

Australian Industry Group

# 4 YEARLY REVIEW OF MODERN AWARDS

## **Outline of Submissions and Evidence**

Graphic Arts Printing and Publishing  
Award 2010

15 October 2018

**Ai**  
GROUP

**4 YEARLY REVIEW OF MODERN AWARDS AM2016/33 –  
GRAPHIC ARTS, PRINTING AND PUBLISHING AWARD 2010**

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## 1. INTRODUCTION

1. Australian Industry Group (Ai Group) opposes the amendments to the *Graphic Arts, Printing and Publishing Award 2010* (**Graphic Arts Award and Award**) proposed by the Australian Manufacturing Workers Union (**AMWU**) in the draft determination which it filed on 24 April 2018. The AMWU is pursuing the amendments as part of the Fair Work Commission's (**Commission**) 4 Yearly Review of Modern Awards (**Review**).
2. In these proceedings, Ai Group is pursuing an alternative proposed variation to the Award, as set out in the attached Draft Determination (**Attachment A**). The alternative proposal is put forward in accordance with clause 2 in the Commission's Directions of 20 August 2018.
3. Ai Group's proposed amendment would remove Schedule C – Competencies from the Award and the extremely complicated and unused point-based system to classify employees. This would leave employees covered by the Award to be classified in a similar manner to most other modern awards, i.e. through the classification definitions (Schedule B) and through the qualifications that an employee holds and is required by the employer to use.
4. This Outline of Submissions:
  - (a) Responds to the submissions of the AMWU, as filed on 16 September 2018;
  - (b) Expresses strong opposition to the AMWU's proposed amendments on the basis that the amendments:
    - Are inconsistent with the modern awards objective in s.134 of the *Fair Work Act 2009* (**FW Act or Act**);
    - Are inconsistent with the minimum wages objective in s.284 of the FW Act;
    - Are not necessary in order for the Award to achieve the modern

awards objective and the minimum wages objective, and hence conflict with s.138 of the Act;

- Conflict with the work value requirements in s.156(3) and (4) of the Act because the proposed variations are not justified by work value reasons;
- Would substantially alter the classification requirements at each level of the classification structure, and therefore the classification and minimum wage rates for numerous jobs;
- Would encourage disputation because, even though the Award states that the competency standards are only used to resolve disputes about an employee's classification, the AMWU or any employee could manufacture a dispute at any time by asserting that they do not agree with an employee's classification.
- Are not supported by any evidence at all, let alone any "*probative evidence properly directed to demonstrating the facts supporting the proposed variation*".<sup>1</sup>

(c) Outlines the reasons why Ai Group's proposed variations are:

- Consistent with the modern awards objective in s.134 of the Act;
- Necessary in order for the Graphic Arts Award to achieve the modern awards objective; and
- Of substantial merit.

5. Ai Group has a substantial membership in the industries covered by the Graphic Arts Award and a very longstanding involvement in proceedings of the Commission and its predecessors relating to the modern award and relevant pre-modern awards. Ai Group and its predecessor organisations were a party

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<sup>1</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [23].

to the *Graphic Arts – General – Award 2000* and the *Graphic Arts Award 1977*.

6. Ai Group was heavily involved in the development of the Graphic Arts Award. The Award was based on a draft award that was negotiated between Ai Group, PIAA and the AMWU and jointly submitted the Australian Industrial Relations Commission (**AIRC**) during the award modernisation process.

## 2. THE STATUTORY FRAMEWORK

7. Ai Group's and the AMWU's proposed variations to the Graphic Arts Award are pursued in the context of the Review, which is being conducted by the Commission pursuant to s.156 of the FW Act.
8. In determining whether to exercise its power to vary a modern award, the Commission must be satisfied that the relevant award includes terms only to the extent necessary to achieve the modern awards objective (s.138) and, to the extent applicable, the minimum wages objective (s.284).
9. The modern awards objective is set out at s.134(1) of the Act. It requires the Commission to ensure that modern awards, together with the National Employment Standards (**NES**), provide a fair and relevant minimum safety net of terms and conditions. In doing so, the Commission is to take into account a range of factors, listed at s.134(1)(a) – (h). The modern awards objective applies to any exercise of the Commission's powers under Part 2-3 of the Act, which includes s.156.
10. The minimum wages objective is set out at s.284 of the Act. It requires that the Commission maintain a safety net of fair minimum wages taking into account the factors listed at s.284(1)(a) – (e). Subclause 284(2) of the Act provides that the minimum wages objective applies to any exercise of the Commission's powers under Part 2-3 of the Act (which includes s.156), so far as they relate to setting, varying or revoking modern award minimum wages.
11. Subsection 156(3) of the Act prevents the Commission making a determination varying modern award minimum wages unless the Commission "is satisfied that the variation...is justified by work value reasons". "Work value reasons" are defined in s.156(4) of the Act.

### 3. THE COMMISSION'S GENERAL APPROACH TO THE 4 YEARLY REVIEW

12. At the commencement of the Review, a Full Bench dealt with various preliminary issues that arise in the context of the Review. The Commission's *Preliminary Jurisdictional Issues Decision*<sup>2</sup> provides the framework within which the Review is to proceed.
13. The Full Bench emphasised the need for a party to mount a merit-based case in support of its claim, accompanied by probative evidence (emphasis added):

[23] The Commission is obliged to ensure that modern awards, together with the NES, provide a fair and relevant minimum safety net taking into account, among other things, the need to ensure a 'stable' modern award system (s.134(1)(g)). The need for a 'stable' modern award system suggests that a party seeking to vary a modern award in the context of the Review must advance a merit argument in support of the proposed variation. The extent of such an argument will depend on the circumstances. We agree with ABI's submission that some proposed changes may be self evident and can be determined with little formality. However, where a significant change is proposed it must be supported by a submission which addresses the relevant legislative provisions and be accompanied by probative evidence properly directed to demonstrating the facts supporting the proposed variation.<sup>3</sup>

14. The Commission indicated that the Review will proceed on the basis that the relevant modern award achieved the modern awards objective at the time that it was made (emphasis added):

[24] In conducting the Review the Commission will also have regard to the historical context applicable to each modern award. Awards made as a result of the award modernisation process conducted by the former Australian Industrial Relations Commission (the AIRC) under Part 10A of the Workplace Relations Act 1996 (Cth) were deemed to be modern awards for the purposes of the FW Act (see Item 4 of Schedule 5 of the Transitional Act). Implicit in this is a legislative acceptance that at the time they were made the modern awards now being reviewed were consistent with the modern awards objective. The considerations specified in the legislative test applied by the AIRC in the Part 10A process is, in a number of important respects, identical or similar to the modern awards objective in s.134 of the FW Act. In the Review the Commission will proceed on the basis

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<sup>2</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788.

<sup>3</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [23].

that prima facie the modern award being reviewed achieved the modern awards objective at the time that it was made.<sup>4</sup>

15. The decision confirms that the Commission should generally follow previous Full Bench decisions that are relevant to a contested issue:

[25] Although the Commission is not bound by principles of stare decisis it has generally followed previous Full Bench decisions. In another context three members of the High Court observed in *Nguyen v Nguyen*:

“When a court of appeal holds itself free to depart from an earlier decision it should do so cautiously and only when compelled to the conclusion that the earlier decision is wrong. The occasion upon which the departure from previous authority is warranted are infrequent and exceptional and pose no real threat to the doctrine of precedent and the predictability of the law: see *Queensland v The Commonwealth* (1977) 139 CLR 585 per Aickin J at 620 et seq.”

[26] While the Commission is not a court, the public interest considerations underlying these observations have been applied with similar, if not equal, force to appeal proceedings in the Commission. As a Full Bench of the Australian Industrial Relations Commission observed in *Cetin v Ripon Pty Ltd (T/as Parkview Hotel)* (*Cetin*):

“Although the Commission is not, as a non-judicial body, bound by principles of stare decisis, as a matter of policy and sound administration it has generally followed previous Full Bench decisions relating to the issue to be determined, in the absence of cogent reasons for not doing so.”

[27] These policy considerations tell strongly against the proposition that the Review should proceed in isolation unencumbered by previous Commission decisions. In conducting the Review it is appropriate that the Commission take into account previous decisions relevant to any contested issue. The particular context in which those decisions were made will also need to be considered. Previous Full Bench decisions should generally be followed, in the absence of cogent reasons for not doing so.<sup>5</sup>

16. In addressing the modern awards objective, the Commission recognised that each of the matters identified at ss.134(1)(a) – (h) are to be treated “as a matter of significance” and that “no particular primacy is attached to any of the s.134 considerations”. The Commission identified its task as needing to “balance the various s.134(1) considerations and ensure that modern awards provide a fair and relevant minimum safety net”.

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<sup>4</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [24].

<sup>5</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [24] – [27].



17. Section 138 of the Act imposes a significant hurdle on substantial award variations. This was recognised by the Full Bench in the following terms (emphasis added):

[36] ... Relevantly, s.138 provides that such terms only be included in a modern award 'to the extent necessary to achieve the modern awards objective'. To comply with s.138 the formulation of terms which must be included in modern award or terms which are permitted to be included in modern awards must be in terms 'necessary to achieve the modern awards objective'. What is 'necessary' in a particular case is a value judgment based on an assessment of the considerations in s.134(1)(a) to (h), having regard to the submissions and evidence directed to those considerations. In the Review the proponent of a variation to a modern award must demonstrate that if the modern award is varied in the manner proposed then it would only include terms to the extent necessary to achieve the modern awards objective.<sup>6</sup>

18. The frequently cited passage from Justice Tracey's decision in *Shop, Distributive and Allied Employees Association v National Retail Association (No 2)*<sup>7</sup> was adopted by the Full Bench. It was therefore accepted that:

... a distinction must be drawn between that which is necessary and that which is desirable. That which is necessary must be done. That which is desirable does not carry the same imperative for action.

19. Accordingly, the *Preliminary Jurisdictional Issues Decision* establishes the following key threshold principles:
- A proposal to significantly vary a modern award must be accompanied by submissions addressing the relevant statutory requirements and probative evidence demonstrating any factual propositions advanced in support of the claim;
  - The Commission will proceed on the basis that a modern award achieved the modern awards objective at the time that it was made;

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<sup>6</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [36].

<sup>7</sup> [2012] FCA 480

- An award must only include terms to the extent necessary to achieve the modern awards objective. A variation sought must not be one that is merely desirable; and
- Each of the matters identified under s.134(1) are to be treated as a matter of significance and no particular primacy is attached to any of the considerations arising from it.

20. In a subsequent decision considering multiple claims made to vary the *Security Services Industry Award 2010*, the Commission made the following comments: (emphasis added)

**[8]** While this may be the first opportunity to seek significant changes to the terms of modern awards, a substantive case for change is nevertheless required. The more significant the change, in terms of impact or a lengthy history of particular award provisions, the more detailed the case must be. Variations to awards have rarely been made merely on the basis of bare requests or strongly contested submissions. In order to found a case for an award variation it is usually necessary to advance detailed evidence of the operation of the award, the impact of the current provisions on employers and employees covered by it and the likely impact of the proposed changes. Such evidence should be combined with sound and balanced reasoning supporting a change. Ultimately the Commission must assess the evidence and submissions against the statutory tests set out above, principally whether the award provides a fair and relevant minimum safety net of terms and conditions and whether the proposed variations are necessary to achieve the modern awards objective. These tests encompass many traditional merit considerations regarding proposed award variations.<sup>8</sup>

21. The Commission's task in the context of the Review was summarised at paragraph [269] of the *4 Yearly Review of Modern Awards – Penalty Rates Decision* as follows:

1. The Commission's task in the Review is to determine whether a particular modern award achieves the modern awards objective. If a modern award is not achieving the modern awards objective then it is to be varied such that it only includes terms that are 'necessary to achieve the modern awards objective' (s.138). In such circumstances regard may be had to the terms of any proposed variation, but the focal point of the Commission's consideration is upon the terms of the modern award, as varied.
2. Variations to modern awards must be justified on their merits. The extent of the merit argument required will depend on the circumstances. Some proposed changes are obvious as a matter of industrial merit and in such circumstances

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<sup>8</sup> Re *Security Services Industry Award 2010* [2015] FWCFB 620 at [8].

it is unnecessary to advance probative evidence in support of the proposed variation. Significant changes where merit is reasonably contestable should be supported by an analysis of the relevant legislative provisions and, where feasible, probative evidence.

3. In conducting the Review it is appropriate that the Commission take into account previous decisions relevant to any contested issue. For example, the Commission will proceed on the basis that *prima facie* the modern award being reviewed achieved the modern awards objective at the time it was made. The particular context in which those decisions were made will also need to be considered.
4. The particular context may be a cogent reason for not following a previous Full Bench decision, for example:
  - the legislative context which pertained at that time may be materially different from the FW Act;
  - the extent to which the relevant issue was contested and, in particular, the extent of the evidence and submissions put in the previous proceeding will bear on the weight to be accorded to the previous decision; or
  - the extent of the previous Full Bench's consideration of the contested issue. The absence of detailed reasons in a previous decision may be a factor in considering the weight to be accorded to the decision.

#### 4. HISTORY OF THE LINK BETWEEN THE EIGHT-LEVEL SKILLS-BASED CLASSIFICATION STRUCTURE IN THE GRAPHIC ARTS AWARD AND COMPETENCY STANDARDS

22. The relativities and indicative tasks in the eight-level skills-based classification structure, that is now found in Schedule B of the Graphic Arts Award, was developed long before the Competencies were linked to the Award in 2005.
23. The current linkages between the eight-level skills-based classification structure, the formal qualifications in the 2005 Printing and Graphic Arts Training Package – ICP015 (**2005 Training Package**), the Competencies in the 2005 Training Package and the wage rates in the Graphic Arts Award arose out a 26 October 2005 decision ([PR964271](#)) (**October 2005 Decision**) of Senior Deputy President Marsh of the AIRC. The first paragraph of that decision emphasises the very lengthy and hard-fought nature of the AIRC proceedings and the related negotiations between the industrial parties: (emphasis added)

[1] This decision resolves an extremely protracted exercise which commenced sixteen years ago under the auspices of the Structural Efficiency Principle which was introduced by the August 1989 National Wage Case Decision which required the parties to provide “cons is ten t, cohere nt award st ruc tures bas ed on train in g and skills acquired.” For sixteen years the major parties to what is now the Graphic Arts - General - Award 2000 (the award) have been attempting to reach agreement on a skill based classification structure to be inserted into the award and apply across the industry. Various Members of the Commission, most notably Merriman C and Munro J, have made determinations and given guidance to the parties along the way. The most recent impetus for the award classification structure arises out of award simplification proceedings between 1998 and 2000. The classification structure remained a reserved matter at the time the award was made and the parties have been relatively active since that time in developing and testing classification levels which are capable of practical application throughout the disparate graphic arts industry.

24. On 8 March 2006, a Full Bench of the AIRC (Guidice J, Hamilton DP and Cribb C) decided ([PR969473](#)) not to grant leave to PIAA to appeal the decision. Ai Group did not participate in the appeal because the October 2005 decision was, in large measure, consistent with the agreement that had been reached between Ai Group and the AMWU at the time.

25. Ai Group was heavily involved throughout the 16-year period referred to above, in proceedings before Merriman C, then Munro J, and then finally Marsh SDP, before the matter was eventually finalised in arbitration proceedings before Marsh SDP. Over the period, Ai Group (represented by Stephen Smith) had extensive negotiations about the matter with three different Federal Secretaries of the Printing Division of the AMWU – John Cahill, then Michael Brown and then finally Steve Walsh.
26. Ai Group played the leading role in representing the employers covered by the Award in the final negotiations with the AMWU and in the September 2005 arbitration proceedings before Marsh SDP.
27. There were a number of critical elements to the agreement reached between Ai Group and the AMWU to include the Competency Appendix in the Award (Appendix F at the time, but now Schedule C).
28. **First**, it was agreed between Ai Group and the AMWU that the following Important Notes would be inserted at the start of the Appendix:

Important Notes:

- - -

2. The following competencies are aligned to the units of competency in the Printing and Graphic Arts Industry Training Package (ICP05) as at (*insert date of award variation*). In the event of a dispute over the meaning of the competencies, the relevant competency standard from ICP05 as at (*insert date of award variation*) will be used for interpretation.
  3. Any amendments made to the competency units in the Printing and Graphic Arts Industry Training Package (ICP05) after (*insert date of award variation*) will not apply as a term of this award without further award variation/s. Should such an application be made, all parties have the right to support or oppose the variation.
29. As set out in the above Important Notes 2 and 3:
    - (a) There was only agreement to include the list of Competencies in the **2005** version of the Training Package of the Award (as the Training Package existed on the date when the Award was varied in 2005);  
and

- (b) If any application was made by the AMWU or any other party to vary the Award to expand the list of Competencies, Ai Group had the right to oppose the variation.

30. **Second**, it was agreed between Ai Group and the AMWU that the following Important Note would be inserted at the start of the Appendix:

Important Notes:

- - -

- 4. There shall be no double-counting of competencies which an employee possesses. In some cases, two or more competency units deal with relatively similar competencies and it would be inappropriate to take into account the points for each competency for classification purposes. Any dispute regarding the allocation of units will be dealt with through clause 5.1.1(b)(x) - Dealing with Classification Disputes and reference to the rules contained within the Training Package.

31. It can be seen from Important Note 4 that there was recognition that many of the competency units in Appendix F (now Schedule C) dealt with similar types of work, and that it would not be appropriate to count the points for each competency unit for classification purposes.

32. **Third**, it was agreed between Ai Group and the AMWU that the following Important Note would be inserted at the start of the Appendix:

Important Notes:

- - -

- 5. The inclusion of particular competencies within Appendix "F" or the recognition of particular qualifications within the Award, shall not vary the scope of the Award beyond that set out in clause 1.6.

33. As is clear from the above Important Note 5, it was agreed that the inclusion of particular Competencies in the Appendix would not vary the coverage of the Award. This was critical because many of the Competencies extended into areas not covered by the Award (e.g. web design).

34. **Fourth**, it was agreed between Ai Group and the AMWU that the following important wording would be included in the Award:

**5.1.1(b)(ii) ABSORPTION**

Wage increases arising from the implementation of the classification structure are subject to absorption into existing overaward payments.

