

*Analysis and Planning Tables*

5746

# Printing

Training Sector

13

Communications  
and Documentation

**Reach** for  
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Québec 



*Analysis and Planning Tables*

5746

# Printing

Training Sector

# 13

Communications  
and Documentation

Formation professionnelle et technique  
et formation continue

Direction générale des programmes  
et du développement

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## INTRODUCTION

This document is intended to provide support for pedagogical planning and to facilitate the work required to implement the *Printing* program. It may be considered an interface between the program produced by the Ministère de l'Éducation and the work carried out in vocational education centres with respect to the development of learning activities and the production of teaching and evaluation materials.

This document is designed to ensure greater consistency between the objectives of the program and the means taken to achieve them and to ensure that they have been attained. It is also intended to make it easier to integrate both formative and summative evaluation activities into the teaching and learning process. Finally, it facilitates pedagogical planning by presenting all this information in one document.

The proposed pedagogical planning strategy implies the participation of teachers in the system. While their involvement is somewhat limited in defining the main elements of pedagogical planning, they play a greater role in producing the learning activities.

To make it easier for teachers to participate in this regard and to foster a spirit of sharing where the development of learning activities is concerned, the Ministère has made this document available on the Internet, more specifically on the *Inforoute FPT* Web site. Teachers of a particular program may also use an electronic forum for presenting, sharing and consulting learning activities.

This document is divided into two main parts. Part One contains a description of the pedagogical planning model, information on the program and elements of pedagogical planning specific to the program. Part Two contains a guide on how to read the different tables and, for each module in the program, analysis and planning tables that contain details on learning and evaluation, information on the evaluation and an evaluation form.



# PART ONE



# PEDAGOGICAL PLANNING MODEL



The proposed pedagogical planning model is consistent with:

- the characteristics of competency-based programs
- a vision of learning that fosters the construction of competencies
- the principles of the evaluation of learning in vocational education
- the possibility of getting vocational education teachers more involved in pedagogical planning, with respect to both learning and evaluation

## **1 CONCEPT OF COMPETENCY**

- A competency is the ability to act, succeed and make progress
  - that makes it possible to successfully perform occupational tasks or activities
  - and that is based on an organized set of essential elements (knowledge, skills in different areas, perceptions, attitudes, etc.)

## **2 ELEMENTS OF THE PEDAGOGICAL PLANNING MODEL**

This pedagogical planning model includes the following elements:

- a logic diagram showing the teaching sequence
- proposed pedagogical aims
- analysis and planning tables featuring:
  - learning focuses, guidelines and learning activities for each competency in a program
  - evaluation indicators and criteria together with their respective weighting, evaluation strategies, for both formative evaluation and evaluation used for certification, for each competency in a program
- information on the evaluations and evaluation forms

## **3 PEDAGOGICAL PLANNING PROCESS**

In the pedagogical planning model used in vocational education, certain pedagogical planning elements are defined by a team composed of content specialists, a program development consultant and an evaluation consultant, while other elements are under the responsibility of the teachers of the program in question. The pedagogical planning process described below takes into account this sharing of responsibilities and consists of the following steps:

- Step 1: Becoming familiar with the program
- Step 2: Becoming familiar with the logic diagram showing the teaching sequence
- Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching
- Step 4: Becoming familiar with the information provided in the analysis and planning tables
- Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials
- Step 6: Planning for educational materials

### **Step 1: Becoming familiar with the program**

The pedagogical planning process should start with a careful reading of the program. Teachers will find it useful to consult all the operational objectives in order to get an overview of the competencies to be acquired.

Teachers should also spend time closely examining the grid of learning focuses in order to understand the relationships between specific and general competencies as well as the functional links shown on the grid.

In this document, a synoptic table for the program and the grid of learning focuses are found in the section “Information on the Program”.

### **Step 2: Becoming familiar with the logic diagram showing the teaching sequence**

Teachers should become familiar with the logic diagram showing the teaching sequence in order to fully understand the general order in which competencies are to be acquired, and to identify those competencies which are prerequisites to other competencies, those competencies for which there are no specific prerequisites, and those competencies that should or could be developed simultaneously.

