |
| | | 1.3 | Confirm that the working environment is safe for production. |
| | | 1.4 | Set and ready the creasing machinery to run safely. |
| | | 1.5 | Confirm that output meets the job specifications and organizational quality standards prior to full production. |
| 2. | Run creasing machinery | 2.1 | Operate machinery at the required production speed, and in accordance with organizational procedures . |
| | | 2.2 | Maintain the supply materials throughout the run. |
| | | 2.3 | Monitor output to ensure the job specification and organizational quality standards are met. |
| | | 2.4 | Record production information in line with organizational procedures . |
| | | 2.5 | Stack and pack finished work in accordance with organizational approved methods. |

RANGE STATEMENT

All range statements must be assessed:

1. Organizational procedures:

- Handling, storing and transporting tools, materials and equipment
- Manual handling
- Use of personal protective equipment
- Health and safety
- Maintaining identification records
- Record keeping

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain materials required for the job.
3. How to ensure the working environment is safe for production.
4. How to set creasing machinery ready to run safely.
5. How to ensure the output meets the job specification and company quality standard prior to full production.
6. How to operate the machinery at the required production speed and in accordance with company guidelines.
7. Why it is important to keep up the supply of materials throughout the run.
8. When, how and what to monitor to ensure the quality of the output.
9. How to record production information in accordance with company requirements.
10. How to stack or pack finished work in accordance with company approved method.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **maybe used**, in a realistic workplace situation.

U81202**Set up and run folding machinery**

Unit Descriptor:

This unit describes the, knowledge skills and attitudes required to set up and run folding machinery in the print finishing process, make adjustments and resolve problems when operating this type of machinery.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--------------------------|-----|--|
| 1. | Set up folding machinery | 1.1 | Obtain and check job specification. |
| | | 1.2 | Identify and obtain required materials for the job. |
| | | 1.3 | Check the working environment to confirm that it is safe for production. |
| | | 1.4 | Set up equipment up to meet the job specification. |
| | | 1.5 | Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. | Run folding machinery | 2.1 | Operate machinery at the required production speed and in accordance with company procedures . |
| | | 2.2 | Maintain the supply of materials throughout the run. |
| | | 2.3 | Monitor the output to confirm that the job specification and company quality standards are met. |
| | | 2.4 | Record production information in accordance with company procedures . |
| | | 2.5 | Stack and pack finished work in accordance with company approved methods. |

3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.

4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

2. Relevant persons:

- Manager/Supervisor
- Health and safety representative

3. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain materials required for the job.
3. How to ensure the working environment is safe for production.
4. How to set up equipment to meet the job specification.
5. How to ensure the output meets the job specification and company quality standard prior to full production.
6. Why it is important to operate the machinery at the required production speed, and in accordance with company guidelines.
7. Why it is important to keep up the supply of materials throughout the run.
8. When, how and what to monitor to ensure the quality of the output.
9. How to record production information in accordance with company requirements.
10. How to stack or pack finished work in accordance with company approved method.
11. What are the techniques and tools for diagnosing faults.
12. What are the possible causes of faults and errors.
13. What are the company procedures for reporting faults and to whom they should be reported.
14. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
15. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
16. What are the codes of practice and legislation governing the disposal of printing waste and other material.
17. How to clean, check, maintain and store plant, tools and equipment.
18. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** in a realistic workplace situation.

U81302**Set up and run dye stamping machinery**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to undertake the necessary steps to set up a die stamping machine for production, run the machine to produce commercially acceptable work and to assist in identifying and correcting faults with the equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|---|
| 1. Prepare die stamping machinery | <ul style="list-style-type: none"> 1.1 Obtain and check job specification. 1.2 Set paper transport to run, feed and forward the job stock without misses or doubles. 1.3 Operate the paper transport safely at the required running speed. 1.4 Deliver sheets squarely to form an even pile. 1.5 Adhere to production times according to company procedures. 1.6 Fit and position die so that it is secured and square. 1.7 Set up plates or matrix according to job specification. 1.8 Set pressure to ensure the product will meet the job specification. 1.9 Confirm that the output meets job specifications and company quality standards prior to full production.. |
| 2. Run die stamping machinery | <ul style="list-style-type: none"> 2.1 Run the die stamping machine at the required speed. 2.2 Correct and report identified faults following company procedures. 2.3 Follow company procedures for the removal of waste. |