35. The absorption issue had been a major sticking point between Ai Group and the AMWU for several years in the lead up to the 2005 arbitration proceedings before Marsh SDP. It was not until the AMWU agreed to the above clause, that Ai Group was prepared to reach an agreement on a package of award amendments.
36. Another important aspect of the agreement reached between Ai Group and the AMWU in 2005 was the alignment between the formal qualifications in the 2005 Training Package and the eight levels in the classification structure (including with the pre-existing indicative tasks for each of the eight levels). It was agreed that the alignment would be as follows:

Certificate II	Level 4
Trade Certificate / Certificate III	Level 5
Certificate IV*	Level 8

\* Except for two specified Certificate IV qualifications (as now referred to in clause 17.5 of the current Graphic Arts Award)

## 5. THE PURPOSE OF INDUSTRY TRAINING PACKAGES

37. The Australian Skills Quality Authority (**ASQA**) is the national regulator for the vocational education and training sector. On [ASQA's website](#), it describes its role as:

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

38. The Australian Industry and Skills Committee was established by the Commonwealth of Australian Governments (**COAG**) Industry and Skills Council. On its [website](#), it describes its role as:

The Australian Industry and Skills Committee (AISC) was established by the COAG Industry and Skills Council in May 2015 to give industry a formal role in approving vocational education and training (VET) training packages for implementation.

39. There are 11 people who comprise the members of the AISC. There is one position of Peak Employer Representative on the AISC that rotates between Ai Group, ACCI and the BCA.
40. Industry Reference Committees (**IRCs**) have been set up for numerous industries. The purpose of IRCs is to give advice to the AISC about the skill needs of their sector, industry or occupation.
41. Ai Group has four representatives on the Manufacturing and Engineering Industry Reference Committee, including Daniel Murray – a witness in these proceedings. Ai Group is also represented on the Construction, Plumbing and Services Industry Reference Committee. Ai Group is not represented on the Printing and Graphic Arts Industry References Committee.
42. ASQA publishes a [glossary](#) on its website that includes numerous definitions, including the following definition of “Training Package”:

### **training package**

Training package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: units of



competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

43. It can be seen that a Training Package set out the standards and requirements that a Registered Training Organisation must meet when delivering accredited training. Those who successfully complete accredited training and achieve the required standard of competency receive credit towards a relevant formal qualification.
44. A Training Package is typically developed by industry training specialists – not industrial relations specialists.
45. Not surprisingly the ASQA glossary does not refer to awards, classification structures or wage rates. Such matters are not associated with the key purpose of Training Packages which is to set the standards for accredited industry training and formal qualifications.

## 6. TYPICAL LINKAGES BETWEEN INDUSTRY TRAINING PACKAGES AND AWARDS

46. Modern awards typically have skills-based classification structures with a list of indicative tasks set out at each level.
47. The classification structures in most awards do not refer to formal qualifications in industry training packages. However, particular classification levels in some awards are linked to the formal qualifications in the relevant industry training package. Some examples are identified in the following table:

<b><i>Award or Schedule</i></b>	<b><i>Formal qualifications linked to particular levels in the classification structure</i></b>
<i>National Training Wage Schedule</i>	Certificate I, Certificate II, Certificate III, Certificate IV
<i>Airline Operations Ground Staff Award 2010</i>	Certificate I, Certificate II, Certificate III, Certificate IV
<i>Airport Employees Award 2010</i>	Certificate III (trade), Advanced Certificate, Associate Diploma, Degree
<i>Building and Construction General On-site Award 2010</i>	Certificate I, Certificate II, Certificate III (trade), Advanced Certificate, Associate Diploma
<i>Children's Services Award 2010</i>	Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma
<i>Clerks – Private Sector – Award 2010</i>	Certificate II, Certificate III, Certificate IV, Diploma
<i>Contract Call Centres Award 2010</i>	Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma
<i>Electrical Power Industry Award 2010</i>	Certificate III (trade)
<i>Electrical, Electronic and Communications Contracting Award 2010</i>	Certificate III, Certificate IV, Associate Diploma, Diploma, Advanced Diploma

<b>Award or Schedule</b>	<b>Formal qualifications linked to particular levels in the classification structure</b>
<i>Food, Beverage and Tobacco Manufacturing Award 2010</i>	Certificate I, Certificate II, Certificate III, Certificate IV, Associate Diploma, Advanced Certificate
<i>Hair and Beauty Industry Award 2010</i>	Certificate II, Certificate III, Certificate IV
<i>Graphic Arts Award</i>	Certificate II, Certificate III, Certificate IV
<i>Manufacturing and Associated Industries and Occupations Award 2010</i>	Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma
<i>Professional Employees Award 2010</i>	Diploma, Degree
<i>Surveying Award 2010</i>	Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Degree
<i>Telecommunications Services Award 2010</i>	Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma
<i>Vehicle Manufacturing, Repair, Services and Retail Award 2010</i>	Certificate III, Certificate IV, Diploma, Advanced Diploma

48. It appears that the classification structures in only two modern awards are linked to a large number of individual competency standards in a Training Package through a points system:

- The Graphic Arts Award; and
- The *Manufacturing and Associated Industries and Occupations Award 2010 (Manufacturing Award)*.

49. The Manufacturing Award is only linked to certain competency standards in the Metal and Engineering Training Package for metal and engineering industry employees covered by the Award. There is no link to competency standards for other manufacturing employees covered by the award. Also, not all competency standards in the Training Package are weighted.

50. If Ai Group's proposed amendments to the Graphic Arts Award are accepted by the Full Bench, the classification structure in the Award will remain linked to the formal qualifications in the Training Package.
51. Such linkage already exists through Schedule B (Classification Definitions); not Schedule C (Competencies). Relevant classification definitions in Schedule B are linked to Certificate II, Certificate III and Certificate IV in the **current** Printing and Graphic Arts Training Package.

## **7. THE PROBLEMS WITH WEIGHTING COMPETENCY STANDARDS IN AN INDUSTRY TRAINING PACKAGE AND LINKING THEM TO CLASSIFICATIONS IN AN AWARD**

52. The evidence of Daniel Murray highlights the major problems that arise when competency standards in an industry training package are weighted, and then linked to the classifications in an award.

As stated by Mr Murray in his Witness Statement:

### **Industry Training Packages**

13. There are a number of industry training packages with which I have experience. Training packages are nationally-endorsed documents developed for a particular industry. They are regularly reviewed and updated, and from time to time a training package is replaced by a new package, the old one being rendered obsolete.
14. The purpose of industry training packages includes setting out the framework for qualifications, including packaging rules, which means the requirements in terms of core and elective units of competency required for the particular qualifications in the package. They also include the units of competency within the package.
15. Units of competency set out the specification of a particular discrete piece of knowledge and skill. They specify where that unit applies, and the particular elements and performance criteria, and the underpinning knowledge and skill, which a person must demonstrate in order to be adjudged as holding that unit, or “competent”. As such, they guide the development and assessment of training.
16. Units of competency may also be used in analysing the skill requirements of a job, by identifying the tasks to be performed and the skills and knowledge required in order to competently perform those tasks. From that, the units of competency which an employee would require can be matched. The outcome of such a process is a skill profile: a list of the necessary units of competency required to perform a job.
17. The skill profile may then be used as the basis for training plans, and for the assessment of employees or applicants for employment.

### **Use of Competency Standards for Classification under the *Graphic Arts, Printing and Publishing Award 2010***

18. The Competencies in the 2005 Printing and Graphic Arts Training Package – ICP05 (as listed in Schedule C – Competencies) are linked

to the classification structure in the *Graphic Arts, Printing and Publishing Award 2010* through a points system set out in the fifth column of Table A in subclause 17.3 of the Award:

**17.3 Table A**

<b>Employee classification Level</b>	<b>Minimum weekly wage rate</b>	<b>Minimum hourly wage rate</b>	<b>Alignment to qualification from the Printing and Graphic Arts Training Package</b>	<b>Equivalent points range for the Level</b>
	<b>\$</b>	<b>\$</b>		
Level 1	719.20	18.93		Entry Level
Level 2	739.90	19.47		6
Level 3	768.30	20.22		18
Level 4	794.70	20.91	Certificate II	28
Level 5	837.40	22.04	Trade Certificate/ Certificate III	41 (including at least 5 units of 3 or more points)
Level 6	863.60	22.73		51 (including at least 5 units of 3 or more and 2 units of 4 or more points)
Level 7	889.90	23.42		61 (including at least 5 units of 3 or more points and 4 units of 4 or more points)
Level 8	913.70	24.04	Certificate IV (except as set out in clause 17.4)	71 (including at least 6 units of 4 or more points)

19. There are some obvious problems that arise with weighting all of the units in a training package and linking them to an award classification structure in the above manner:
- (a) Any additional competency units that are added to Schedule C will water down the classification requirements at each relevant classification level because there are more units (and hence more points) that may be relevant to particular jobs that employees are carrying out. This could lead to claims for reclassification at a higher level with associated costly wage increases.
  - (b) Any competency units that are removed from Schedule C will increase the classification requirements at each relevant classification level (unless, of course, those units are obsolete) because there are fewer units (and hence fewer points) that may be relevant to particular jobs that employees are carrying out. This could lead to reclassifications downwards with associated wage reductions for employees.
  - (c) The re-weighting upwards of any competency unit will water down the classification requirements at each relevant classification level because there are more points that may be relevant to particular jobs that employees are carrying out. This could lead to claims for reclassification at a higher level with associated costly wage increases.
  - (d) The re-weighting downwards of any competency unit will increase the classification requirements at each relevant classification level because there are fewer points that may be relevant to particular jobs that employees are carrying out. This could lead to reclassifications downwards with associated wage reductions for employees.
  - (e) Adding competency units which extend beyond the coverage of the relevant award will create significant confusion and uncertainty and could lead to claims to expand the coverage of the award.
  - (f) Most of the people who sit on Industry Reference Committees are typically appointed due to their knowledge of training requirements in the relevant industry. Most are not industrial relations specialists, and decisions are often made without a detailed knowledge or consideration of the impact of such decisions on award classifications, award wage rates and award coverage.
  - (g) As a result of the above impacts, it would be virtually impossible to keep the industry training package up-to-date with the latest developments in the relevant industry and the VET system, without adverse industrial relations consequences.

20. The above problems do not arise if the competencies in an industry training package are not weighted and linked to award classifications and wage rates.
21. The prescription of ICP05, or indeed any specific training package, has the very significant problem that training packages are regularly reviewed, updated, and replaced, by a mechanism external to the Award. In particular, ICP05 was superseded and rendered obsolete by its successor, ICP10 v. 1.0 in July 2010. That package was updated twice and then superseded by a new package, ICP - Printing and Graphic Arts, released in March 2015, and the current version of the ICP training package is Release 2.0 ("ICP v2").
22. As may be seen, the reference to a particular training package in the Award suffers from the problem that the reference will inevitably become obsolete, and no longer match up to the training package being used by, among others, training organisations. As well as the title of the package, this also goes to the content of the package, and Schedule C now refers to units of competency which are obsolete.
23. In my view this problem is not remedied by updating the reference to ICP v2, and units of competency found in ICP v2. Inevitably that package, and units within it, will be updated and replaced, and the same problem return.
24. A second issue to note is that the ICP v2 training package and its predecessors do not contain points weightings for units of competency. The points values assigned at Schedule C do not align with anything in the training packages and as a result do not align with such things as syllabus. As well, they are based not on training time but apparently on an assessment of the level of the training.
25. A third issue is that while there is an implementation guide to the ICP v2 training package it contains no reference to points values nor to classification outcomes based on points values. A copy of that Implementation Guide and the Appendix to the Guide is attached and marked "**Annexure A**".
26. In my view the result is a system which lives only in the Award and which does not integrate with the training providers or training system. The points value does not reflect training time or match with packaging rules for qualifications and as such may be open to unintended outcomes, where a classification outcome may vary significantly depending on whether it is approached on the basis of job description, qualifications (or recognition of prior learning) or on the points basis. This would, in my view, have implications for disputation, uncertainty and cost.



**8. THE CLASSIFICATION STRUCTURE IS ALREADY LINKED TO THE LATEST VERSION OF THE TRAINING PACKAGE THROUGH THE FORMAL QUALIFICATIONS**

53. The classification definitions in Schedule B are already linked to the formal qualifications in the **latest version** of the Training Package (see the fourth column in subclause 17.3 of the Award and the references to Certificate II, Certificate III and Certificate IV in the classification definitions).
54. Ai Group's proposed amendments would not disturb this sensible approach.

## **9. Ai GROUP'S PROPOSED AMENDMENTS**

55. Ai Group's proposed amendments to the Graphic Arts Award would:
- Retain the skills-based classification structure and its link to wage rates and formal qualifications (i.e. Certificate II, III and IV) in the Printing and Graphic Arts Industry Training Package, as set out in Schedule B and columns 1 to 4 in Table A of subclause 17.3.
  - Remove the outdated, problematic and unused provisions of Schedule C and column 5 in Table A of subclause 17.3, with the necessary consequential amendments to other clauses.
56. Ai Group's proposed amendments have obvious merit.
57. Ai Group's proposed amendments are consistent with s.138 of the FW Act for the reasons set out in section 14 of this submission.
58. Ai Group's proposed amendments are consistent with the modern awards objective for the reasons set out in section 15 of this submission.

## 10. THE AMWU'S PROPOSED AMENDMENTS

59. The AMWU is seeking to add a large number of additional competencies to Schedule C (see the competencies highlighted in yellow on pages 6 to 18 of the AMWU's draft determination of 24 April 2018). Each of these competencies has a weighting in points and, hence, an impact on classification outcomes and wage rates. The addition of these competencies would potentially have major cost consequences for employers.
60. The AMWU is also seeking to increase the weightings for various existing competencies in Schedule C (see the table attached to the AMWU's draft determination of 24 April 2018). These amendments would also potentially have major cost consequences for employers.
61. Further the AMWU is proposing to delete a number of obsolete competencies and make a few additional changes.
62. Ai Group is strongly opposed to the AMWU's proposed amendments. The amendments:
  - Are not necessary in order for the Award to achieve the modern awards objective and the minimum wages objective, and hence conflict with s.138 of the Act (see section 14 of this submission);
  - Are inconsistent with the modern awards objective in s.134 of the FW Act (see section 15 of this submission);
  - Are inconsistent with the minimum wages objective in s.284 of the FW Act (see section 16 of this submission);
  - Conflict with the work value requirements in s.156(3) and (4) of the Act because the proposed variation is not justified by work value reasons (see section 11 of this submission);

- Would substantially alter the classification requirements at each level of the classification structure and therefore the classifications and minimum wage rates for numerous jobs would alter substantially;
- Would encourage disputation because, even though the Award states that the competency standards are only used to resolve disputes about an employee's classification, the AMWU and any employee could manufacture a dispute at any time by asserting that they do not agree with an employee's classification; and
- Are not supported by any evidence at all, let alone any "*probative evidence properly directed to demonstrating the facts supporting the proposed variation*".<sup>9</sup>

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<sup>9</sup> 4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues [2014] FWCFB 1788 at [23].

## 11. THE AMWU'S CLAIM CONFLICTS WITH THE WORK VALUE REQUIREMENTS OF THE ACT

63. Amending Schedule C of the Graphic Arts Award to add additional competencies and to increase the weightings of existing competencies will change the classification requirements for each relevant level in the classification structure, and lead to reclassifications and wage increases.
64. During the Review, the Commission can only make a determination varying modern award minimum wages *“if the FWC is satisfied that the variation of modern award minimum wages is justified by work value reasons”* (s.156(3)).
65. “Work value reasons” are defined in s.156(4) as follows:
- Work value reasons** are reasons justifying the amount that employees should be paid for doing a particular kind of work, being reasons related to any of the following:
- (a) the nature of the work;
  - (b) the level of skill or responsibility involved in doing the work;
  - (c) the conditions under which the work is done.
66. The AMWU has made no attempt to justify why its proposed amendments, that would lead to minimum wage increases, are justified by “work value reasons”. There is no evidence before the Full Bench about any change in work value of any employee covered by the Graphic Arts Award.
67. Section 156(3) is a jurisdictional requirement before the Commission is able to vary any award in a manner that increases minimum wages. This jurisdictional requirement has not even been addressed, let alone met, by the AMWU. Accordingly, the FW Act requires that the Full Bench reject the AMWU’s claim.
68. The AMWU cannot rely on the fact that the Award provides that the Competencies in Schedule C and the points system in the fifth column of Table A in subclause 17.3 are only required to be used where there is a classification dispute, because the AMWU can manufacture a dispute at any time by expressing disagreement with the existing classification of any employee.

## 12. AWARD COVERAGE ISSUES

69. It makes no sense to include numerous weighted Competencies in an Award that relate to work that is not covered by the Award.
70. For example, some of the new units that the AMWU is seeking to include relate to web design work but this work is not covered by the Award.
71. The issue of whether or not the modern Graphic Arts Award should cover web design work was vigorously contested between Ai Group and the AMWU during the award modernisation process in 2008-09. Ultimately the Award Modernisation Full Bench rejected the AMWU proposed additions to the coverage clause to include web design:

**[142]** We publish a *Graphic Arts, Printing and Publishing Award 2010*. We have made only minor alterations to the coverage provision in the exposure draft. Some concerns were expressed about the potential for overlap between this award and other awards in relation to publishing and despatching. We have made a minor alteration to make it clear that the award only applies to despatching which is incidental to the industries or parts of industries covered by the award. Otherwise we do not think any greater clarification is warranted. We have not made any changes to the draft relating to coverage of web design, design generally, or metropolitan newspapers or plastics manufacturing. The provisions largely reflect the coverage of awards to be subsumed into the modern award.<sup>10</sup>

72. Even though in 2005, various weighted Competencies were included in Appendix F of the *Graphic Arts – General – Award 2000* that related to work not covered by the Award, the statutory scheme now in place is different to the one that existed at that time.
73. Also, the 2005 outcome occurred after 16 years of difficult and hard-fought negotiations and very lengthy Commission proceedings before Commissioner Merriman, Justice Munro and Senior Deputy President Marsh.
74. Further, in 2005 Ai Group agreed to include a reference to each of the competency standards in the 2005 Training Package in Appendix F of the pre-modern award only on the basis of the Important Notes on the first page of the

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<sup>10</sup> *Stage 2 Award Modernisation Decision* [2009] AIRCFB 345.