The logic diagram showing the teaching sequence is found in the section “Elements of Pedagogical Planning”.

### **Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching**

Pedagogical aims are educational goals that are based on important values and concerns and that serve to guide activities with students in a certain direction each time an appropriate situation presents itself. These aims, which are ongoing, allow students to develop habits, attitudes or skills that have not generally been the focus of specific objectives, but which are nonetheless important.

Teachers should become familiar with the pedagogical aims proposed by the development team, adapt or enhance these aims and determine ways of incorporating them into their teaching.

The pedagogical aims are found in the section “Elements of Pedagogical Planning”.

### **Step 4: Becoming familiar with the information provided in the analysis and planning tables**

This involves reading the tables related to the program modules. Although teachers are generally responsible for only one or a few modules at most, it is important that they familiarize themselves with all the analysis and planning tables in order to fully understand how the learning focuses, guidelines, and evaluation indicators and criteria are distributed throughout the program.

A study of the analysis and planning tables presupposes a thorough understanding of the pedagogical planning model and, more particularly, of the competency acquisition process which is explained under point 4 of this section. The operational objectives, the grid of learning focuses

and the proposed pedagogical aims also help in understanding the information presented in the analysis and planning tables.

Part Two of this document presents a guide on how to read the analysis and planning tables as well as the tables themselves for each of the modules.

### **Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials**

The learning focuses are presented in the analysis and planning tables, according to the structure of the operational objective and not necessarily according to a teaching sequence. Teachers will have to establish the teaching sequence as they see fit. They will then have to develop learning activities and produce learning materials. Teachers may share their ideas for learning activities with other teachers through the electronic forum on learning activities on the *Inforoute FPT* Web site.

Teachers are to prepare learning activities by referring to the information in the analysis and planning tables (acquisition phases, learning focuses, guidelines). In this regard, teachers will find it useful to consult Table 3, *Learning Activities Involved in the Acquisition of a Competency*, and Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, both found under point 4 of this section.

As for formative evaluation, teachers will prepare materials by referring to the formative evaluation criteria in the analysis and planning tables, and will make sure that formative evaluation activities are integrated into the learning activities. In terms of evaluation for purposes of certification, teachers are required to comply with the appropriate specifications in the analysis and planning tables of the module in question, since the tables are prescriptive. Preparation of evaluation materials for certification purposes must take into account the information on the evaluation and the evaluation form which accompany the analysis and planning tables for each module.

In carrying out this step, teachers will also find it useful to consult the “Evaluation Framework” found under point 5 of this section, and the section “How to Read Analysis and Planning Tables, Information on the Evaluations and Evaluation Forms” found in Part two of this document.

### **Step 6: Planning for educational materials**

Teachers are required to plan for educational materials with due consideration for the specifications contained in the organizational guide. To determine the required setting or context, teachers may consult Table 4, “Training Process and Environment Involved in the Acquisition of a Competency”, found under point 4 of this section.

#### 4 PHASES INVOLVED IN ACQUIRING A COMPETENCY

In order to organize the analysis process, it is helpful to refer to the general process of competency acquisition. Five major phases lead to the acquisition of a competency:

- exploration
- basic learning
- practice
- transfer
- enrichment

The **exploration phase** is intended to highlight the relevance of the competencies to be acquired so as to increase students' motivation and facilitate learning. It can also allow students to confirm their career choice and help introduce them to the program.

The **basic learning phase** focuses on the cornerstones of the competencies, that is, all of the knowledge, skills in various areas, attitudes and perceptions that make it possible for students to adequately perform an occupational task or activity. The essence of the competency and the potential associated with that competency are developed in this phase.

The **practice phase** relates to the more “operational” dimension of the competency. The focus is on the integration of basic knowledge involved in carrying out a task or activity. During this phase, students learn how to carry out a task or activity by gradually practising the various steps involved, until they are finally able to carry out the task or activity in full, in accordance with predetermined performance standards.