- 2.4 Stack work in accordance with company guidelines.
- 3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Identified faults:

- Quality of the image
- Shortfall in output
- Cracking of substrate
- Lack of pressure
- Incorrect positioning

2. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

3. Relevant persons:

- Manager/Supervisor
- Health and safety representative

4. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to set the paper transport to run, so that the job stock is fed and forwarded without misses or doubles.
3. How to set the paper transport to run, so that the transport operates safely at the required running speed
4. How to set the paper transport to run, so that sheets are delivered squarely and form an even pile
5. Why it is important to ensure that production times are met.
6. How to set and position the dye, so that it is secured and square.
7. How to set up plates or matrixes according to job specification.
8. How to set the pressure to ensure that the product will meet the job specification.
9. How to ensure the output meets the job specifications and company quality standard prior to full production.
10. How to run the die stamping machine at the required speed.
11. How to ensure that identified faults are corrected and recorded following company procedures.
12. What are the company procedures for the removal of waste.
13. How to stack work according to company guidelines.
11. What are the techniques and tools for diagnosing faults.
12. What are the possible causes of faults and errors.
13. What are the company procedures for reporting faults and to whom they should be reported.
14. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
15. What are the company procedures for reporting faults and to whom they should be reported.

16. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
17. What is the relevant documentation for reporting faults, how it should be completed and to whom it should be passed.
18. What are the codes of practice and legislation governing the disposal of printing waste and other material.
19. How to clean, check, maintain and store plant, tools and equipment.
20. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** in a realistic workplace situation.

U81402**Set up and run ancillary printing equipment**

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to set up and monitor the performance of printing equipment. Ancillary printing equipment is any piece of equipment which is associated with (and can be connected to) a printing machine but does not form part of the main printing machine itself.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------|---|
| 1. Set up ancillary equipment | 1.1 Obtain and check job specification. |
| | 1.2 Identify and obtain required materials for the job. |
| | 1.3 Check the working environment to confirm that it is safe for production. |
| | 1.4 Set up ancillary equipment to meet the job specification. |
| 2. Operate ancillary equipment | 2.1 Operate machinery at the required production speed and in accordance with company procedures . |
| | 2.2 Maintain the supply of materials throughout the run. |
| | 2.3 Monitor the output to confirm that the job specification and company quality standards are met. |
| 3. Diagnose and resolve faults | 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and company procedures . |
| | 3.2 Report faults to the relevant persons in line with company procedures . |
| | 3.3 Rectify faults within the scope of own authority and referred to relevant persons where this cannot be accomplished. |

- 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.

- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Ancillary equipment:

- Spralling
- Binding e.g. wire bending, perfect/spiral binding, saddle stitching, gluing (pad)
- Cutting e.g. dye cutting, slitting, hydraulic/hole punching, round cornering
- Finishing e.g. embossing, debossing, numbering, foiling, laminating, varnishing

2. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

3. Relevant persons:

- Manager/Supervisor
- Health and safety representative

4. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specification according to organizational procedures.
2. How to identify and obtain the materials required for the job.
3. How to check that the working environment is safe for production.
4. How to set up the ancillary equipment for normal operation and for emergency situations.
5. How to operate the machinery at the required production speed and in accordance with company guidelines.
6. Why it is important to maintain the supply of materials throughout the run.
7. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
8. How to shut down the ancillary equipment following company procedures.
9. What are the techniques and tools for diagnosing faults.
10. What are the possible causes of faults and errors.
11. What are the company procedures for reporting faults and to whom they should be reported.
12. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
13. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
14. What are the codes of practice and legislation governing the disposal of printing waste and other material.
15. How to clean, check, maintain and store plant, tools and equipment.
16. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U81502**Set up and run laminating equipment**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to set up and run laminating equipment, make adjustments and resolve problems when operating this type of equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|-----------------------------|---|
| 1. | Set up laminating equipment | 1.1 Obtain and check job specification. |
| | | 1.2 Identify and obtain required materials for the job. |
| | | 1.3 Check the working environment to confirm that it is safe for production. |
| | | 1.4 Feed the laminating film squarely on to the product. |
| | | 1.5 Place the laminating film squarely on the laminator without marking, creasing or air bubbles. |
| | | 1.6 Accurately set up the laminator set up according to manufacturer's instructions to ensure production times are met. |
| | | 1.7 Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. | Run laminating equipment | 2.1 Machinery is operated at the required production speed and in accordance with manufacturer's guidelines. |
| | | 2.2 Maintain the supply of materials throughout the run. |
| | | 2.3 Monitor the output to confirm that the job specification and company quality standards are met. |
| | | 2.4 Record production information in accordance with company procedures . |