Appendix, including the following wording Note:

Important Notes:

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5. The inclusion of particular competencies within Appendix “F” or the recognition of particular qualifications within the Award, shall not vary the scope of the Award beyond that set out in clause 1.6.
75. What was agreed between Ai Group and the AMWU in 2005 (to settle a very long-running (16-year) dispute) now offends the modern awards objective and cannot be continued.
76. Many of the competencies that the AMWU is proposing to include in Schedule C do not relate to work covered by the Graphic Arts Award.
77. The AMWU’s submission of 16 September 2018 states that *“the digitisation of the industry and the multi-faceted evolution of the industry over the past ten years has been cause for a change in the work that workers do. The competency package should accordingly be updated to capture the skills and competencies that are now prevalent in the industry and remove those that are obsolete.”* This statement pays no heed to the discrepancy between the coverage of the Graphic Arts Award and the “industry” which has been considered in the updating of the Training Package. The two are not one and the same. There is a substantial difference between the definition of the “graphic arts, printing, publishing and associated industries and occupations” in subclause 4.9 of the Graphic Arts Award and the scope of the Training Package.
78. It is important that the Training Package remain contemporary. It is also important that the Award provisions remain contemporary, but the best way of achieving this is through Ai Group’s proposed amendments to the Award.

### 13. ENTERPRISE AGREEMENT ISSUES

79. It is important that award provisions which are incorporated by reference into an enterprise agreement are able to be readily understood by the employer, the employee and the Commission to ensure:
- (a) That genuine agreement is able to be reached between the employer and its employees; and
  - (b) That the employer is able to adequately explain the incorporated terms and the effect of those terms to the employees during the Access Period, and that the employees can understand the explanation.
80. Also, award provisions need to be able to be readily understood by the employer, employees and the Commission to enable the Better Off Overall Test to be understood and applied consistently.
81. It is common for enterprise agreements to incorporate the terms of relevant awards by reference, including agreements in the industries covered by the Graphic Arts Award.
82. Where the terms of an award are incorporated into an enterprise agreement by reference, the Commission has held that the employer covered by the agreement has an obligation to ensure that the terms of the Award are explained to the employees before they vote to approve the agreement.
83. In *BGC Contracting Pty Ltd* [2018] FWC 1466, His Honour Deputy President Gostencnik held that BGC had an obligation to explain the terms of the *Black Coal Mining Industry Award 2010*, as incorporated into the enterprise agreement, to the employees covered by the agreement:

[98] The view I have expressed above is reinforced by the Full Court's judgment in *One Key Workforce (No 2)*.

[99] In this case, it is clear that apart from making available the opportunity at various fora to relevant employees to ask questions, BGC took no other material step to explain to relevant employees the terms of the Coal Award which are incorporated in the Agreement by Schedule A or the effect of those terms. The



incorporated terms were not trifling, insignificant, or inconsequential so that no or minimal explanation need have been given. These were substantive terms. That the employees were not working in, nor had experience in, black coal mining, meant that a more not less comprehensive, explanation was warranted in the circumstances in order that informed consent might be given. The employer was required to take all reasonable steps to explain these terms and their effect and it did not do so. It took no step. In these circumstances I am not satisfied that the employer has complied with its obligation under s.180(5) of the Act to explain the terms of the Coal Award that are incorporated in the Agreement by Schedule A or the effect of those terms to relevant employees.

84. The above decision highlights the reason why it is important for award provisions that are incorporated by reference into an enterprise agreement to be easily understood.
85. There are very few people in Australia who could adequately explain the effect of Schedule C and the points system in the fifth column of Table A in subclause 17.3 of the Award, given the complexity of the system and the fact that Schedule C includes numerous competencies for types of work that are not covered by the Graphic Arts Award. Few, if any, individual employers would be readily able to do so.
86. The above issues highlight important reasons why Schedule C and the points system in subclause 17.3 should not be retained in the Graphic Arts Award, either as is, or with the AMWU's proposed amendments.

## 14. SECTION 138 CONSIDERATIONS

87. As referred to in section 3 of this submission, s.138 of the FW Act imposes a significant hurdle on substantial award variations. This was recognised in the *4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues Decision* in the following terms (emphasis added):

**[36]** ... Relevantly, s.138 provides that such terms only be included in a modern award 'to the extent necessary to achieve the modern awards objective'. To comply with s.138 the formulation of terms which must be included in modern award or terms which are permitted to be included in modern awards must be in terms 'necessary to achieve the modern awards objective'. What is 'necessary' in a particular case is a value judgment based on an assessment of the considerations in s.134(1)(a) to (h), having regard to the submissions and evidence directed to those considerations. In the Review the proponent of a variation to a modern award must demonstrate that if the modern award is varied in the manner proposed then it would only include terms to the extent necessary to achieve the modern awards objective.<sup>11</sup>

88. The following frequently cited passage from Justice Tracey's decision in *Shop, Distributive and Allied Employees Association v National Retail Association (No 2)*<sup>12</sup> was adopted by the Full Bench in the above decision:

"... a distinction must be drawn between that which is necessary and that which is desirable. That which is necessary must be done. That which is desirable does not carry the same imperative for action."

### **Ai Group's proposed amendments**

89. For the reasons identified in section 15 of this submission, Ai Group's proposed amendments are consistent with the modern awards objective and "necessary" in order to ensure that the Award achieves the modern awards objective
90. Ai Group's submissions are supported by detailed arguments and probative evidence.

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<sup>11</sup> *4 Yearly Review of Modern Awards: Preliminary Jurisdictional Issues* [2014] FWCFB 1788 at [36].

<sup>12</sup> [2012] FCA 480.

## The AMWU's proposed amendments

91. In contrast, the AMWU's proposed amendments are inconsistent with the modern awards objective and the minimum wages objective, for the reasons identified in sections 15 and 16 of this submission. The amendments are not "necessary" for the Award to achieve the modern awards objective or the minimum wages objective.
92. The AMWU cannot claim that the existing Competencies in Schedule C and the points system in the fifth column of Table A in subclause 17.3 of the Award are "necessary", given the following statements that are made in their submission of 16 September 2018: (emphasis added)

*38. .... many of the competency units have been updated and replaced and are no longer operative.*

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*69. ....*

### **Conclusion**

*1. The AMWU submits that the current competency package in the award is outdated and largely irrelevant due to the transformation of the training package that initiated it.*

93. The PIAA's submission of 6 June 2018 expresses the view that Schedule C and the points system have rarely, if ever, been used to resolve a dispute about classifications:

*We say further:*

- - -

- that the competency units/points system has only rarely (if at all) been used in the event of dispute and that there is a consultation requirement between an employer and employee when a dispute arises in an endeavour to settle the dispute before recourse is made to the points system (refer to paragraph [255] of (PR964271));*

94. Accordingly, similar to the AMWU, PIAA cannot claim that the points system in the Award is “necessary”.
95. The AMWU has filed no evidence at all in support of its claim, less alone any probative evidence to demonstrate why its proposed award variations are “necessary” in order for the Award to achieve the modern awards objective and minimum wages objective.

## 15. THE MODERN AWARDS OBJECTIVE

96. In exercising its modern award powers, the Commission must ensure that modern awards, together with the NES, provide a fair and relevant minimum safety net of terms and conditions, taking into account each of the matters listed at ss.134(1)(a) – (h) of the Act.

### A fair and relevant minimum safety net

97. In the *4 Yearly Review of Modern Awards - Penalty Rates Decision*,<sup>13</sup> the Full Bench made the following relevant observations about the proper construction of the expression “fair and relevant minimum safety net of terms and conditions” in s.134 of the Act:

- *“Fairness in this context is to be assessed from the perspective of the employees and the employers covered by the modern award in question”*;<sup>14</sup> and
- *“The word ‘relevant’ is intended to convey that a modern award should be suited to contemporary circumstances”*.<sup>15</sup>

### Fairness

98. As mentioned above, the notion of “fairness” in s.134(1) is not confined in its application to employees. Consideration must also be given to the fairness or otherwise of award obligations on employers.

99. It is not fair for employers to be exposed to reclassification risks and associated costs, as a result of the extremely vague and uncertain existing provisions of Schedule C, and the points system in the 5<sup>th</sup> column of Table A in subclause 17.3 of the Graphic Arts Award, or on the basis of the AMWU’s claim to continue this problematic system.

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<sup>13</sup> [2017] FWCFB 1001.

<sup>14</sup> [2017] FWCFB 1001, [117] – [119].

<sup>15</sup> [2017] FWCFB 1001, [120].

100. It would be even less fair for employers to be exposed to the even greater risks and costs that would arise if the AMWU's claim was accepted.
101. The unfairness to employers associated with retaining Schedule C and the points system, either as is, or with the AMWU's proposed amendments, is exacerbated by the role that awards play in the enterprise bargaining system. It is common for enterprise agreements to incorporate the terms of an award by reference into an enterprise agreement (see section 13 of this submission).
102. Schedule C and the points system is also unfair on employees. It is unfair for a different method of classification and a potentially different classification outcome to apply to an employee who has initiated a dispute, to the method that applies to other employees performing the same duties in the same workplace. If the classification system in Schedule B and the one in Schedule C are applied to the same employee there is a high likelihood that the classification outcome would be different. This is unfair.
103. The changes that Ai Group is seeking to the Award would ensure fairness for employers and employees. Classifications would be determined in accordance with Schedule B of the Award, including through the formal qualifications that are linked to Schedule B.

## **Relevance**

104. Both Ai Group and the AMWU are seeking changes to the Award because the relevant provisions of the Award are not currently "relevant", in the sense that they are not *"suited to contemporary circumstances"*.
105. Ai Group's proposed amendments would ensure that the classification provisions are "relevant". The proposed amendments would:
  - Delete the provisions in Schedule C that both Ai Group and the AMWU agree are not "relevant";

- Remove the outdated and problematic points system in column 5 in Table A of subclause 17.3, with the necessary consequential amendments to other clauses;
- Continue to provide for classifications to be determined in accordance with Schedule B of the Award; and
- Preserve the existing link between the classifications in Schedule B and the qualifications in the **current** version of the Training Package.

106. The AMWU’s proposed amendments would ensure that the classification provisions remain “irrelevant”. The proposed amendments would:

- Retain the vague, uncertain, outdated and problematic points system in Schedule C and column 5 in Table A of subclause 17.3;
- Retain a classification system in the Graphic Arts Award that is rarely, if ever, used by employers and employees covered by the Award; and
- Result in numerous Competencies being referred to in Schedule C that do not relate to work covered by the Award.

### **Section 134(1)(a) to (h)**

107. In making any amendments to a modern award in the context of the Review, the Commission is required to ensure that modern awards, together with the NES, provide a fair and relevant minimum safety net of terms and conditions, taking into account the considerations in s 134(1)(a) to (h).

108. As stated in the *Penalty Rates Decision*, no particular primacy is attached to any of the s.134 considerations and not all of the matters identified will necessarily be relevant in the context of a particular proposal to vary a modern award. *“The Commission’s task is to take into account the various considerations and ensure that the modern award provides a ‘fair and relevant*

*minimum safety net*".<sup>16</sup>

### **Section 134(1)(a) – Relative living standards and needs of the low paid**

109. This is a neutral consideration in this matter.
110. Contrary to the AMWU's submission of 16 September 2018, the AMWU's proposed amendment would not better align wages with relevant classifications. The appropriate alignment is reflected in Schedule B. The provisions of Schedule C would create significant problems for classification alignment, as outlined in this submission.
111. Paragraph [56] of the AMWU's submission states that "*[a]n updated schedule in the award will ensure a relevant tool for the protection of workers in the sector*". The AMWU has failed to demonstrate any net benefit to be gained by the 'low paid' from its proposed amendments.
112. Further, under the AMWU's proposals, a number of competencies in Schedule C would have their weighting increased but this is not universally the case. There would be a reduction in the weighting of a few competencies. Employees who are utilising these competencies could potentially have their minimum rate of pay reduced under the AMWU's proposal.

### **Section 134(1)(b) – The need to encourage collective bargaining**

113. As discussed in section 13 of this submission, it is common for enterprise agreements to incorporate the terms of relevant awards by reference, including agreements in the industries covered by the Graphic Arts Award.
114. It is important that award provisions which are incorporated by reference into an enterprise agreement are able to be readily understood by the employer, the employee and the Commission to ensure:

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<sup>16</sup> [2017] FWCFB 1001, [115], [116] and [196].



- (a) That genuine agreement is able to be reached between the employer and its employees; and
  - (b) That the employer is able to adequately explain the incorporated terms and the effect of those terms to the employees during the Access Period, and that the employees can understand the explanation.
115. Also, award provisions need to be able to be readily understood by the employer, employees and the Commission to enable the Better Off Overall Test to be understood and applied consistently.
116. The extremely complicated and problematic provisions of Schedule C and the points system in subclause 17.3 in the Graphic Arts Award impede efficient and effective bargaining. These problems would be addressed if Ai Group's proposed amendments are adopted but would be continued if the AMWU's proposed amendments were adopted.

**Section 134(1)(c) – The need to promote social inclusion through increased workforce participation**

117. This is a neutral consideration in this matter.
118. Contrary to the AMWU's submission of 16 September 2018, the AMWU's argument that its proposed amendment would have positive outcomes for recruitment and retention is fanciful. The proposal would create significant problems and unfairness for employers and employees, for the reasons outlined in this submission.
119. The AMWU's submission states that an updated competency schedule will *“allow workers to remain motivated as to the relevance of the skills they are gaining and employers to retain capable workers”*. The AMWU submission also states that *“an out of date competency schedule in the Award will only inhibit workers already employed from [sic] gaining the skills they need”*.

120. An employer's need for employees to possess certain skills in the workplace will not be inhibited or influenced by the absence of certain competencies in Schedule C. The Schedule does not alter the content of the Printing and Graphic Arts Training Package, which is relevant to the content of formal qualifications and accredited training programs in the industry.
121. Ai Group's proposal to remove the points-based competency system from the Graphic Arts Award would not remove the monetary incentive for employees to pursue further training, given the alignment of the classifications in Table A of subclause 17.3 to formal qualifications in the Training Package, and given the indicative tasks in Schedule B.

**Section 134(1)(d) – The need to promote flexible modern work practices and the efficient and productive performance of work**

122. Ai Group's proposed amendment would promote flexible modern award practices, because the classification definitions in Schedule B would remain linked to the formal qualifications in the latest version of the Training Package, but the out-of-date competencies in Schedule C would be removed.
123. Ai Group's proposed amendment would also promote the efficient and productive performance of work. A business would need to devote extensive resources in order to properly understand and apply the competency-based points system, and to endure that their employees understand the system. This is unproductive when a far more logical classification system already exists in Schedule B of the Award.
124. If the classification system in Schedule B and the one in Schedule C are applied to the same employee there is a high likelihood that the classification outcome would be different. This is illogical, inefficient and unproductive.
125. Ai Group does not agree with the statement made at paragraph [62] of the AMWU's submission that updating the competency schedule "*goes to the heart of the need to promote efficiency in the workplace*". The knowledge and skills required by individual employers will not be impacted by the competencies

contained in Schedule C of the Award. Schedule C is only relevant to the classification of a worker by reference to the points-based competency system. It is unclear and left unexplained how the competency schedule contributes to any risk that skills gaps will emerge and not be addressed by workers, as stated at paragraph [63] of the AMWU's submission.

126. Options to pursue further training are not impacted by the existence of a points-based competency system in the Graphic Arts Award. Employees retain the option of embarking on further education regardless of whether or not Schedule C remains in the Graphic Arts Award.

**Section 134(1)(da) – The need to provide additional remuneration**

127. This is a neutral consideration in this matter.

**Section 134(1)(e) – The principle of equal remuneration for work of equal or comparable value**

128. This is a neutral consideration in this matter.

**Section 134(1)(f) – The likely impact on business including productivity, employment costs and the regulatory burden**

129. Paragraph 134(1)(f) of the Act weighs very heavily in favour of Ai Group's proposed amendments and very heavily against the AMWU's proposed amendments.

***Regulatory burden considerations***

130. Ai Group's proposed amendments would substantially reduce the regulatory burden for employers covered by the Graphic Arts Award.

131. The printing industry is highly fragmented, with many small-scale firms,<sup>17</sup> it is important that the Award is as simple as possible to ease the regulatory burden faced by small and medium enterprises. Just over 50% of companies in the printing industry who employ staff, employ from 1-19 employees.<sup>18</sup> As such, the importance of ensuring the classification system is easy to understand is a strong consideration that weighs in favour of amending the Award in the manner proposed by Ai Group, and rejecting the AMWU's proposal.
132. The amendments proposed by the AMWU would significantly increase the regulatory burden faced by employers covered by the Graphic Arts Award. Regardless of whether or not the points-based classification system is used, employers will need to spend time familiarising themselves with the relevant competencies to ensure they are able to react when and if a dispute arises.
133. Classification under the points-based system requires that employers match an employee's job requirements with the hundreds of competencies in the Training Package.
134. The regulatory burden associated with the points-based classification system is set to increase over time as printing companies, faced with declining revenue and industry consolidation, seek to offer a more diverse range of services.<sup>19</sup> This is likely to increase the breadth of the tasks carried out by individual employees in an enterprise. As such, the relevant competencies which must be analysed by an employer in order to classify an employee is set to increase.
135. To give effect to the AMWU's proposed approach on an ongoing basis, would require a continuous cycle of updates to Schedule C of the Award to reflect changes in the Training Package, which would increase the regulatory burden for business.

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<sup>17</sup> Australian Bureau of Statistics, *8165.0 Counts of Australian Businesses, including Entries and Exits, Jun 2013 to Jun 2017*, 6, 9.