The **transfer phase** refers specifically to the adaptations required to transfer and apply the competency (the basics of which have already been acquired) to a real or simulated working environment, in accordance with performance standards required for entry into the work force.

The **enrichment phase** makes it possible to occasionally go beyond the minimum performance standard when applying the competency. It may also focus on the acquisition of additional competencies.

It is important to note that the full acquisition of a competency must involve at least three of the major phases, namely basic learning, practice and transfer. Also, learning activities should ideally be preceded by activities related to the exploration phase because such activities highlight the relevance of the competencies that the students are preparing to develop and allow them to place themselves in relation to the occupation and the program. Table 1 shows the major phases involved in the competency acquisition process and emphasizes the progressive integration of learning.

Note: Although integration and transfer occur at different times in the learning process, they mainly occur during two major phases in the competency acquisition process, namely the practice and transfer phases.

The competency acquisition process has a direct impact on the choice of learning focuses, learning activities and training environments. The following tables provide information on the different choices associated with the competency acquisition phases:

- Table 2, *Learning Focuses Involved in the Acquisition of a Competency*, highlights the characteristics of the learning focuses associated with the different competency acquisition phases.
- Table 3, *Learning Activities Involved in the Acquisition of a Competency*, describes the learning activities associated with the different competency acquisition phases.
- Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, suggests possible settings for each competency acquisition phase.

**Table 1: Major Phases Involved in Acquiring a Competency**

**Continuum of integration of learning and entry into the work force** →

EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
Career choice or introduction to the program, or motivation and getting a good start	Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their integration	Integration of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context	Acquisition or development of a competency beyond the required standard
	General competency of a more basic and transferable nature			
	Specific competency focusing on the mastery of tasks			

This table provides a snapshot of the general process involved in acquiring a competency and is intended to facilitate the analysis process. In reality, this process involves movements back and forth between phases, and some reversal and combinations of activities. This process should not therefore be viewed as strictly linear or compartmentalized. In Table 4, the arrows between the major phases of the process indicate these numerous possibilities.