- 2.5 Correct and report **causes of faults and errors** following **company procedures**.
- 2.6 Follow and adhere to **company procedures** for the removal of waste.
- 2.7 Stack and pack finished work in accordance with company approved methods.
- 3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Causes of faults and errors:

- Bubbles
- Creases
- Material not fed square
- De-lamination

2. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

3. Relevant persons:

- Manager/Supervisor
- Health and safety representative

4. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the correct materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to correctly set up the laminator to ensure that production times are met.
5. How to place laminating film squarely on the product without marking, creasing or air bubbles.
6. How to ensure the output meets the job specifications and company quality standard prior to full production.
7. How to operate the machinery at the required production speed and in accordance with company guidelines.
8. How to maintain the supply of materials throughout the run.
9. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
10. When, how and what should be monitored to ensure the quality of the output.
11. How to record production information in accordance with company requirements.
12. What are the possible causes of faults and errors and what are company's procedures for reporting them.
13. What are the company and environmental procedures for the removal of waste.
14. How to stack or pack finished work in accordance with company approved methods.
15. What are the techniques and tools for diagnosing faults.
16. What are the possible causes of faults and errors.
17. What are the company procedures for reporting faults and to whom they should be reported.
18. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
19. What is the relevant documentation for reporting faults, how it should be completed and to whom it should be passed.

20. What are the codes of practice and legislation governing the disposal of printing waste and other material.
21. How to clean, check, maintain and store plant, tools and equipment.
22. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** in a realistic workplace situation.

U81602**Set up and run wire binding machinery**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to set up and run wire binding machinery. Candidates should also possess the required knowledge to be able to solve problems when using this machinery.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|----------------------------|-----|--|
| 1. | Set wire binding machinery | 1.1 | Obtain and check job specification. |
| | | 1.2 | Identify and obtain required materials for the job. |
| | | 1.3 | Check the working environment to confirm that it is safe for production. |
| | | 1.4 | Set up the wire binding machinery using blocks and dies so that sheets are square and punched to job specifications. |
| | | 1.5 | Set up the wire binding machinery so that wire is fed without damage to the wire or product. |
| | | 1.6 | Set up wire binding machinery to allow production times to be met. |
| | | 1.7 | Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. | Run wire binding machinery | 2.1 | Operate machinery at the required production speed and in accordance with company procedures . |
| | | 2.2 | Maintain the supply of materials throughout the run. |
| | | 2.3 | Monitor the output to confirm that the job specification and company quality standards are met. |
| | | 2.4 | Record production information in accordance with company procedures . |

- 2.5 Follow company procedures for the removal of waste.
 - 2.6 Stack and pack finished work in accordance with company approved methods.
- 3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

2. Relevant persons:

- Manager/Supervisor
- Health and safety representative

3. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to set up the wire binding machinery using blocks and dyes so that sheets are square and punched according to job specifications.
5. How to set up the wire binding machinery so that wire is fed without damage
6. How to set up the wire binding machinery to allow production times to be met.
7. How to ensure the output meets the job specifications and company quality standard prior to full production.
8. How to operate the machinery at the required production speed and in accordance with company guidelines.
9. How to maintain the supply of materials throughout the run.
10. When, how and what to monitor to ensure the quality of the output.
11. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
12. How to record production information in accordance with company requirements.
13. What are the possible causes of faults and errors which can result in sheets out of square and damaged wire.
14. What are the company procedures to follow for the removal of waste.
15. How to stack or pack finished work in accordance with company approved method.
16. What are the techniques and tools for diagnosing faults.
17. What are the possible causes of faults and errors.
18. What are the company procedures for reporting faults and to whom they should be reported.
19. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.

20. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
21. What are the codes of practice and legislation governing the disposal of printing waste and other material.
22. How to clean, check, maintain and store plant, tools and equipment.
23. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

U81702**Set up and run over printing machinery**

Unit Descriptor:

This unit describes the, knowledge, skills and attitudes required set up and operate printing machinery designed to print onto a pre-made product and resolve problems relating to using the equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|--|
| 1. | Set up an over-printing machine for production | 1.1 | Obtain and check job specification. |
| | | 1.2 | Identify and obtain required materials for the job. |
| | | 1.3 | Check the working environment to confirm that it is safe for production. |
| | | 1.4 | Set up inserting equipment to meet the job specification. |
| | | 1.5 | Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. | Run over-printing machinery | 2.1 | Run the printing machinery at the optimum speed. |
| | | 2.2 | Maintain the supply of materials throughout the run. |
| | | 2.3 | Monitor the output to confirm that the job specification and company quality standards are met. |
| | | 2.4 | Record production and quality assurance details in line with company procedures . |
| 3. | Diagnose and resolve faults | 3.1 | Diagnose faults using specified techniques and tools according to manufacturers' and company procedures . |
| | | 3.2 | Report faults to the relevant persons in line with company procedures . |

- 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
- 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Consumables:

- Inks e.g. water based, UV inkjet, conventional
- Substrates (finished product)

2. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

3. Relevant persons:

- Manager/Supervisor
- Health and safety representative

4. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain materials required for the job.
3. How to ensure the working environment is safe for production.
4. How to set the inserting equipment to meet the job requirements.
5. How to ensure the output meets the job specification and company quality standard prior to full production.
6. Why it is important to run the printing machinery at the optimum speed.
7. Why it is important to keep up the supply of materials and consumables throughout the run.
8. What to check to ensure that quality standards and job specifications are met.
9. How to record production and quality assurance details in line with company requirements.
21. What are the techniques and tools for diagnosing faults.
22. What are the possible causes of faults and errors.
23. What are the company procedures for reporting faults and to whom they should be reported.
24. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.
25. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
26. What are the codes of practice and legislation governing the disposal of printing waste and other material.
27. How to clean, check, maintain and store plant, tools and equipment.
28. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** in a realistic workplace situation.

U81802

Set up and run slitting and re-reeling equipment – adhesive label production

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to set up and run slitting and re-reeling equipment. Candidates must have the required knowledge to make adjustments and solve problems when operating this type of equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Set up slitting and re-reeling equipment | 1.1 Obtain and check job specification.
1.2 Identify and obtain required materials for the job.
1.3 Check the working environment to confirm that it is safe for production
1.4 Set up slitting and re-reeling equipment so that slitting is clean without any burrs and waste removed from final reels.
1.5 Set up slitting and re-reeling equipment so that reels are produced to the required length and quantity and reels are square to the core.
1.6 Set up slitting and re-reeling equipment to allow production times to be met.
1.7 Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. Run slitting and re-reeling equipment | 2.1 Operate machinery at the required production speed and in accordance with company procedures .
2.2 Maintain the supply of materials throughout the run.
2.3 Monitor the output to confirm that the job specification and company quality standards are met. |

- 2.4 Record production information in accordance with **company procedures**.
 - 2.5 Report causes of faults and errors in accordance with **company procedures**.
 - 2.6 Follow **company procedures** for the removal of waste.
 - 2.7 Stack and pack finished work in accordance with company approved methods.
- 3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

2. Relevant persons:

- Manager/Supervisor
- Health and safety representative

3. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to set up the slitting and re-reeling equipment, so that slitting is clean without any burrs and waste is removed from final reels.
5. How to set up the slitting and re-reeling equipment, so that reels are produced of the required length, quantity and reels are square to the core.
6. How to set up the slitting and re-reeling equipment, so that production times can be met.
7. How to ensure the output meets the job specifications and company quality standards prior to full production.
8. How to operate the machinery at the required production speed and in accordance with company guidelines.
9. How to maintain the supply of materials throughout the run.
10. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
11. How and what to monitor to ensure the quality of the output.
12. How to record production information in accordance with company requirements.
13. What are the company procedures for the removal of waste.
14. How to stack or pack finished work in accordance with company approved method.
15. What are the techniques and tools for diagnosing faults.
16. What are the possible causes of faults and errors.
17. What are the company procedures for reporting faults and to whom they should be reported.
18. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.

19. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
20. What are the codes of practice and legislation governing the disposal of printing waste and other material.
21. How to clean, check, maintain and store plant, tools and equipment.
22. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Examination of end product

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used** in a realistic workplace situation.

U81902**Set up and run foil stamping machinery**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to set up and run foil stamping machinery. The unit also includes making adjustments to the machinery and problem solving.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|---|
| 1. Set up foil stamping machinery | <ul style="list-style-type: none"> 1.1 Obtain and check job specification. 1.2 Identify and obtain required materials for the job. 1.3 Check the working environment to confirm that it is safe for production. 1.4 Set up the foil blocking machinery to the correct temperature for the material to be stamped. 1.5 Squarely feed the material to be stamped to the register gauges and feed the foil evenly with minimum gaps between impressions. 1.6 Confirm that clean, sharp images with an overall solid colour density are accurately positioned on the material to meet job specifications. 1.7 Confirm that subsequent colours are in register and fit with other colours. 1.8 Set up the line to ensure all production times are met. 1.9 Confirm that the output meets job specifications and company quality standards prior to full production. |
| 2. Run foil stamping machinery | <ul style="list-style-type: none"> 2.1 Run the foil stamping machinery at the required speed and in accordance with company guidelines. |

- 2.2 Maintain the supply of materials throughout the run.
- 2.3 Monitor the output to confirm that the job specification and company quality standards are met.
- 2.4 Record production information in accordance with **company procedures**.
- 2.5 Correct and report causes of faults and errors in accordance with company procedures.
- 2.6 Follow company procedures for the removal of waste.
- 2.7 Stack and pack finished work in accordance with company approved methods.
- 3. Diagnose and resolve faults
 - 3.1 Diagnose faults using specified techniques and tools according to manufacturers' and **company procedures**.
 - 3.2 Report faults to the **relevant persons** in line with **company procedures**.
 - 3.3 Rectify faults within the scope of own authority and referred to **relevant persons** where this cannot be accomplished.
 - 3.4 Accurately complete relevant documentation and pass to **relevant persons** in accordance with **company procedures**.
- 4. Clean up
 - 4.1 Clear work area and dispose of, **re-use or recycle** materials in accordance with health and safety and **company procedures** and job specification.
 - 4.2 Clean, check, maintain and store plant tools and equipment in accordance with manufacturers' recommendations and standard work practices.
 - 4.3 Comply with work completion procedures and notify relevant personnel that work is finished.

RANGE STATEMENT

All range statements must be assessed:

1. Company procedures:

- Health and safety e.g. method of transportation, handling, storing
- Storage
- Identification records
- Record keeping

2. Relevant persons:

- Manager/Supervisor
- Health and safety representative

3. Re-use or re-cycle:

- Solids
- Liquids

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and check job specifications.
2. How to identify and obtain the materials required for the job.
3. Why it is important to ensure the working environment is safe for production.
4. How to set up foil blocking machinery so that the temperature is correct for the material to be blocked.
5. Why material to be blocked is fed squarely, coming to the register against stops and the foil is fed evenly, to give minimum gap between impressions.
6. Why images should be clean, sharp and have overall solid colour density and accurately positioned on the material to meet job specification.
7. Why subsequent colours should be in register and fit with other colours.
8. How to ensure the output meets the job specifications and company quality standard prior to full production.
9. How to maintain the supply of materials throughout the run.
10. When, how and what to monitor to ensure the quality of the output.
11. Why it is important to monitor the output to ensure the job specification and company quality standards are met.
12. How to record production information in accordance with company requirements.
13. What are the company procedures for the removal of waste.
14. How to stack or pack finished work according to company's approved method.
15. What are the techniques and tools for diagnosing faults.
16. What are the possible causes of faults and errors.
17. What are the company procedures for reporting faults and to whom they should be reported.
18. How to rectify faults within the limits of your own authority and who to refer them to if this cannot be accomplished.

19. What is the relevant documentation for reporting faults, how it should be completed and who it should be passed onto.
19. What are the codes of practice and legislation governing the disposal of printing waste and other material.
20. How to clean, check, maintain and store plant, tools and equipment.
21. What are the procedures for completing work and how to notify personnel that work has been completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Level

2

Glossary of Terms

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).