<sup>18</sup> *Ibid.*

<sup>19</sup> *Ibid.*

## **Cost considerations**

136. Ai Group's proposal would protect employers against substantial cost risks associated with re-classifications. Consider the example of a workforce in which 100 employees are reclassified to the next highest level in the classification structure as a result of the points-based classification system and receive a wage increase of five per cent. If the average existing salary of an employee is \$50,000 per annum, the additional cost would be \$250,000 per year<sup>20</sup> (plus on-costs).
137. Almost 90% of firms in the printing industry generate annual revenue under \$2 million.<sup>21</sup> Small scale firms in the printing industry are struggling to remain profitable, especially as larger printers are becoming interested in niche customers.<sup>22</sup> Printing incurs high labour costs compared with other manufacturing industries. Local operators compete with printing firms in countries such as China which incur lower overhead and labour costs.<sup>23</sup> With declining demand, strong price pressures and excess capacity, revenue in the printing industry has declined over the past five years.<sup>24</sup>
138. The point-based classification system increases the cost of employment, including the cost of employing new staff. Given that the classification of an employee may require reference to the points-based system, it is incumbent on employers to spend time and effort to familiarise themselves with the competencies in the Printing and Graphic Arts Training Package. This is likely to constitute an ongoing cost as employers would need to ensure that new HR and managerial staff have an understanding of the Training Package. Competencies in a Training Package may not be easily understood by the average employer and employee. They are written for training professionals.

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<sup>20</sup> \$50,000 per annum x 0.05 x 100 employees = \$250,000 per annum.

<sup>21</sup> Australian Bureau of Statistics, *8165.0 Counts of Australian Businesses, including Entries and Exits, Jun 2013 to Jun 2017*, 6, 9.

<sup>22</sup> *Ibid.*

<sup>23</sup> *Ibid.*, 17, 29

<sup>24</sup> *Ibid.*, 5.

139. It should also not be overlooked that disputes are very costly for employers and that the AMWU's approach encourages disputes as a pathway to wage increases for union members.
140. In the Graphic Arts Award, the general method for resolving disputes about a matter under the Award or the NES is through the dispute resolution clause (clause 10). Under virtually every other modern award, the general dispute resolution clause is used to resolve disputes about classifications. There is no reason why a separate dispute resolution process should apply to certain classification disputes under the Graphic Arts Award. This divergent method of dispute resolution is all the more irrational considering that the Graphic Arts Award does not prevent disputes concerning the alignment of classifications to formal qualifications being dealt with pursuant to clause 10 (see paragraph 23.3(e)).
141. Employers will be protected from unwarranted increases in employment costs if the points-based competency system is removed from the Award, as proposed by Ai Group. Employers will still need to ensure they have a working understanding of the classification definitions in Schedule B. These are, however, broadly defined and easily comprehended by the average person.

**Section 134(1)(g) – The need to ensure a simple, easy to understand, stable and sustainable modern award system that avoids unnecessary overlap of modern awards**

142. Ai Group's proposal would ensure that the classifications and wage rates in the Graphic Arts Award are simple, easy to understand, stable and sustainable.
143. The AMWU's proposal fails all of these requirements. The AMWU's proposal would lead to award provisions that are not simple and easy to understand, but rather highly complex and confusing. Also, given that the competencies in Training Packages are regularly updated, the list of Competencies in Schedule C would become out-of-date very quickly, and hence the provisions would not be stable or sustainable.

144. The 2005 version of the Printing and Graphic Arts Training Package (ICP05) spanned six volumes and was over 2,000 pages in length. ICP v. 2.0 is over 3,000 pages in length.
145. The points-based classification system in the Graphic Arts Award requires employers to have a sufficient understanding of the Training Package, which necessitates an understanding of the hundreds of competencies in the Training Package. On any assessment, the system is not simple or easy to understand.
146. The Graphic Arts Award currently contains three methods for classifying employees:
  - (a) Classification of employees with a relevant formal AQF qualification (subclause 23.3);
  - (b) Classification of employees in accordance with the classification definitions and indicative tasks in Schedule B; and
  - (c) Classification of employees in accordance with the points-based competency system.
147. The removal of the points-based classification system would lead to employees under the Award being classified in accordance with the other two methods, consistent with numerous other awards and consistent with the existing industry practice in the graphic arts industry. This would be a much simpler and easy to understand system.
148. The removal of the points-based competency system for classifying employees would significantly reduce the complexity of the Graphic Arts Award and ensure that employers are able to properly understand and implement the classifications and wage rates.
149. The industry has a high proportion of small and medium sized businesses. It is not realistic to expect these businesses to have the time and resources to devote to understanding the highly complex point-based system for determining the wages and classifications of their employees.

150. The retention in the Graphic Arts Award of the points-based classification system, based on a Training Package that is subject to continuous updates, would not be conducive to a stable and sustainable modern award system. As outlined at paragraph [33] of the AMWU's submission of 16 September 2018, the Printing and Graphic Arts Training Package has been updated seven times since the decision of Marsh SDP to insert the points-based classification system into the Award.
151. Retention of Schedule C would most likely lead to regular applications by the AMWU to update the Schedule to reflect changes in the Training Package. The removal of the points-based classification system, as proposed by Ai Group, is necessary to achieve a stable and sustainable award system.

**Section 134(1)(h) – The likely impact on employment growth, inflation and the sustainability, performance and competitiveness of the national economy**

152. This is a neutral consideration in this matter.

**Conclusion**

153. In summary, the specific factors comprising the modern awards objective weigh heavily in favour of granting Ai Group's proposed amendments and against granting the AMWU's proposed amendments.



## 16. THE MINIMUM WAGES OBJECTIVE

154. Amending Schedule C of the Graphic Arts Award to add additional competencies and to increase the weightings of existing competencies would change the classification requirements for each relevant level in the classification structure, and lead to reclassifications and wage increases.
155. Accordingly, the AMWU's claim would, in effect, increase minimum wages for employees at all relevant levels of the classification structure.
156. In such circumstances, the FW Act requires that the proposed amendment be "necessary" in order to achieve the minimum wages objective (s.138). The AMWU's proposal is not "necessary" for the reasons discussed in section 14 of this submission.
157. The minimum wages objective is set out in s.284(1) of the FW Act and applies to the performance or exercise of the Commission's powers during a 4 Yearly Review (see s.284(2)).
158. The minimum wages objective requires that award minimum wages be "fair". The AMWU's proposed amendments would not be "fair" on employers for the reasons discussed in section 15 of this submission.
159. The minimum wages objective also requires that in maintaining a safety net of "fair minimum wages", the Commission must take into account productivity. The AMWU's proposed amendments would have an adverse impact on productivity for the reasons outlined in section 15 of this submission in respect of s.134(1)(f) of the Act.
160. The AMWU's proposal would have a neutral impact on other aspects of the minimum wages objective.
161. Therefore, overall, the elements of the minimum wages objective weigh against granting the AMWU's proposed amendments.

## **17. CONCLUSION**

162. For the reasons set out in this submission:

- Schedule C of the Award cannot be left in its existing form as both Ai Group and the AMWU agree that it does not meet the modern awards objective;
- The Award should be varied in the manner proposed by Ai Group; and
- The AMWU's claim should be rejected.



# DRAFT DETERMINATION

*Fair Work Act 2009*

s.156 - 4 yearly review of modern awards

## **4 yearly review of modern awards – Graphic Arts, Printing and Publishing**

### **Award 2010**

(AM2016/33)

DEPUTY PRESIDENT GOSTECNIK

SYDNEY, XX MONTH 2018

*4 yearly review of modern awards – Graphic Arts, Printing and Publishing Award 2010 – Points-based competency system.*

A. Further to the decision issued on [insert date]<sup>1</sup> it is ordered that, pursuant to s.156(2)(b)(i) of the *Fair Work Act 2009*, the *Graphic Arts, Printing and Publishing Award 2010*<sup>2</sup> be varied by:

1. Deleting the words “Schedule C – Competencies” in clause 17.2 and replacing with “Schedule B – Classification Definitions”.
2. Deleting the fifth column in clause 17.3 – Table A headed “Equivalent points range for the level”.
3. Deleting clause 23.3(e).
4. Deleting clause 23.4 and inserting in lieu:

#### **23.4 Classification of employees without a formal AQF qualification**

- (a) Subject to this clause, employees will be classified, as determined by the employer, on the basis that they meet the requirements of the classification definitions in Schedule B – Classification Definitions.
- (b) Only skills and knowledge which are being used in accordance with the needs of the enterprise will be taken into account for classification purposes.

---

<sup>1</sup> [insert citation].

<sup>2</sup> MA000026.

5. Deleting clauses 23.5, 23.6 and 23.7
6. Deleting Schedule C – Competencies and consequential re-lettering of the remaining Schedules.
7. By updating the table of contents and cross-references accordingly.

B. This determination comes into operation from xx xxxxxx 2018. In accordance with s. 165(3) of the *Fair Work Act 2009* this determination does not take effect until the start of the first full pay period that starts on or after xx xxxxxx 2018.

PRESIDENT

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## FAIR WORK COMMISSION

*Fair Work Act 2009*

**Title of Matter:** 4 Yearly Review of Modern Awards – Graphic Arts, Printing and Publishing Award 2010

**Matter Number:** AM2014/203

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### WITNESS STATEMENT OF MR DANIEL MURRAY

---

I, **Daniel Murray** of the Australian Industry Group (**Ai Group**), 51 Walker St, North Sydney in the State of New South Wales, state as follows:

1. I make this statement from my own knowledge, except where I indicate otherwise. Where I make statements based on information provided to me, I identify the source of that information and otherwise believe such information to be true and correct.
2. I am authorised by Ai Group to make this statement on its behalf.

#### **Employment Background**

3. I have been employed by Ai Group for approximately 13 years.
4. I am currently engaged as a Principal Advisor – Workplace Relations and have held this position for approximately the past 5 years. Prior to that time, between 2005 and 2013, I was a Senior Advisor – Workplace Relations.

<b>Lodged by:</b> Australian Industry Group Contact: Stephen Smith	Telephone: 0418 461183
<b>Address for Service:</b> 51 Walker Street, North Sydney, NSW, 2060	Email: stephen.smith@aigroup.com.au

5. A major part of my role, both as Senior Advisor and as Principal Advisor, has been to advise and assist in the implementation of competency standards and provide advice in relation to classification of employees. In this regard I deliver training, facilitate implementation and assist in assessment processes. I also am a representative of Ai Group on the Manufacturing and Engineering Industry Reference Committee.
6. In my role I have provided advice and assistance in relation to classifications to employers in a range of industries, including manufacturing and engineering, construction, food and printing.
7. Prior to my employment at Ai Group I was engaged from 2000 to 2005 as Industrial Advocate with the Master Builders Association of NSW.
8. In this position I was responsible for providing advice, representation and training in relation to industrial relations and related areas.
9. Before that I was engaged from 1998 to 2000 as Industrial Relations, Training and Legal Services Manager with the Master Plumbers and Mechanical Contractors Association of NSW, a role which, again, involved the provision of advice, representation and training in relation to industrial relations and related areas.
10. Between 1993 and 1998 I was engaged by the Metal Trades Industry Association and in that role was exposed to and participated in the development process for the *National Metal and Engineering Competency Standards*, as well as having a role in consulting with respect to quality assurance, human resource management and related areas.
11. Prior to 1993 I worked in manufacturing, including a role as Quality Assurance Manager for a commercial furniture company which involved, among other things, the development of work procedures, training and assessment of employees in metal, timber and furniture trades. I also worked as a consultant in relation to engineering failures and accidents and carried out assessment of the competency of welders in a role with an engineering consulting firm.

### **Qualifications**

12. In 1990 I was admitted to the degree of Bachelor of Science (Technology), and in 1994 to the degree of Bachelor of Laws. I also hold qualifications in training and assessment, as a quality auditor and as a safety auditor.

### **Industry Training Packages**

13. There are a number of industry training packages with which I have experience. Training packages are nationally-endorsed documents developed for a particular industry. They are regularly reviewed and updated, and from time to time a training package is replaced by a new package, the old one being rendered obsolete.
14. The purpose of industry training packages includes setting out the framework for qualifications, including packaging rules, which means the requirements in terms of core and elective units of competency required for the particular qualifications in the package. They also include the units of competency within the package.
15. Units of competency set out the specification of a particular discrete piece of knowledge and skill. They specify where that unit applies, and the particular elements and performance criteria, and the underpinning knowledge and skill, which a person must demonstrate in order to be adjudged as holding that unit, or “competent”. As such, they guide the development and assessment of training.
16. Units of competency may also be used in analysing the skill requirements of a job, by identifying the tasks to be performed and the skills and knowledge required in order to competently perform those tasks. From that, the units of competency which an employee would require can be matched. The outcome of such a process is a skill profile: a list of the necessary units of competency required to perform a job.
17. The skill profile may then be used as the basis for training plans, and for the assessment of employees or applicants for employment.

### **Use of Competency Standards for Classification under the *Graphic Arts, Printing and Publishing Award 2010***

18. The Competencies in the 2005 Printing and Graphic Arts Training Package – ICP05 (as listed in Schedule C – Competencies) are linked to the classification structure in the *Graphic Arts, Printing and Publishing Award 2010* through a points system set out in the fifth column of Table A in subclause 17.3 of the Award:

17.3 Table A

<b>Employee classification Level</b>	<b>Minimum weekly wage rate</b>	<b>Minimum hourly wage rate</b>	<b>Alignment to qualification from the Printing and Graphic Arts Training Package</b>	<b>Equivalent points range for the Level</b>
	<b>\$</b>	<b>\$</b>		
Level 1	719.20	18.93		Entry Level
Level 2	739.90	19.47		6
Level 3	768.30	20.22		18
Level 4	794.70	20.91	Certificate II	28
Level 5	837.40	22.04	Trade Certificate/ Certificate III	41 (including at least 5 units of 3 or more points)
Level 6	863.60	22.73		51 (including at least 5 units of 3 or more and 2 units of 4 or more points)
Level 7	889.90	23.42		61 (including at least 5 units of 3 or more points and 4 units of 4 or more points)
Level 8	913.70	24.04	Certificate IV (except as set out in clause 17.4)	71 (including at least 6 units of 4 or more points)



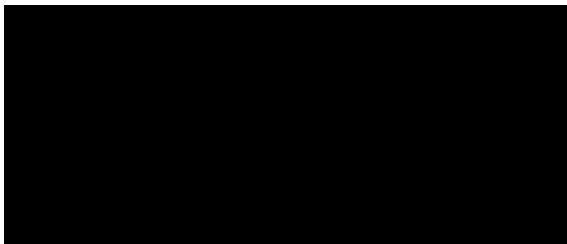
19. There are some obvious problems that arise with weighting all of the units in a training package and linking them to an award classification structure in the above manner:
- (a) Any additional competency units that are added to Schedule C will water down the classification requirements at each relevant classification level because there are more units (and hence more points) that may be relevant to particular jobs that employees are carrying out. This could lead to claims for reclassification at a higher level with associated costly wage increases.
  - (b) Any competency units that are removed from Schedule C will increase the classification requirements at each relevant classification level (unless, of course, those units are obsolete) because there are fewer units (and hence fewer points) that may be relevant to particular jobs that employees are carrying out. This could lead to reclassifications downwards with associated wage reductions for employees.
  - (c) The re-weighting upwards of any competency unit will water down the classification requirements at each relevant classification level because there are more points that may be relevant to particular jobs that employees are carrying out. This could lead to claims for reclassification at a higher level with associated costly wage increases.
  - (d) The re-weighting downwards of any competency unit will increase the classification requirements at each relevant classification level because there are fewer points that may be relevant to particular jobs that employees are carrying out. This could lead to reclassifications downwards with associated wage reductions for employees.
  - (e) Adding competency units which extend beyond the coverage of the relevant award will create significant confusion and uncertainty and could lead to claims to expand the coverage of the award.
  - (f) Most of the people who sit on Industry Reference Committees are typically appointed due to their knowledge of training requirements in the relevant industry. Most are not industrial relations specialists, and decisions are often made without a detailed knowledge or consideration of the

impact of such decisions on award classifications, award wage rates and award coverage.

- (g) As a result of the above impacts, it would be virtually impossible to keep the industry training package up-to-date with the latest developments in the relevant industry and the VET system, without adverse industrial relations consequences.
20. The above problems do not arise if the competencies in an industry training package are not weighted and linked to award classifications and wage rates.
  21. The prescription of ICP05, or indeed any specific training package, has the very significant problem that training packages are regularly reviewed, updated, and replaced, by a mechanism external to the Award. In particular, ICP05 was superseded and rendered obsolete by its successor, ICP10 v. 1.0 in July 2010. That package was updated twice and then superseded by a new package, ICP - Printing and Graphic Arts, released in March 2015, and the current version of the ICP training package is Release 2.0 ("ICP v2").
  22. As may be seen, the reference to a particular training package in the Award suffers from the problem that the reference will inevitably become obsolete, and no longer match up to the training package being used by, among others, training organisations. As well as the title of the package, this also goes to the content of the package, and Schedule C now refers to units of competency which are obsolete.
  23. In my view this problem is not remedied by updating the reference to ICP v2, and units of competency found in ICP v2. Inevitably that package, and units within it, will be updated and replaced, and the same problem return.
  24. A second issue to note is that the ICP v2 training package and its predecessors do not contain points weightings for units of competency. The points values assigned at Schedule C do not align with anything in the training packages and as a result do not align with such things as syllabus. As well, they are based not on training time but apparently on an assessment of the level of the training.
  25. A third issue is that while there is an implementation guide to the ICP v2 training package it contains no reference to points values nor to classification outcomes based on points values. A copy of that

Implementation Guide and the Appendix to the Guide is attached and marked "**Annexure A**".

26. In my view the result is a system which lives only in the Award and which does not integrate with the training providers or training system. The points value does not reflect training time or match with packaging rules for qualifications and as such may be open to unintended outcomes, where a classification outcome may vary significantly depending on whether it is approached on the basis of job description, qualifications (or recognition of prior learning) or on the points basis. This would, in my view, have implications for disputation, uncertainty and cost.



**Daniel Murray**  
For the Australian Industry Group

15 October 2018

.....  
Date



Australian Government  
Department of Education and Training

A central graphic featuring silhouettes of three people in various poses (one sitting, one standing, one jumping) and three birds in flight, set against a background of a leafy branch pattern.