**Table 2: Learning Focuses Involved in the Acquisition of a Competency**

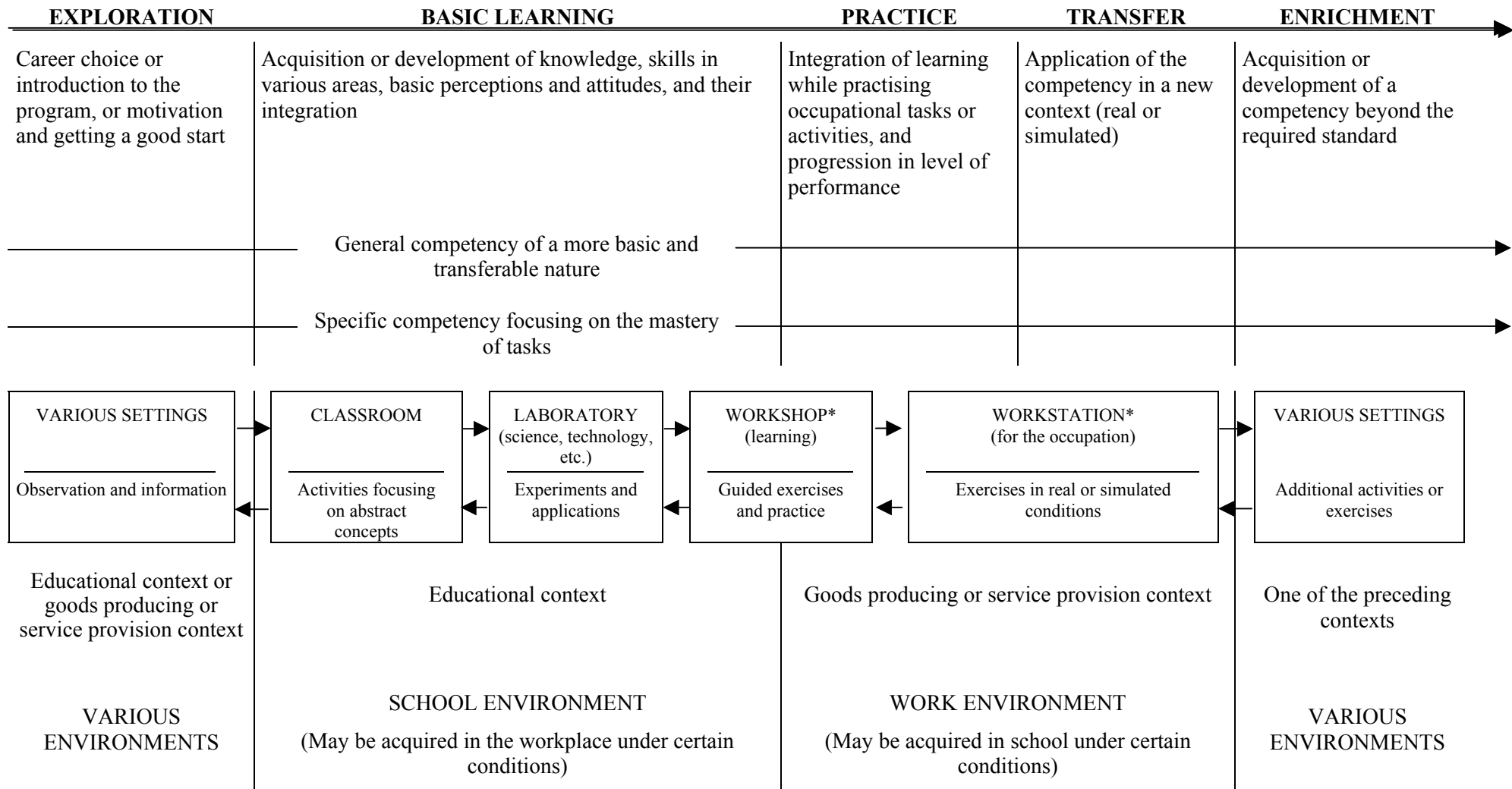
	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
CATEGORIES OF LEARNING FOCUSES	<p>Knowledge of the environment, the requirements, etc. of the occupation and the training required (at the beginning of the program)</p> <p>Start of the learning process and motivation (at the beginning of a course or when learning something specific for the first time)</p>	<p><b>KNOWLEDGE:</b> notions, principles, concepts, etc.</p> <p><b>SKILLS:</b> gestures, movements and coordination thereof; use of tools, operation of machinery, application of knowledge, etc.</p> <p><b>PERCEPTIONS:</b> recognition of odours, noises, colours, heat, etc.; determination of the source, cause, etc.; intuitive understanding, representation of objects, etc.</p> <p><b>ATTITUDES:</b> general behaviours, way of being and acting, especially in terms of ethics, occupational health and safety, quality control, interpersonal relations, etc.</p>	<p>Performance of the occupational task or activity, progression in the level of performance and integration of basic learning</p> <p>(Guided activities, considerable supervision and support: relatively limited autonomy in performing the task or activity)</p>	<p>Application of learning in a goods producing or service provision context, including any necessary adaptations</p> <p>(A greater degree of autonomy in performing the task or activity)</p>	<p>Development of the competency beyond the required performance standard or the acquisition of new competencies</p> <p>(A limited amount of time allotted within the program. Additional time may be allotted, especially in the case of a work-study program)</p>

**Table 3: Learning Activities Involved in the Acquisition of a Competency**

	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
NATURE OF LEARNING ACTIVITIES	<p>a) Observation and information activities: conferences, visits to companies and training centres; library research, etc.</p> <p>b) Introductory activities aimed at raising awareness of the relevance and usefulness of the learning</p>	<p>a) Activities involving listening, reflection, discussion, etc.</p> <p>b) Activities involving research, observation, analysis, etc.</p> <p>c) Activities involving the observation and analysis of noises, odours, etc.</p> <p>d) Activities involving the observation and performance of gestures, actions, etc.</p>	<p>a) Activities allowing for the integration of basic learning, as practice activities are introduced</p> <p>b) Activities that involve practising parts of tasks or activities</p> <p>c) Activities that involve practising a more complete task or activity</p>	<p>a) Adaptation activities</p> <p>b) Activities that involve the performance in a work environment (real or simulated conditions) of a task or activity that has essentially been learned</p>	<p>Various activities, depending on the competency or the part of the competency in question</p>