# ICP Printing and Graphic Arts Training Package Implementation Guide

**Companion Volume**





## Disclaimer

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Department of Education and Training. The views expressed in this work do not necessarily represent the views of the Department of Education and Training. In addition, the Department of Education and Training does not give warranty or accept any legal liability in relation to the content of this work.

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## Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the *ICP Printing and Graphic Arts Training Package*.

## What is in the Guide?

This *ICP Printing and Graphic Arts Training Package* Implementation Guide provides:

- information relevant to all training packages
- specific information and advice about the history, structure, key features and application of the *ICP Printing and Graphic Arts Training Package*.

The Appendices section is provided as a separate document and contains:

- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency.

## Version control and modification history

Version number	Release date	Comments
Version 2	January 2016	Includes review of the following sectors: <ul style="list-style-type: none"> <li>• 3D Printing (3 new units of competency and 1 new skill set)</li> <li>• Certificate III Review (3 revised and converged qualifications to replace 11 qualifications and 1 revised and converged unit of competency to replace 11 units of competency)</li> </ul> Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors
Version 1.1	April 2015	Industry Skills Council (ISC) upgrade to correct mapping errors
Version 1	March 2015	Primary release of restructured <i>ICP Printing and Graphic Arts Training Package</i> .  This release of the <i>ICP Printing and Graphic Arts Training Package</i> contains 16 Qualifications, 1 Skill Set, 288 native Units of Competency (including 286 units that have been updated for the <i>Standards for Training Packages</i> and 2 new units), and 164 imported units  Digital literacy qualification and skill set added

# About training packages

## What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing or recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes
- may also provide support materials.

While a training package *does* specify workplace skills and knowledge requirements, it *does not* suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

## Components of IBSA training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the *Australian Qualifications Framework (AQF)*
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the *AQF*. Currently no credit arrangements exist between any IBSA training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement
- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment
- **User guides** which provide information about specific components.



## Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training Packages* and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012. More information about training package standards and policies is available at:

<https://docs.education.gov.au/documents/training-package-development-and-endorsement-process-policy>

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant. The following diagram demonstrates IBSA's development or review process.

## IBSA's Training Package Development Process



## Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information about national standards and standards for non-referring states can be found at:

<https://education.gov.au/standards-non-referring-states-australian-quality-training-framework>

RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

---

**Check for specific assessor requirements in the *Assessment conditions* section of the assessment requirements for the unit of competency.**

---

## Summary of Frameworks and Standards for RTOs

Registering body	Framework	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	<i>Vocational Education and Training (VET) Quality Framework</i>	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania  RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Victorian Registration and Qualifications Authority (VRQA) - Victoria Training Accreditation Council (TAC) - Western Australia	<i>Australian Quality Training Framework (AQTF)</i>	AQTF Essential Conditions and Standards for Initial Registration  AQTF Essential Conditions and Standards for Continuing Registration	RTOs that deliver vocational education and training solely in Victoria and/or Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

# Overview of *ICP Printing and Graphic Arts Training Package*

## About the Printing and Graphic Arts Industry

Printing and graphic arts encompasses a wide range of functions from the creation of images and layouts (design) to the preparation of these for printing (pre-press), reproduction by a number of processes (press or printing), and the assembly of final products (post press or finishing). Printing methods include offset, lithographic, reprographic, digital, relief and screen printing.

Rapidly changing technology has been creating huge changes throughout the Printing and Graphic Arts industry. These days, businesses increasingly trade and conduct business online, without the aid of printed materials, and consumers increasingly receive information via the internet, rather than through brochures and magazines. This means demand for some traditional print industry occupations is on the decline while job opportunities in other areas, like digital production, are expanding exponentially.

Printing & Graphic Arts has become a hybrid industry; one with a manufacturing history but a growing service and customer focus. Enterprises are transitioning to become communications businesses, with options for print products. For example, rather than just printing a school yearbook, a printer may now offer a full school yearbook solution involving interviewing, photographing, content sourcing, editing, graphic design and personalised printing. Personalisation is becoming key to the industry as digitisation allows printers to economically produce small print runs and offer customised printing services.

The days when printing was just about putting marks on paper are over. This industry now incorporates a wide range of adjunct functions. Operators are offering services they may not have considered five years ago and in the next few years they will be offering new and different services again.

Some of the trends impacting on key industry sectors within the Printing and Graphic Arts industry are outlined overleaf.

### Printing support services

Printing support services consists of companies that engage in pre-press and post-press services. Pre-press services include typesetting, colour separation and platemaking. Post-press services comprise laminating, embossing and bookbinding and finishing, distribution and document management.

Firms in the printing support services sector have been responding to a weak printing market and industry competition by diversifying and offering customers previously unconventional services. The sector's service offerings have widened and now include digital publications and websites, creative and design services, digital photography, digital asset management, facilities management and digital printing.

### Paper and paper products

This sector is closely aligned with the manufacturing activity. Some firms make corrugated and solid paperboard containers and paper bags and sacks from a variety of inputs including woodchips, clay, lime, dyes, chemical resins and recycled paper. Other firms process purchased paper into a variety of paper bags and sacks, paper packing goods, adhesive labels, and other paper products.

The shift to digital has driven down demand for paper and paper products, and consumer awareness of conservation and the shift to the paperless office have curbed sales of paper. As a result, manufacturers in this sector have looked to shore up their market share by moving into niche markets such as environmentally focused products, including recycled and low-chemical papers.

Demand from packaging and industrial paper industries is expected to grow in coming years, providing work for solid paperboard manufacturers. Demand for adhesive labels is also growing, partly due to stricter requirements for food manufacturers for food labelling.

### Newspaper publishing

Newspaper publishers print physical newspapers including metropolitan daily, national daily, regional, and suburban newspapers. The sector has a high concentration level, with the largest four players accounting for almost 90% of revenue.

With global competition increasing and a quickening decline in print circulation, newspapers have scrambled to restructure their operations to try to contain the impact. Their efforts so far have been concentrated in two broad areas: restructuring printing operations to realign production costs with lower revenues and seeking to convert their online readership popularity to earnings. Most operators now offer digital subscriptions.

### Magazine publishing

The magazine and directory publishing sector has undergone a complete technological revolution over the past five years. Growth in online platforms and the everyday connectivity of smartphones and tablets has changed the way consumers read magazines and search directory listings. Telephone directories have undergone a significant decline as consumers now tend to use search engines and online directories to find information.

Magazine publishers are expected to fully integrate their print and digital publications over the next five years, as technology takes an increasing hold on consumers. Australian publishers are making use of interactive technology such as Netpage. This technology enables consumers to scan magazine pages and save images on their smartphone or tablet. Consumers can then curate the content they want from printed magazines, while also providing links to printed advertisements online and giving readers the ability to share content on social media platforms. Online developments like this will boost the sector as they increase exposure for advertisers seeking to promote products and services.

## Book publishing

Book publishers essentially compete on two fronts: to gain publishing rights from authors and to promote books to retailers. In coming years book publishers are facing further competition from imports and alternative forms of entertainment.

While e-readers and tablets have enabled greater reading volumes, eBook prices are generally lower than print prices and are susceptible to internet piracy. The advent of large multinational corporations into the global book market has fundamentally affected the way the supply chain operates. Growth in internet use and comfort with purchasing online has pushed consumers away from Australian retailers to foreign online retailers where parallel import restrictions are circumvented as foreign-published titles can be purchased.

Over the next five years online retailers are expected to grow further, with Australian online stores helping the industry achieve stronger sales volumes. Book publishers will also continue to find steady revenue streams in education books, which are still essential for students. Growth in eBooks is projected to create more self-publication, with smaller operators working around larger players that are expected to consolidate to increase their negotiating power.

## Graphic design

'Graphic design is an interdisciplinary, problem-solving activity which combines visual sensitivity with skill and knowledge in areas of communications, technology and business. Graphic design practitioners specialise in the structuring and organising of visual information to aid communication and orientation. An understanding of a client's product or service and goals, their competitors and target audience is translated into a visual solution created from the manipulation, combination and utilisation of shape, colour, imagery, typography and space.'

There is now a major range of digital subcategories that graphic designers are involved with including applications, games, writing for design, web and multimedia, online events using interior design and spaces for customers.

The sector in Australia has a positive outlook. However, there are a number of pressure points which are impacting its growth potential, including international competition, commodification and under-developed business skills. One of the biggest opportunities for graphic designers is working with businesses to make the corporate intuitive leap so that brand is not just a logo but also a creative and design expression of the business vision across multiple channels.

## Looking to the future

The workforce in this industry has a number of challenges ahead. While change has become a way of life for those involved in print and graphic communications, the pace of technological advances and speed of market transition has been so great that skill development will be necessary to support industry adaptation and growth. These challenges being addressed head on through continual adaptation and improvement of the *ICP Printing and Graphic Arts Training Package*.

Key issues continuing to challenge the industry include:

- rapid technology change
- digital communication, work and delivery including mobile platforms
- graphic design growth
- employment rationalisation, but at a reducing rate
- the move from manufacturing to service focus, and
- print businesses offering full service including graphic design.

Technological developments will continue to positively and negatively affect the industry. The digital age will continue to erode many printing businesses but adaptations are being made. Printing support services will continue to diversify from traditional print products to online, video and television formats, such as multimedia layout and design. Some industry operators have begun providing digital asset management services to efficiently store and distribute images and documents for clients. While growth in electronic data and document distribution and online media content hosting will decrease printing volumes in Australia, this will also provide opportunities for companies that design, produce and manage digital content.

The rapid growth of the market for eBooks on tablets and smartphones is expected to reduce post press services such as bookbinding, laminating, finishing and distribution, as new and improved technology allows increasing access to cheap eBooks. On the other hand, online printing operators that offer convenient services are emerging as significant players in the short-run printing market. Small businesses represent the major customer base for this online segment. The development of these online printing support services is expected to challenge the existing industry significantly, as online operators are able to operate with lower cost structures, reducing unit costs.

While some print companies are moving off-shore to take advantage of cheaper manufacturing costs, there are printing opportunities opening up in areas closest to Asian tourism, particularly the Northern Territory. Exports are also creating opportunities, as design, print and packaging is involved in every small product exported.

Graphic designers are opening up new markets via web based activities and growth forecasts are buoyant. However, the highly competitive nature of this sector will continue to pressure small-scale participants to close operations or merge with medium-size entities to maintain profitability.

Companies that are moving to full value chain models will continue to thrive. A number of large players are now working within a full service franchise model delivering to small, medium and large firms. They are buying advertising agencies and becoming the biggest employer of graphic designers as well as providing printing services. A shift to full service solutions has implications for both career progression and skills development as a high level of technical skill needs to sit alongside manufacturing, production and supply skills. In addition, astute sales, marketing and business skills need to overlay this broad and constantly changing base.

Printing will always be around in one form or another. The challenge for the industry is to continue to reinvent itself to take advantage of new possibilities as they arise.



## Qualifications, skill sets and units of competency

The *ICP Printing and Graphic Arts Training Package* contains:

- 8 AQF aligned qualifications
- 1 skill set
- 281 native units of competency
- 164 imported units of competency.

Please refer to **Appendix 1** for the full list of qualifications, skill sets and units of competency.

## Sectors in the *ICP Printing and Graphic Arts Training Package*

Sectors	Code
Converting Binding and Finishing	CBF
Digital Media Technologies	DMT
Ink Manufacture	INK
Knowledge	KNW
Printing	PRN
Pre-press	PRP
Screen Printing	SCP
Support	SUP

## Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows new components as well as any components removed from the training package.

Please refer to **Appendix 2** for mapping information for qualifications, skill sets and units of competency for the ICP Printing and Graphic Arts Training Package.

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**IBSA also recommends using the Compare Content Tool available on the *training.gov.au* (TGA) website for more information about specific changes.**

**Visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4> to watch a video on how to use this tool.**

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# Implementation information

## Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the *Application* section of units of competency and the *Qualification description* section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

## WHS implications in the industry

*Work health and safety (WHS)* requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific *WHS* units in qualifications.

In jurisdictions where the *National Model WHS Legislation* has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory *occupational health and safety (OHS)* legislative requirements.

## Entry requirements

There are no specific entry requirements for qualifications in the *ICP Printing and Graphic Arts Training Package*. However, completion of a lower level qualification, or relevant work/ life experience may assist individuals to complete higher level qualifications.

## Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section 'Who can deliver and assess a qualification?' in this Guide).

## Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

## Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.

## Foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

In this training package (and all training packages developed by IBSA) the foundation skills incorporate the learning language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table.

ACSF	CSfW
<ul style="list-style-type: none"> <li>• Learning</li> <li>• Reading</li> <li>• Writing</li> <li>• Oral Communication</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Navigate the world of work               <ul style="list-style-type: none"> <li>◦ Manage career and work life</li> <li>◦ Work with roles, rights and protocols</li> </ul> </li> <li>• Interact with others               <ul style="list-style-type: none"> <li>◦ Communicate for work</li> <li>◦ Connect and work with others</li> <li>◦ Recognise and utilise diverse perspectives</li> </ul> </li> <li>• Get the work done               <ul style="list-style-type: none"> <li>◦ Plan and organise</li> <li>◦ Make decisions</li> <li>◦ Identify and solve problems</li> <li>◦ Create and innovate</li> <li>◦ Work in a digital world</li> </ul> </li> </ul>

## Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- lists the performance criteria numbers for each skill
- describes the application of each skill in context of the performance criteria.

The five skills from the ACSF are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.

## Resource and equipment requirements

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment conditions* sections of assessment requirements documents.

## Modes of delivery Training and assessment in simulated environments

Units of competency in the ICP Printing and Graphic Arts Training Package may be delivered and assessed in the workplace or in a simulated environment.

To maintain the integrity of training and assessment, RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

### Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. **Quality** – The work is of the standard required for entry into the industry.
2. **Productivity** – The work is performed within a timeframe appropriate for entry to the industry.
3. **Safety** – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are 'work ready' on successful completion of units of competency.

### Assessing in simulated environments

Simulations must provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following assessment checklist can be used to make sure that some key points are considered.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

## Assessment checklist

Does the assessment allow the learner to:	Yes/No
• deal with typical customers, including difficult customers and diverse types of customers?	
• use facilities, equipment and materials that meet current industry standards?	
• plan and prioritise multiple tasks to meet deadlines?	
• experience the typical workflow for the industry?	
• require adherence to service standards, workplace procedures, health and safety requirements?	
• work with others as part of a team?	
• consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?	

## Australian apprenticeships

Apprenticeships and traineeships are legally binding training arrangements, between an employer and an employee, that combine training with paid employment. Apprenticeships and traineeships are established and administered by *State or Territory Training Authorities (STAs)*. STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites for STAs. Visit [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au) for more information.

The following qualifications from the ICP Printing and Graphic Arts Training Package may be suitable for apprenticeships/traineeships:

- ICP31215 Certificate III in Printing
- ICP1315 Certificate III in Print Manufacturing
- ICP31415 Certificate III in Print Communications

RTOs are advised to check requirements with the relevant authorities in their State/Territory.

## VET for secondary schools

*Vocational Education and Training (VET)* programs enable students to acquire workplace skills and knowledge while they are still at school.

Successful completion of a VET program provides a student with a nationally recognised AQF qualification, usually as part of a senior secondary certificate.

VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The following qualification from the *ICP Printing and Graphic Arts Training Package* may be suitable for delivery to secondary students:

- ICP20115 Certificate II in Printing and Graphic Arts

RTOs are advised to check requirements with the relevant authorities in their State/Territory.



### Training and assessment issues for schools

Implementation of the *ICP Printing and Graphic Arts Training Package* within the school sector, while encouraged, needs to ensure:

- the currency of skills and knowledge of those who train and assess students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
- current and realistic learning and assessment experiences.

## Legal considerations for learners in the workplace/ on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.



# Qualifications

## What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework (AQF)* qualification types. *Vocational Education & Training (VET)* qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF.

*AQF* provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the *VET* sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the *AQF*, see the *AQF* website:  
<http://www.aqf.edu.au>

## Qualifications in the *ICP Printing and Graphic Arts Training Package*

Please refer to **Appendix 1** for a list of qualifications.

## Qualification structure

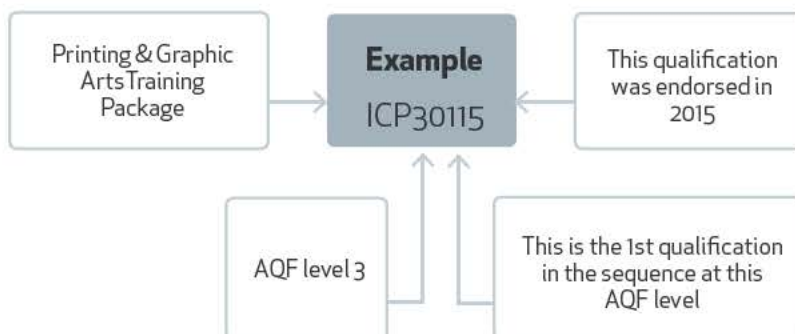
Qualifications are based on templates prescribed by the *NSSC Standards for Training Packages 2012*. The table explains the contents of each field for qualifications in this training package.

### Qualification code

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed.

For example:



### Qualification title

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

### Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

### Entry requirements

This is an optional field that specifies any mandatory entry requirements.

### Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

### Qualification mapping information

This field specifies the code and title of any equivalent qualification.

### Links

This field provides a link to the Companion Volume Implementation Guide.

## Qualification pathways and occupational outcomes

A pathway is the route or course of action taken to get to a destination. A *training pathway* generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training e.g. attending classroom-based learning programs
- on-the-job training e.g. apprenticeships, traineeships
- recognition of prior learning
- credit transfer.

The following information and charts explain possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.

# Printing

<b>DIPLOMA</b>	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.		
	<b>ICP50115</b> Diploma of Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> </ul>
<b>CERTIFICATE IV</b>	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.		
	<b>ICP40115</b> Certificate IV in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> </ul>
<b>CERTIFICATE III</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.		
	<b>ICP31215</b> Certificate III in Printing	<ul style="list-style-type: none"> <li>• Printing machinist</li> </ul>	<ul style="list-style-type: none"> <li>• Screen printer</li> </ul>
<b>CERTIFICATE II</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.		
	<b>ICP20115</b> Certificate II in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Printer's assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Trade assistant</li> </ul>
<b>SKILL SET</b>	<b>ICP5500003</b> Digital Colour Skill Set	<ul style="list-style-type: none"> <li>• Digital print machinist</li> </ul>	
	<b>ICP5500004</b> Advanced Digital Colour Skill Set	<ul style="list-style-type: none"> <li>• Digital print machinist</li> </ul>	

# Print Manufacturing

<b>DIPLOMA</b>	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.		
	<b>ICP50115</b> Diploma of Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> <li>• Senior executive</li> </ul>
<b>CERTIFICATE IV</b>	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.		
	<b>ICP40115</b> Certificate IV in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> </ul>
<b>CERTIFICATE III</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.		
	<b>ICP31315</b> Certificate III in Print Manufacturing	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Paper products machine operator</li> </ul>	<ul style="list-style-type: none"> <li>• Print finisher</li> </ul>
<b>CERTIFICATE II</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.		
	<b>ICP20115</b> Certificate II in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Printer's assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Trade assistant</li> </ul>

## Print Communications

<b>DIPLOMA</b>	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.		
	<b>ICP50115</b> Diploma of Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> </ul>
<b>CERTIFICATE IV</b>	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.		
	<b>ICP40115</b> Certificate IV in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Chemical plant operator</li> <li>• Graphic pre-press worker</li> <li>• Paper products machine operator</li> <li>• Print finisher</li> </ul>	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Printing machinist</li> <li>• Screen printer</li> </ul>
<b>CERTIFICATE III</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.		
	<b>ICP31415</b> Certificate III in Print Communications	<ul style="list-style-type: none"> <li>• Graphic pre-press worker</li> </ul>	
<b>CERTIFICATE II</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.		
	<b>ICP20115</b> Certificate II in Printing and Graphic Arts	<ul style="list-style-type: none"> <li>• Printer's assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Trade assistant</li> </ul>

## Selecting electives for different employment outcomes

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

IBSA recommends that elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

- qualification level
- job role
- work outcomes
- local industry needs
- area of specialisation (if required).

### Recommendations for particular employment outcomes

The following table provides assistance in selecting electives for particular employment outcomes.



Legend: AQF 2 = Certificate II; 3 = Certificate III; 4 = Certificate IV; 5 = Diploma

AQF	Specialisation area	Elective unit choices
2	Desktop Publishing	A minimum of 4 units from Group C Selected elective units must be relevant to the work environment and the qualification specialisation
2	Digital Printing	A minimum of 4 units from Group E Selected elective units must be relevant to the work environment and the qualification specialisation
2	Print Production Support	A minimum of 4 units from Group G Selected elective units must be relevant to the work environment and the qualification specialisation
2	Screen Printing	A minimum of 4 units from Group F Selected elective units must be relevant to the work environment and the qualification specialisation
2	Converting Binding and Finishing	A minimum of 4 units from Group A Selected elective units must be relevant to the work environment and the qualification specialisation
2	Sacks and Bags	A minimum of 4 units from Group A Selected elective units must be relevant to the work environment and the qualification specialisation
2	Cartons and Corrugations	A minimum of 4 units from Group A Selected elective units must be relevant to the work environment and the qualification specialisation
2	Mail House	A minimum of 4 units from Group A Selected elective units must be relevant to the work environment and the qualification specialisation
2	Ink Manufacture	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
3	Screen Printing	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation

AQF	Specialisation area	Elective unit choices
3	Cardboards and Corrugations	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
3	Graphic Pre-press	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
3	Print Finishing	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
3	Binding	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
4	Graphic Pre-Press	A minimum of 4 units from Group E Selected elective units must be relevant to the work environment and the qualification specialisation
4	Printing	A minimum of 4 units from Group D Selected elective units must be relevant to the work environment and the qualification specialisation
4	Print Finishing	A minimum of 3 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
5	Digital production	A minimum of 4 units from Group D Selected elective units must be relevant to the work environment and the qualification specialisation
5	Multi-channel communications	A minimum of 4 units from Group B Selected elective units must be relevant to the work environment and the qualification specialisation
5	Printing	A minimum of 4 units from Group D Selected elective units must be relevant to the work environment and the qualification specialisation
5	Process improvement	A minimum of 4 units from Groups F Selected elective units must be relevant to the work environment and the qualification specialisation

## Mandatory requirements for specialisations

Some qualifications in the *ICP Printing and Graphic Arts Training Package* have been designed to support specialisations. The area of specialisation can be included on a testamur to certify attainment of an AQF qualification as shown in the example.

<p>This is to certify that</p> <p>Jane Smith</p> <p>has fulfilled the requirements for</p> <p>ICP31315 Certificate III in Print Manufacturing</p> <p>Printing and Graphic Arts Industry</p> <p>(Cardboards and Corrugations)</p>
--

Specialisation areas can only appear on a testamur if the required electives have been completed. The following table provides an example of a specialisation area and the required electives:

### Example only

Qualification	Specialisation	Example elective choices
ICP31315 Certificate III in Print Manufacturing	Cardboards and Corrugations	<p>The following four units could be selected:</p> <ul style="list-style-type: none"> <li>• ICPCBF306 Set up machine for basic carton and folding</li> <li>• ICPCBF309 Produce complex folded and glued cartons</li> <li>• ICPCBF341 Set up machine for complex sequenced or multiple folding</li> <li>• ICPCBF361 Set up machine for complex adhesive, mechanical or sewn fastening</li> </ul>

# Skill sets

## What is a skill set?

Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

## Skill sets in the *ICP Printing and Graphic Arts Training Package*

Please refer to **Appendix 1** for a list of skill sets.

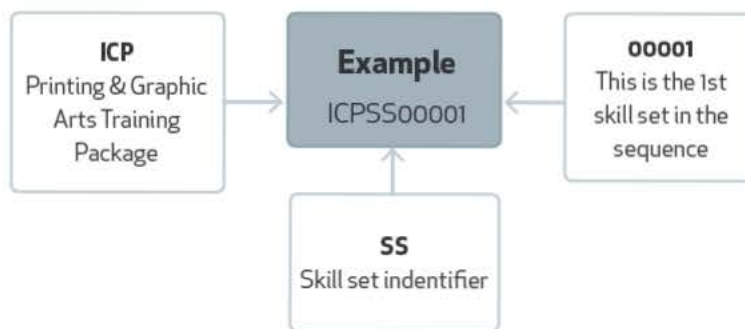
## Skill set structure

Skill sets themselves are non-endorsed components of training packages (however, they consist of endorsed units of competency). Skill sets use a standard format developed by IBSA. The table explains the contents of each field.

### Skill set code

This is a unique code in the format: <Training package code> <SS> <five digit code> e.g. BSBSS00001.

For example:



### Skill set name

The title reflects the skill set outcomes.

### Description

This field explains how the skill set meets the industry need or regulatory requirement.

### Pathways information

This field explains the skill set's relationship with a qualification.

### Suggested title and words for Statement of Attainment

This field provides advice on a suitable title and words to use on a Statement of Attainment.

### Target group

This field explains the types of individuals who will benefit from completing the skill set.

### Links

This field provides a link to the Companion Volume Implementation Guide.

# Units of competency

## What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated in the unit code.

## What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

## Units of competency in the ICP Printing and Graphic Arts Training Package

As well as native units, a range of units of competency have been imported into the ICP Printing and Graphic Arts Training Package to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to **Appendix 1** for a list of units of competency. This includes:

- units of competency native to this training package
- imported units of competency
- units of competency with prerequisites.

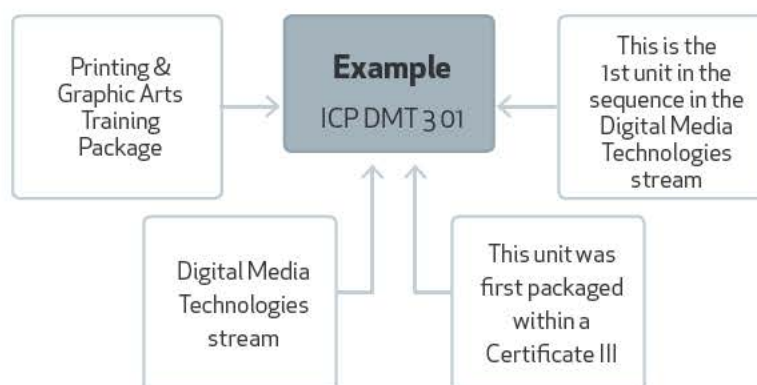
## Unit of competency structure

Units of competency are based on templates prescribed by the *NSSC Standards for Training Packages 2012*. Under these *Standards*, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document. The tables explain the contents of each field.

### Unit code

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package
- the next three characters indicate the competency stream or group
- the first number indicates the AQF qualification in which the unit is first packaged
- the next two numbers identify a unit's position in the sequence of units in that competency stream or group.



### Unit title

The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).

### Unit application

This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

### Prerequisite units

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.



**Unit sector**

This field is used to categorise units of competency in relation to industry sectors or types of work.

**Elements of competency**

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

**Performance criteria**

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

**Foundation skills**

This field describes the language, literacy, numeracy and employment skills that are essential to performance.

**Range of conditions**

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement.

**Unit mapping information**

This field specifies the code and title of any equivalent unit of competency.

**Links**

This field provides a link to the Companion Volume Implementation Guide.

## Assessment requirements

<b>Title</b>
This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]
<b>Performance evidence</b>
Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.
<b>Knowledge evidence</b>
Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.
<b>Assessment conditions</b>
This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.
<b>Links</b>
This field provides a link to the Companion Volume Implementation Guide.

## Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

# Contacts and links

## Companion volumes/ training package information

All IBSA Companion Volumes can be found on the IBSA website:  
[https://ibsa.org.au/companion\\_volumes](https://ibsa.org.au/companion_volumes)

### Innovation and Business Skills Australia

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### Department of Education and Training

These materials have been developed with funding provided  
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Education and Training.

<https://www.education.gov.au/>

## General

Australian Apprenticeships  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Australian Qualifications Framework: Second edition, January  
2013  
<http://www.aqf.edu.au/>

Australian Skills Quality Authority (ASQA)  
<http://www.asqa.gov.au>

Industry Skills Councils  
<http://www.isc.org.au>

TGA website, training packages  
<http://www.training.gov.au/>

Training Accreditation Council (Western Australia)  
<http://www.tac.wa.gov.au>

Victorian Registration and Qualifications Authority (VRQA)  
<http://www.vrqa.vic.gov.au/>

## State and Territory Training Authority

Australian Capital Territory  
<http://www.det.act.gov.au/>

New South Wales  
<https://www.dec.nsw.gov.au/>

Northern Territory  
<http://www.dob.nt.gov.au>

Queensland  
<http://training.qld.gov.au/>

South Australia  
<http://www.statedevelopment.sa.gov.au/>

Tasmania  
<http://www.skills.tas.gov.au/>

Victoria  
<http://www.education.vic.gov.au/>

Western Australia  
<http://www.dtwd.wa.gov.au>

## Industry associations

### Printing Industries Association of Australia

The Printing Industries Association of Australia (PIAA) is the leadership and support organisation for all businesses in the Print, Packaging and Visual Communication industry in Australia.

Address: 25 South Parade, Auburn, NSW, 2144  
Telephone: (02) 8789 7300 or Toll free: 1800 227 425  
Fax: (02) 8789 7387  
E-mail: [nsw@printnet.com.au](mailto:nsw@printnet.com.au)

## About IBSA

This Guide has been developed by Innovation and Business Skills Australia (IBSA). IBSA is a national organisation working closely with industry to identify skill needs and to develop training products and services to fill those needs.

IBSA is authorised and funded by the Australian government to produce training packages for its six industries:

- Business services
- Financial services
- Information and communication technologies
- Cultural industries
- Printing and graphic arts
- Education and training.

Visit [www.ibsa.org.au](http://www.ibsa.org.au) for more information.

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**Australian Government**  
**Department of Education and Training**





Australian Government  
Department of Education and Training

# ICP Printing and Graphic Arts Training Package

## Implementation Guide - Appendix

**Companion Volume  
Appendix**





## Disclaimer

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## Version control and modification history

Version number	Release date	Comments
Version 2	January 2016	<p>Includes review of the following sectors:</p> <ul style="list-style-type: none"><li>• 3D Printing (3 new units of competency and 1 new skill set)</li><li>• Certificate III Review (3 revised and converged qualifications to replace 11 qualifications and 1 revised and converged unit of competency to replace 11 units of competency)</li></ul> <p>Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors</p>
Version 1.1	April 2015	<p>Industry Skills council (ISC) upgrade to correct mapping errors</p>
Version 1	March 2015	<p>Primary release of restructured <i>ICP Printing and Graphic Arts Training Package</i>.</p> <p>This release of the <i>ICP Printing and Graphic Arts Training Package</i> contains 16 Qualifications, 1 Skill Set, 288 native Units of Competency (including 286 units that have been updated for the <i>Standards for Training Packages</i> and 2 new units), and 164 imported units</p> <p>Digital literacy qualification and skill set added</p>

# Appendix 1

## List of qualifications, skill sets and units of competency

### Qualifications in the *ICP Printing and Graphic Arts Training Package version 2*

Qualification code	Qualification title
ICP20115	Certificate II in Printing and Graphic Arts
ICP31215	Certificate III in Printing
ICP31315	Certificate III in Print Manufacturing
ICP31415	Certificate III in Print Communications
ICP40115	Certificate IV in Printing and Graphic Arts
ICP40515	Certificate IV in Printing and Graphic Arts (Mail House)
ICP40815	Certificate IV in ePublishing
ICP50115	Diploma of Printing and Graphic Arts

## Skill sets in the *ICP Printing and Graphic Arts Training Package version 2*

Skill set code	Skill set title
ICPSS00001	Digital Fundamentals Skill Set
ICPSS00002	3D Printing Fundamentals Skill Set
ICPSS00003	Digital Colour Skill Set
ICPSS00004	Advanced Digital Colour Skill Set

## Units of competency in the *ICP Printing and Graphic Arts Training Package version 2*

Unit code	Unit title
ICPCBF105	Operate in-line mail machine
ICPCBF202	Handline mail
ICPCBF203	Collate and insert mail manually
ICPCBF204	Operate addressing machine
ICPCBF208	Set up and operate a cheque mailer machine
ICPCBF209	Set up and operate in-line mail machine
ICPCBF211	Set up and run machine for sewing
ICPCBF214	Set up single-faced web
ICPCBF216	Set up double-faced web
ICPCBF218	Produce basic folded and glued cartons
ICPCBF220	Produce basic converted or finished product
ICPCBF221	Set up and produce basic guillotined product
ICPCBF222	Set up and operate in-line cutter
ICPCBF223	Set up machine for cutting (trimming)
ICPCBF224	Produce cut (trimmed) product
ICPCBF225	Set up machine for basic flat-bed die cutting or embossing
ICPCBF226	Produce basic flat-bed die cut or embossed product
ICPCBF227	Set up machine for basic rotary die cutting or embossing
ICPCBF228	Produce basic rotary die cut or embossed product
ICPCBF231	Set up machine for basic flat-bed cutting
ICPCBF232	Produce basic flat-bed cut product
ICPCBF235	Set up machine for basic rotary cutting
ICPCBF236	Produce basic rotary cut product
ICPCBF241	Set up machine for basic single or continuous folding
ICPCBF242	Produce basic single or continuous folded product
ICPCBF243	Set up machine for basic collating or inserting (sheet/section)
ICPCBF244	Produce basic collated or inserted (sheet/section) product
ICPCBF245	Set up and produce hand-collated or -inserted product
ICPCBF261	Set up machine for basic adhesive, mechanical or thermal fastening

Unit code	Unit title
ICPCBF262	Produce basic adhesive, mechanical or thermal fastened product
ICPCBF263	Set up and produce hand-fastened product
ICPCBF281	Set up machine for basic laminating
ICPCBF282	Produce basic laminated product
ICPCBF294	Set up profile cutting for envelope manufacture
ICPCBF297	Clean sack and bag machines
ICPCBF298	Run and monitor sack and bag machines
ICPCBF300	Run and monitor in-line tube making machine for sack or bag manufacture
ICPCBF301	Run and monitor in-line bottom making machine for sack or bag manufacture
ICPCBF302	Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture
ICPCBF303	Run and monitor envelope manufacturing machines
ICPCBF305	Produce single-faced web
ICPCBF306	Set up machine for basic carton folding and gluing
ICPCBF307	Produce double-faced web
ICPCBF309	Produce complex folded and glued cartons
ICPCBF311	Prepare for cutting forme and stripper making
ICPCBF312	Set cutting forme and strippers
ICPCBF320	Produce complex converted or finished product
ICPCBF321	Set up and produce complex guillotined product
ICPCBF326	Undertake pre make-ready for die cutting
ICPCBF327	Set up machine for complex rotary die cutting or embossing
ICPCBF328	Produce complex rotary die cut or embossed product
ICPCBF341	Set up machine for complex sequenced or multiple folding
ICPCBF342	Produce complex sequenced or multiple folded product
ICPCBF343	Set up machine for complex collating or inserting (sheet/section/reel)
ICPCBF344	Produce complex collated or inserted product
ICPCBF361	Set up machine for complex adhesive, mechanical or sewn fastening
ICPCBF362	Produce complex adhesive, mechanical or sewn fastened product
ICPCBF369	Set up and produce hand-made box
ICPCBF371	Decorate paper
ICPCBF381	Set up machine for complex laminating
ICPCBF382	Produce complex laminated product
ICPCBF391	Use electronic monitoring systems (converting and finishing)

Unit code	Unit title
ICPCBF392	Produce product on window gluer
ICPCBF393	Set up machine for envelope manufacture
ICPCBF395	Set up and operate folder gluer machine
ICPCBF396	Set up in-line scoring, folding and gluing machine for envelope manufacture
ICPCBF398	Set up in-line bottom making machine for sack or bag manufacture
ICPCBF399	Set up in-line tube making machine for sack or bag manufacture
ICPCBF406	Set up and load in-line smart card machine
ICPCBF407	Operate a smart card machine and pack product
ICPCBF410	Set up machine for complex carton folding and gluing
ICPCBF425	Set up machine for complex flat-bed die cutting or embossing
ICPCBF426	Produce complex flat-bed die cut or embossed product
ICPCBF465	Set up and produce hand-bound book
ICPCBF467	Restore books
ICPDMT263	Access and use the Internet
ICPDMT296	Create and test a CD-ROM/DVD
ICPDMT321	Capture a digital image
ICPDMT322	Edit a digital image
ICPDMT344	Manipulate and incorporate audio into multimedia presentations
ICPDMT346	Incorporate video into multimedia presentations
ICPDMT491	Create an extensible document
ICPDMT492	Create an extensible style sheet
ICPDMT581	Manage multimedia production
ICPDMT582	Manage multimedia projects
ICPINK211	Select and prepare materials for production
ICPINK221	Blend chemicals
ICPINK251	Filter and pack product
ICPINK331	Manufacture inks and coatings
ICPINK335	Manufacture varnish and resin
ICPKNW322	Apply knowledge of the printing and graphic arts industry
ICPPRN211	Mount and proof flexographic plates for basic printing
ICPPRN214	Produce basic flexographic printed product
ICPPRN222	Produce basic gravure printed product
ICPPRN232	Produce basic lithographic printed product



Unit code	Unit title
ICPPRN242	Produce basic pad printed product
ICPPRN261	Set up for foil stamping
ICPPRN262	Produce foil stamped product
ICPPRN271	Set up for basic coating
ICPPRN272	Produce basic coated product
ICPPRN282	Produce and manage basic digital print
ICPPRN283	Use digital media consumables
ICPPRN284	Use colour management systems
ICPPRN285	Use digital workflow
ICPPRN286	Finish a digital product
ICPPRN287	Use digital processes
ICPPRN288	Produce basic relief printed product
ICPPRN313	Set up for basic flexographic printing
ICPPRN314	Produce complex flexographic printed product
ICPPRN321	Set up for basic gravure printing
ICPPRN322	Produce complex gravure printed product
ICPPRN331	Set up for basic lithographic printing
ICPPRN332	Produce complex lithographic printed product
ICPPRN341	Set up for basic pad printing
ICPPRN342	Produce complex pad printed product
ICPPRN382	Produce and manage complex digital print
ICPPRN383	Prepare for personalised digital printing
ICPPRN384	Set up and produce basic digital print
ICPPRN385	Apply software applications to digital production
ICPPRN386	Troubleshoot digital media
ICPPRN387	Use colour management for production
ICPPRN388	Preflight and import complex images for digital devices
ICPPRN389	Manage digital files
ICPPRN390	Generate a proof for digital production
ICPPRN392	Set up and produce specialised digital print
ICPPRN393	Set up for basic relief printing
ICPPRN394	Produce complex relief printed product
ICPPRN395	Set up and produce 3D print

Unit code	Unit title
ICPPRN411	Mount and demount flexographic plates for complex printing
ICPPRN413	Set up for complex flexographic printing
ICPPRN414	Produce specialised flexographic printed product
ICPPRN421	Set up for complex gravure printing
ICPPRN422	Produce specialised gravure printed product
ICPPRN431	Set up for complex lithographic printing
ICPPRN432	Produce specialised lithographic printed product
ICPPRN441	Set up for complex pad printing
ICPPRN442	Produce specialised pad printed product
ICPPRN451	Set up for complex relief printing
ICPPRN452	Produce specialised relief printed product
ICPPRN471	Set up for complex coating
ICPPRN472	Produce complex coated product
ICPPRN484	Prepare for variable data printing
ICPPRN491	Use on-press monitoring of print quality
ICPPRN492	Use on-press print control devices
ICPPRN493	Set up and monitor in-line printing operations
ICPPRN494	Apply advanced software applications to digital production
ICPPRN495	Set up and use complex colour management for production
ICPPRN496	Set up and produce complex digital print
ICPPRN497	Work with digital information
ICPPRN498	Adapt digital content for publication on different devices
ICPPRN513	Set up for specialised flexographic printing
ICPPRN521	Set up for specialised gravure printing
ICPPRN531	Set up for specialised lithographic printing
ICPPRN541	Set up for specialised pad printing
ICPPRN551	Set up for specialised relief printing
ICPPRN552	Manage digital production workflow
ICPPRP211	Develop a basic design concept
ICPPRP221	Select and apply type
ICPPRP223	Photograph a line image
ICPPRP224	Produce pages using a page layout application
ICPPRP225	Produce graphics using a graphics application

Unit code	Unit title
ICPPRP231	Manually combine spot colour and basic four-colour images
ICPPRP232	Electronically combine and assemble data
ICPPRP252	Output images
ICPPRP260	Proof images
ICPPRP266	Produce relief plates
ICPPRP267	Produce offset lithographic plates
ICPPRP268	Make photopolymer plates (flexographic)
ICPPRP269	Produce photopolymer plates for pad printing
ICPPRP272	Produce gravure cylinders manually
ICPPRP281	Design basic carton
ICPPRP283	Prepare artwork for screen printing
ICPPRP284	Produce PDF files for online or screen display
ICPPRP285	Scan a mono image
ICPPRP286	Scan images for reproduction
ICPPRP311	Develop a detailed design concept
ICPPRP321	Produce a typographic image
ICPPRP322	Digitise images for reproduction
ICPPRP323	Photograph and produce halftone images
ICPPRP324	Create pages using a page layout application
ICPPRP325	Create graphics using a graphics application
ICPPRP331	Manually combine complex four-colour images
ICPPRP333	Electronically combine complex images
ICPPRP334	Prepare an imposition format for printing processes
ICPPRP352	Output complex images
ICPPRP360	Undertake special colour proofing
ICPPRP370	Produce multiple image plates
ICPPRP372	Produce gravure cylinders electronically
ICPPRP382	Produce computer image for screen printing
ICPPRP385	Operate a database for digital printing
ICPPRP386	Undertake digital proofing
ICPPRP396	Generate high-end PDF files
ICPPRP397	Transfer digital files
ICPPRP398	Set up and produce a 3D scan

Unit code	Unit title
ICPPRP411	Undertake a complex design brief
ICPPRP421	Compose and evaluate typography
ICPPRP422	Digitise complex images for reproduction
ICPPRP423	Apply colour to design brief
ICPPRP430	Manage colour
ICPPRP435	Generate complex imposition
ICPPRP452	Output complex images direct to plate or press
ICPPRP481	Design complex carton
ICPPRP484	Set up and operate automated workflow
ICPPRP485	Develop a digital data template
ICPPRP494	Develop document content and structure
ICPSCP211	Reclaim screen automatically
ICPSCP215	Prepare screen
ICPSCP221	Prepare substrate
ICPSCP222	Prepare and cut screen print substrate
ICPSCP233	Manually prepare direct emulsion stencil
ICPSCP235	Prepare stencil using photographic indirect method
ICPSCP270	Manually prepare and produce screen prints
ICPSCP271	Manually produce basic screen prints
ICPSCP273	Semi-automatically produce basic screen prints
ICPSCP275	Automatically produce basic screen prints
ICPSCP281	Finish screen print products
ICPSCP282	Prepare film for basic screen printing
ICPSCP311	Reclaim screen manually
ICPSCP333	Automatically prepare direct emulsion stencil
ICPSCP337	Prepare stencil using photographic capillary method
ICPSCP339	Prepare stencil using direct projection method
ICPSCP341	Prepare stencil using direct electronic imaging method
ICPSCP351	Prepare machine and drying/curing unit
ICPSCP371	Manually produce complex screen prints
ICPSCP373	Semi-automatically produce complex screen prints
ICPSCP374	Operate a semi-automatic screen printing machine
ICPSCP375	Automatically produce complex screen prints

Unit code	Unit title
ICPSCP376	Operate an automatic screen printing machine
ICPSCP382	Produce computer image for screen printing
ICPSCP383	Prepare film for complex screen printing
ICPSUP120	Pack product
ICPSUP201	Prepare, load and unload reels and cores on and off machine
ICPSUP202	Prepare, load and unload product on and off machine
ICPSUP203	Prepare and maintain the work area
ICPSUP207	Prepare machine for operation (basic)
ICPSUP208	Operate and monitor machines (basic)
ICPSUP211	Prepare ink and additives
ICPSUP212	Prepare coatings and adhesives
ICPSUP216	Inspect quality against required standards
ICPSUP221	Pack and dispatch product
ICPSUP222	Pack and dispatch solid waste
ICPSUP235	Lift loads mechanically
ICPSUP236	Shift loads mechanically
ICPSUP241	Undertake warehouse or stores materials processing
ICPSUP243	Reconcile process outputs
ICPSUP260	Maintain a safe work environment
ICPSUP261	Follow WHS practices and identify environmental hazards
ICPSUP262	Communicate in the workplace
ICPSUP263	Perform basic industry calculations
ICPSUP271	Provide basic instruction for a task
ICPSUP280	Enter data into electronic system
ICPSUP281	Use computer systems
ICPSUP282	Undertake basic machine maintenance
ICPSUP311	Prepare ink and additives (advanced)
ICPSUP321	Pack and dispatch (advanced)
ICPSUP323	Dispose of waste
ICPSUP342	Undertake inventory procedures
ICPSUP345	Purchase materials and schedule deliveries
ICPSUP351	Undertake basic production scheduling
ICPSUP352	Plan operational processes

Unit code	Unit title
ICPSUP357	Apply quick changeover procedures
ICPSUP362	Communicate as part of a work team
ICPSUP381	Operate and maintain computer resources
ICPSUP389	Undertake basic root cause analysis
ICPSUP417	Perform laboratory quality tests of materials and finished product
ICPSUP455	Supervise and schedule work of others
ICPSUP456	Control production
ICPSUP458	Monitor production workflow
ICPSUP464	Provide customer service and education
ICPSUP482	Troubleshoot and optimise materials and machinery
ICPSUP485	Implement a Just-in-Time system
ICPSUP486	Mistake proof a production process
ICPSUP487	Analyse manual handling processes
ICPSUP488	Ensure process improvements are sustained
ICPSUP516	Set and apply quality standards
ICPSUP553	Prepare production costing estimates
ICPSUP554	Manage teams
ICPSUP561	Implement and monitor WHS
ICPSUP583	Troubleshoot and optimise the production process
ICPSUP684	Determine and improve process capability

## Units of competency with pre-requisites

Unit code and title	Prerequisite unit code and title
CUAANM401 Create 3D digital models for production	CUFANM303 Create 3D digital models
ICPCBF310 Run and monitor in-line tube making machine for sack or bag manufacture	ICPCBF298 Run and monitor sack and bag machines
ICPCBF311 Run and monitor in-line bottom making machine for sack or bag manufacture	ICPCBF298 Run and monitor sack and bag machines
ICPCBF312 Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture	ICPCBF298 Run and monitor sack and bag machines
ICPCBF398 Set up in-line bottom making machine for sack or bag manufacture	ICPCBF298 Run and monitor sack and bag machines
ICPCBF399 Set up in-line tube making machine for sack or bag manufacture	ICPCBF298 Run and monitor sack and bag machines
ICPDMT491 Create an extensible document	ICTWEB429 Create a markup language document to specification
ICPDMT492 Create an extensible style sheet	ICTWEB429 Create a markup language document to specification
ICPPRN385 Apply software applications to digital production	ICPSUP281 Use computer systems
ICPPRN387 Use colour management for production	ICPPRN284 Use colour management systems
ICPPRN494 Apply advanced software applications to digital production	ICPPRN385 Apply software applications to digital production
ICPPRN495 Set up and use complex colour management for production	ICPPRN387 Use colour management for production
ICPPRN496 Set up and produce complex digital print	ICPPRN384 Set up and produce basic digital print
ICPPRP311 Develop a detailed design concept	ICPPRP211 Develop a basic design concept
ICPPRP321 Produce a typographic image	ICPPRP221 Select and apply type
ICPPRP324 Create pages using a page layout application	ICPPRP224 Produce pages using a page layout application
ICPPRP396 Generate high-end PDF files	ICPPRP284 Produce PDF files for online or screen display
ICPPRP411 Undertake a complex design brief	ICPPRP311 Develop a detailed design concept
ICPPRP421 Compose and evaluate typography	ICPPRP221 Select and apply type
ICPPRP452 Output complex images direct to plate or press	ICPPRP352 Output complex images
ICPPRP485 Develop a digital data template	ICPPRP385 Operate a database for digital printing
ICPPRP494 Develop document content and structure	ICPPRP396 Generate high-end PDF files
ICPSUP311 Prepare ink and additives (advanced)	ICPSUP211 Prepare ink and additives
ICPSUP458 Monitor production workflow	ICPSUP216 Inspect quality against required standards

## Imported units of competency

A range of units of competency have been imported into the *ICP Printing and Graphic Arts Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Imported unit code	Imported unit title	Origin
AUMAQA001	Apply quality assurance techniques	AUM Automotive Manufacturing Training Package
BSBCMM401	Make a presentation	BSB Business Services Training Package
BSBCRT301	Develop and extend critical and creative thinking skills	BSB Business Services Training Package
BSBCUS301	Deliver and monitor a service to customers	BSB Business Services Training Package
BSBCUS401	Coordinate implementation of customer service strategies	BSB Business Services Training Package
BSBCUS501	Manage quality customer service	BSB Business Services Training Package
BSBDES301	Explore the use of colour	BSB Business Services Training Package
BSBDES302	Explore and apply the creative design process to 2D forms	BSB Business Services Training Package
BSBDES303	Explore and apply the creative design process to 3D forms	BSB Business Services Training Package
BSBDES305	Source and apply information on the history and theory of design	BSB Business Services Training Package
BSBDES401	Generate design solutions	BSB Business Services Training Package
BSBDES402	Interpret and respond to a design brief	BSB Business Services Training Package
BSBDES403	Develop and extend design skills and practice	BSB Business Services Training Package
BSBDES601	Manage design realisation	BSB Business Services Training Package
BSBEBU501	Investigate and design e-business solutions	BSB Business Services Training Package



Imported unit code	Imported unit title	Origin
BSBEBU502	Implement e-business solutions	BSB Business Services Training Package
BSBFLM309	Support continuous improvement systems and processes	BSB Business Services Training Package
BSBINN201	Contribute to workplace innovation	BSB Business Services Training Package
BSBINN301	Promote innovation in a team environment	BSB Business Services Training Package
BSBIPR401	Use and protect copyright	BSB Business Services Training Package
BSBIPR601	Develop and implement strategies for intellectual property management	BSB Business Services Training Package
BSBITU306	Design and produce business documents	BSB Business Services Training Package
BSBLDR403	Lead team effectiveness	BSB Business Services Training Package
BSBMGT402	Implement operational plan	BSB Business Services Training Package
BSBMGT403	Implement continuous improvement	BSB Business Services Training Package
BSBMGT407	Apply digital solutions to work processes	BSB Business Services Training Package
BSBMGT516	Facilitate continuous improvement	BSB Business Services Training Package
BSBMGT517	Manage operational plan	BSB Business Services Training Package
BSBMGT519	Incorporate digital solutions into plans and practices	BSB Business Services Training Package
BSBMGT608	Manage innovation and continuous improvement	BSB Business Services Training Package
BSBMKG401	Profile the market	BSB Business Services Training Package
BSBMKG412	Conduct e-marketing communications	BSB Business Services Training Package

Imported unit code	Imported unit title	Origin
BSBMKG413	Promote products and services	BSB Business Services Training Package
BSBMKG501	Identify and evaluate marketing opportunities	BSB Business Services Training Package
BSBPMG409	Apply project scope management techniques	BSB Business Services Training Package
BSBPRO401	Develop product knowledge	BSB Business Services Training Package
BSBREL401	Establish networks	BSB Business Services Training Package
BSBREL402	Build client relationships and business networks	BSB Business Services Training Package
BSBSLS407	Identify and plan sales prospects	BSB Business Services Training Package
BSBSLS408	Present, secure and support sales solutions	BSB Business Services Training Package
BSBSLS501	Develop a sales plan	BSB Business Services Training Package
BSBSMB301	Investigate micro business opportunities	BSB Business Services Training Package
BSBSMB402	Plan small business finances	BSB Business Services Training Package
BSBSMB403	Market the small business	BSB Business Services Training Package
BSBSMB404	Undertake small business planning	BSB Business Services Training Package
BSBSMB412	Introduce cloud computing into business operations	BSB Business Services Training Package
BSBSUS201	Participate in environmentally sustainable work practices	BSB Business Services Training Package
BSBSUS401	Implement and monitor environmentally sustainable work practices	BSB Business Services Training Package
BSBSUS501	Develop workplace policy and procedures for sustainability	BSB Business Services Training Package

Imported unit code	Imported unit title	Origin
BSBWOR301	Organise personal work priorities and development	BSB Business Services Training Package
BSBWOR404	Develop work priorities	BSB Business Services Training Package
BSBWOR501	Manage personal work priorities and professional development	BSB Business Services Training Package
BSBWOR502	Lead and manage team effectiveness	BSB Business Services Training Package
CUAACD101	Use basic drawing techniques	CUA Creative Arts and Culture Training Package
CUAACD201	Develop drawing skills to communicate ideas	CUA Creative Arts and Culture Training Package
CUAACD401	Integrate colour theory and design processes	CUA Creative Arts and Culture Training Package
CUAANM301	Create 2D digital animation	CUA Creative Arts and Culture Training Package
CUAANM302	Create 3D digital animations	CUA Creative Arts and Culture Training Package
CUAANM303	Create 3D digital models	CUA Creative Arts and Culture Training Package
CUAANM401	Prepare 3D digital models for production	CUA Creative Arts and Culture Training Package
CUAANM403	Create titles for screen productions	CUA Creative Arts and Culture Training Package
CUAANM503	Design animation and digital visual effects	CUA Creative Arts and Culture Training Package
CUACMP301	Implement copyright arrangements	CUA Creative Arts and Culture Training Package
CUADIG201	Maintain interactive content	CUA Creative Arts and Culture Training Package
CUADIG301	Prepare video assets	CUA Creative Arts and Culture Training Package
CUADIG302	Author interactive sequences	CUA Creative Arts and Culture Training Package

Imported unit code	Imported unit title	Origin
CUADIG304	Create visual design components	CUA Creative Arts and Culture Training Package
CUADIG401	Author interactive media	CUA Creative Arts and Culture Training Package
CUADIG402	Design user interfaces	CUA Creative Arts and Culture Training Package
CUADIG403	Create user interfaces	CUA Creative Arts and Culture Training Package
CUADIG404	Apply scripting language to authoring	CUA Creative Arts and Culture Training Package
CUADIG405	Produce innovative digital images	CUA Creative Arts and Culture Training Package
CUADIG501	Coordinate the testing of interactive media products	CUA Creative Arts and Culture Training Package
CUADIG502	Design digital applications	CUA Creative Arts and Culture Training Package
CUADIG503	Design e-learning resources	CUA Creative Arts and Culture Training Package
CUADIG504	Design games	CUA Creative Arts and Culture Training Package
CUADIG505	Design information architecture	CUA Creative Arts and Culture Training Package
CUAGR301	Prepare files for publication	CUA Creative Arts and Culture Training Package
CUAGR302	Use typography techniques	CUA Creative Arts and Culture Training Package
CUAGR401	Research and apply graphic design techniques	CUA Creative Arts and Culture Training Package
CUAGR504	Create and manipulate graphics	CUA Creative Arts and Culture Training Package
CUAGR505	Design and manipulate complex layouts	CUA Creative Arts and Culture Training Package
CUAPHI513	Employ colour management in a digital imaging workplace	CUA Creative Arts and Culture Training Package

Imported unit code	Imported unit title	Origin
CUAPHI514	Prepare digital images for pre-press processing	CUA Creative Arts and Culture Training Package
CUAPRP401	Realise a creative project	CUA Creative Arts and Culture Training Package
ICTDBS504	Integrate database with a website	ICT Information and Communications Technology Training Package
ICTNWK301	Provide network systems administration	ICT Information and Communications Technology Training Package
ICTNWK302	Determine and action network problems	ICT Information and Communications Technology Training Package
ICTNWK304	Administer network peripherals	ICT Information and Communications Technology Training Package
ICTNWK305	Install and manage network protocols	ICT Information and Communications Technology Training Package
ICTNWK401	Install and manage a server	ICT Information and Communications Technology Training Package
ICTNWK402	Install and configure virtual machines for sustainable ICT	ICT Information and Communications Technology Training Package
ICTNWK403	Manage network and data integrity	ICT Information and Communications Technology Training Package
ICTNWK404	Install, operate and troubleshoot a small enterprise branch network	ICT Information and Communications Technology Training Package
ICTNWK405	Build a small wireless local area network	ICT Information and Communications Technology Training Package

Imported unit code	Imported unit title	Origin
ICTNWK406	Install, configure and test network security	ICT Information and Communications Technology Training Package
ICTNWK407	Install and configure client-server applications and services	ICT Information and Communications Technology Training Package
ICTNWK408	Configure a desktop environment	ICT Information and Communications Technology Training Package
ICTNWK409	Create scripts for networking	ICT Information and Communications Technology Training Package
ICTNWK410	Install hardware to a network	ICT Information and Communications Technology Training Package
ICTNWK411	Deploy software to networked computers	ICT Information and Communications Technology Training Package
ICTNWK412	Create network documentation	ICT Information and Communications Technology Training Package
ICTNWK414	Create a common gateway interface script	ICT Information and Communications Technology Training Package
ICTNWK416	Build security into virtual private networks	ICT Information and Communications Technology Training Package
ICTNWK417	Build an enterprise wireless network	ICT Information and Communications Technology Training Package
ICTNWK418	Implement backbone technologies in a local area network	ICT Information and Communications Technology Training Package
ICTWEB401	Design a website to meet technical requirements	ICT Information and Communications Technology Training Package

Imported unit code	Imported unit title	Origin
ICTWEB402	Confirm accessibility of websites for people with special needs	ICT Information and Communications Technology Training Package
ICTWEB403	Transfer content to a website using commercial packages	ICT Information and Communications Technology Training Package
ICTWEB404	Maintain website performance	ICT Information and Communications Technology Training Package
ICTWEB405	Monitor traffic and compile website traffic reports	ICT Information and Communications Technology Training Package
ICTWEB406	Create website testing procedures	ICT Information and Communications Technology Training Package
ICTWEB407	Conduct operational acceptance tests of websites	ICT Information and Communications Technology Training Package
ICTWEB408	Ensure basic website security	ICT Information and Communications Technology Training Package
ICTWEB409	Develop cascading style sheets	ICT Information and Communications Technology Training Package
ICTWEB410	Apply web authoring tool to convert client data for websites	ICT Information and Communications Technology Training Package
ICTWEB411	Produce basic client-side script for dynamic web pages	ICT Information and Communications Technology Training Package
ICTWEB412	Produce interactive web animation	ICT Information and Communications Technology Training Package
ICTWEB413	Optimise search engines	ICT Information and Communications Technology Training Package

Imported unit code	Imported unit title	Origin
ICTWEB414	Design simple web page layouts	ICT Information and Communications Technology Training Package
ICTWEB415	Produce server-side script for dynamic web pages	ICT Information and Communications Technology Training Package
ICTWEB416	Customise content management system	ICT Information and Communications Technology Training Package
ICTWEB417	Integrate social web technologies	ICT Information and Communications Technology Training Package
ICTWEB418	Use development software and ICT tools to build a basic website	ICT Information and Communications Technology Training Package
ICTWEB419	Develop guidelines for uploading information to a website	ICT Information and Communications Technology Training Package
ICTWEB420	Write content for web pages	ICT Information and Communications Technology Training Package
ICTWEB421	Ensure website content meets technical protocols and standards	ICT Information and Communications Technology Training Package
ICTWEB422	Ensure website access and useability	ICT Information and Communications Technology Training Package
ICTWEB423	Ensure dynamic website security	ICT Information and Communications Technology Training Package
ICTWEB424	Evaluate and select a web hosting service	ICT Information and Communications Technology Training Package
ICTWEB425	Apply structured query language to extract and manipulate data	ICT Information and Communications Technology Training Package



Imported unit code	Imported unit title	Origin
ICTWEB429	Create a markup language document to specification	ICT Information and Communications Technology Training Package
ICTWEB502	Create dynamic web pages	ICT Information and Communications Technology Training Package
ICTWEB510	Analyse information and assign meta tags	ICT Information and Communications Technology Training Package
MSACMT270A	Use sustainable energy practices	MSA07 Manufacturing Training Package
MSAENV272B	Participate in environmentally sustainable work practices	MSA07 Manufacturing Training Package
MSAENV472B	Implement and monitor environmentally sustainable work practices	MSA07 Manufacturing Training Package
MSAPMSUP390A	Use structured problem solving tools	MSA07 Manufacturing Training Package
MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09 Laboratory Operations Training Package
MSL954001A	Obtain representative samples in accordance with sampling plan	MSL09 Laboratory Operations Training Package
MSL973001A	Perform basic tests	MSL09 Laboratory Operations Training Package
MSL973002A	Prepare working solutions	MSL09 Laboratory Operations Training Package
MSL974001A	Prepare, standardise and use solutions	MSL09 Laboratory Operations Training Package
MSS402001A	Apply competitive systems and practices	MSS11 Sustainability Training Package
MSS402002A	Sustain process improvements	MSS11 Sustainability Training Package
MSS402010A	Manage the impact of change on own work	MSS11 Sustainability Training Package
MSS402030A	Apply cost factors to work practices	MSS11 Sustainability Training Package

Imported unit code	Imported unit title	Origin
MSS402040A	Apply 5S procedures	MSS11 Sustainability Training Package
MSS402080A	Undertake root cause analysis	MSS11 Sustainability Training Package
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices	MSS11 Sustainability Training Package
MSS403040A	Facilitate and improve implementation of 5S	MSS11 Sustainability Training Package
MSS405021A	Develop a Just in Time system	MSS11 Sustainability Training Package
SIRXCC5006A	Maintain business to business relationships	SIR07 Retail Services Training Package
SIRXCC509	Manage business customers	SIR07 Retail Services Training Package
SIRXSLS002A	Advise on products and services	SIR07 Retail Services Training Package
SIRXSLS008A	Develop a sales strategy	SIR07 Retail Services Training Package
SIRXSLS201	Sell products and services	SIR07 Retail Services Training Package
SIRXSLS406	Manage sales and service delivery	SIR07 Retail Services Training Package
TAEASS402B	Assess competence	TAE10 Training and Education Training Package
TAEDEL402A	Plan, organise and facilitate learning in the workplace	TAE10 Training and Education Training Package
TLIA2041A	Manually sort mail and parcels	TLI10 Transport and Logistics Training Package
TLIA2043A	Consolidate mail	TLI10 Transport and Logistics Training Package
TLIA2047A	Stream mail	TLI10 Transport and Logistics Training Package
TLIW3006A	Operate computerised mail and parcels sorting equipment	TLI10 Transport and Logistics Training Package

# Appendix 2

# Mapping information

## Mapping information

The information provided is a general summary only. IBSA recommends using the Compare Content Tool available on the [training.gov.au](https://www.training.gov.au) (TGA) website for more information about specific changes. Visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4> to watch a video on how to use this tool.

## Qualification mapping

Mapping from *ICP Printing and Graphic Arts Training Package* version 1.1 to *ICP Printing and Graphic Arts Training Package* version 2.

Qualification code and title ICP Printing and Graphic Arts version 1.1	Qualification code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous qualification
ICP20115 Certificate II in Printing and Graphic Arts Release 1	ICP20115 Certificate II in Printing and Graphic Arts Release 2	Industry Skills Council (ISC) upgrade to update unit list	Equivalent qualification
ICP30115 Certificate III in Printing and Graphic Arts (Graphic Design Production)	ICP31415 Certificate III in Print Communications	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30115 Certificate III in Printing and Graphic Arts (Graphic Design Production)</li> <li>• ICP30215 Certificate III in Printing and Graphic Arts (Graphic Pre-press)</li> <li>• ICP30315 Certificate III in Printing and Graphic Arts (Multimedia)</li> </ul>	No equivalent qualification
ICP30215 Certificate III in Printing and Graphic Arts (Graphic Pre-press)	ICP31415 Certificate III in Print Communications	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30115 Certificate III in Printing and Graphic Arts (Graphic Design Production)</li> <li>• ICP30215 Certificate III in Printing and Graphic Arts (Graphic Pre-press)</li> <li>• ICP30315 Certificate III in Printing and Graphic Arts (Multimedia)</li> </ul>	Equivalent qualification
ICP30315 Certificate III in Printing and Graphic Arts (Multimedia)	ICP31415 Certificate III in Print Communications	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30115 Certificate III in Printing and Graphic Arts (Graphic Design Production)</li> <li>• ICP30215 Certificate III in Printing and Graphic Arts (Graphic Pre-press)</li> <li>• ICP30315 Certificate III in Printing and Graphic Arts (Multimedia)</li> </ul>	No equivalent qualification

Qualification code and title ICP Printing and Graphic Arts version 1.1	Qualification code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous qualification
ICP30415 Certificate III in Printing and Graphic Arts (Digital Printing)	ICP31215 Certificate III in Printing	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30415 Certificate III in Printing and Graphic Arts (Digital Printing)</li> <li>• ICP30515 Certificate III in Printing and Graphic Arts (Printing)</li> <li>• ICP30615 (Certificate III in Printing and Graphic Arts (Screen Printing))</li> </ul>	No equivalent qualification
ICP30515 Certificate III in Printing and Graphic Arts (Printing)	ICP31215 Certificate III in Printing	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30415 Certificate III in Printing and Graphic Arts (Digital Printing)</li> <li>• ICP30515 Certificate III in Printing and Graphic Arts (Printing)</li> <li>• ICP30615 (Certificate III in Printing and Graphic Arts (Screen Printing))</li> </ul>	Equivalent qualification
ICP30615 Certificate III in Printing and Graphic Arts (Screen Printing)	ICP31215 Certificate III in Printing	3 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30415 Certificate III in Printing and Graphic Arts (Digital Printing)</li> <li>• ICP30515 Certificate III in Printing and Graphic Arts (Printing)</li> <li>• ICP30615 (Certificate III in Printing and Graphic Arts (Screen Printing))</li> </ul>	No equivalent qualification
ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)	ICP31315 Certificate III in Print Manufacturing	5 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)</li> <li>• ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)</li> <li>• ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)</li> <li>• ICP31015 Certificate III in Printing and Graphic Arts (Mail House)</li> <li>• ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)</li> </ul>	Equivalent qualification

Qualification code and title ICP Printing and Graphic Arts version 1.1	Qualification code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous qualification
ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)	ICP31315 Certificate III in Print Manufacturing	5 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)</li> <li>• ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)</li> <li>• ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)</li> <li>• ICP31015 Certificate III in Printing and Graphic Arts (Mail House)</li> <li>• ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)</li> </ul>	No equivalent qualification
ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)	ICP31315 Certificate III in Print Manufacturing	5 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)</li> <li>• ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)</li> <li>• ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)</li> <li>• ICP31015 Certificate III in Printing and Graphic Arts (Mail House)</li> <li>• ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)</li> </ul>	No equivalent qualification
ICP31015 Certificate III in Printing and Graphic Arts (Mail House)	ICP31315 Certificate III in Print Manufacturing	5 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)</li> <li>• ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)</li> <li>• ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)</li> <li>• ICP31015 Certificate III in Printing and Graphic Arts (Mail House)</li> <li>• ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)</li> </ul>	No equivalent qualification

Qualification code and title ICP Printing and Graphic Arts version 1.1	Qualification code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous qualification
ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)	ICP31315 Certificate III in Print Manufacturing	5 qualifications converged to better meet industry needs: <ul style="list-style-type: none"> <li>• ICP30715 Certificate III in Printing and Graphic Arts (Print Finishing)</li> <li>• ICP30815 Certificate III in Printing and Graphic Arts (Sacks and Bags)</li> <li>• ICP30915 Certificate III in Printing and Graphic Arts (Cartons and Corrugating)</li> <li>• ICP31015 Certificate III in Printing and Graphic Arts (Mail House)</li> <li>• ICP31115 Certificate III in Printing and Graphic Arts (Ink Manufacture)</li> </ul>	No equivalent qualification
ICP40115 Certificate IV in Printing and Graphic Arts Release 1	ICP40115 Certificate IV in Printing and Graphic Arts Release 2	ISC upgrade to update unit list	Equivalent qualification
ICP40515 Certificate IV in Printing and Graphic Arts (Mail House) Release 1	ICP40515 Certificate IV in Printing and Graphic Arts (Mail House) Release 2	ISC upgrade to update unit list	Equivalent qualification
ICP40815 Certificate IV in ePublishing Release 1	ICP40815 Certificate IV in ePublishing Release 2	ISC upgrade to update unit list	Equivalent qualification
ICP50115 Diploma of Printing and Graphic Arts Release 1	ICP50115 Diploma of Printing and Graphic Arts Release 2	ISC upgrade to update unit list	Equivalent qualification

## Skill sets mapping

Mapping from *ICP Printing and Graphic Arts Training Package* version 1.1 to *ICP Printing and Graphic Arts Training Package* version 2.

Skill set code and title ICP Printing and Graphic Arts version 1.1	Skill set code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous skill set
Not applicable	ICPSS00002 3D printing Fundamentals Skill Set	New skill set	No equivalent skill set
Not applicable	ICPSS00003 Digital Colour Skill Set	New skill set	No equivalent skill set
Not applicable	ICPSS00004 Advanced Digital Colour Skill Set	New skill set	No equivalent skill set



## Unit mapping

Mapping from ICP Printing and Graphic Arts Training Package version 1.1 to ICP Printing and Graphic Arts Training Package version 2.

Unit code and title ICP Printing and Graphic Arts version 1.1	Unit code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous unit
ICPCBF465 Set up and produce hand-bound book Release 1	ICPCBF465 Set up and produce hand-bound book Release 2	Industry Skills Council (ISC) upgrade to correct typographical error	Equivalent unit
ICPKNW311 Apply knowledge of the graphic pre-press sector	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW312 Apply knowledge of printing machining	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW313 Apply knowledge and requirements of the converting, binding and finishing sector	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW314 Apply knowledge and requirements of the screen printing sector	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW315 Apply knowledge and requirements of the multimedia sector	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW316 Apply knowledge and requirements of paper and printing processes	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW317 Apply knowledge and requirements of the ink manufacturing sector	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW318 Apply knowledge and requirements of mail house operations	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW319 Apply knowledge and processes of converting paper-based products	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit

Unit code and title ICP Printing and Graphic Arts version 1.1	Unit code and title ICP Printing and Graphic Arts version 2	Comments	Equivalence to previous unit
ICPKNW320 Apply knowledge and requirements of information technology systems in the printing industry	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPKNW321 Apply knowledge and requirements of digital production	ICPKNW322 Develop knowledge of the printing and graphic arts industry	11 units merged into 1 due to duplication of information	Equivalent unit
ICPPRN313 Set up for basic flexographic printing Release 1	ICPPRN313 Set up for basic flexographic printing Release 2	ISC upgrade to update application section	Equivalent unit
ICPPRN387 Use colour management for production Release 1	ICPPRN387 Use colour management for production Release 2	ISC upgrade to correct typographical error	Equivalent unit
ICPPRP311 Develop a detailed design concept Release 1	ICPPRP311 Develop a detailed design concept Release 2	ISC upgrade to correct typographical error	Equivalent unit
ICPPRP324 Create pages using a page layout application Release 1	ICPPRP324 Create pages using a page layout application Release 2	ISC upgrade to correct typographical error	Equivalent unit
Not applicable	ICPPRN395 Set up and produce 3D print	New unit	Not applicable
Not applicable	ICPPRP398 Set up and produce a 3D scan	New unit	Not applicable
Not applicable	ICPPRP495 Manipulate 3D graphics files in preparation for 3D Printing	New unit	Not applicable

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