**Table 4: Training Process and Environment Involved in the Acquisition of a Competency**

**Continuum of integration of learning and entry into the work force**



\*Note: “Classroom” and “laboratory” facilities usually replace “workshop” and “workstation” in the case of nontechnical general competencies.



## **5 EVALUATION FRAMEWORK**

### **5.1 General Principles**

In vocational education, a few general principles guide the choice of strategies for evaluating learning.

#### **Curriculum-based approach**

In order to take into account the characteristics of competency-based programs and out of a concern for coherence, evaluation focuses on the competencies described by a program's operational objectives. The evaluation indicators and criteria in the analysis and planning tables are therefore based on elements of the operational objective. They also stem from essential elements of the competency such as the knowledge, skills, perceptions and attitudes to be acquired.

The evaluation procedure is both analytical, because it is based on an analysis of each competency of the program, and global, because it takes into account the program as a whole.

#### **Multidimensional evaluation**

Since evaluation focuses on the competency, it is crucial that all aspects of the competency be verified. Thus, the evaluation deals as much with cognitive and psychosensorimotor aspects as with affective aspects.

#### **Criterion-referenced interpretation**

According to this approach, the teacher verifies the degree to which each student has attained an objective according to the defined criteria.

#### **Marks**

In vocational education, marks are given in a dichotomous manner: students may obtain either zero or all of the marks assigned for each criterion component. For example, if criterion component 3.2 is worth 10 marks, then the teacher has a choice of only two marks: 0 or 10. The acquisition of a competency is also indicated in a dichotomous manner, that is PASS or FAIL, which is determined on the basis of a minimum performance standard or pass/fail conditions.

### **5.2 Evaluation Strategies**

The nature of the competencies developed by a program requires varied evaluation strategies.

#### a) Behavioural objectives

The following may be evaluated:

- theoretical knowledge: in this case, the examination may cover the knowledge applied to the occupation and generally comprises a series of written questions
- the product: in this case, the examination focuses on the object that a student must produce and the evaluation is based on a list of requirements related to the characteristics expected of the product
- the process: in this case, the examination covers the work process that the student follows and the evaluation is carried out with reference to requirements related to the steps involved in the process

b) Situational objectives

For a situational objective, evaluation focuses on the degree to which a student participates in an activity and not his or her performance during the activity. However, students may be required to present relevant information on a given topic.

## INFORMATION ON THE PROGRAM



TABLE 1

SYNOPTIC TABLE FOR THE PROGRAM OF STUDY

CODE	TITLE OF MODULE	DURATION	CREDITS <sup>1</sup>	STATUS <sup>2</sup>
982 211	1. The Occupation and the Training Process	15	1	L
982 221	2. Health and Safety	15	1	L
982 236	3. Offset Press Set-Up	90	6	L
982 244	4. Quality Control	60	4	L
982 254	5. Finishing Techniques	60	4	L
982 262	6. Basic Mechanical Adjustments	30	2	L
982 268	7. Printing Text	120	8	L
982 284	8. Stripping and Platemaking	60	4	L
982 294	9. Preparing Printing Supplies	60	4	L
982 326	10. Printing Solids	90	6	L
982 318	11. Screen Printing	120	8	M
982 324	12. Numbering and Perforating	60	4	L
982 336	13. Two-Colour Printing	90	6	M
982 362	14. Job-Search Techniques	30	2	L
982 278	15. Tints and Halftones	120	8	L
982 372	16. Teamwork	30	2	L
982 388	17. Four-Colour Printing	120	8	M
982 384	18. Four-Colour Screen Printing	60	4	L
982 398	19. Entering the Labour Market	120	8	L

1. 15 hours = 1 credit

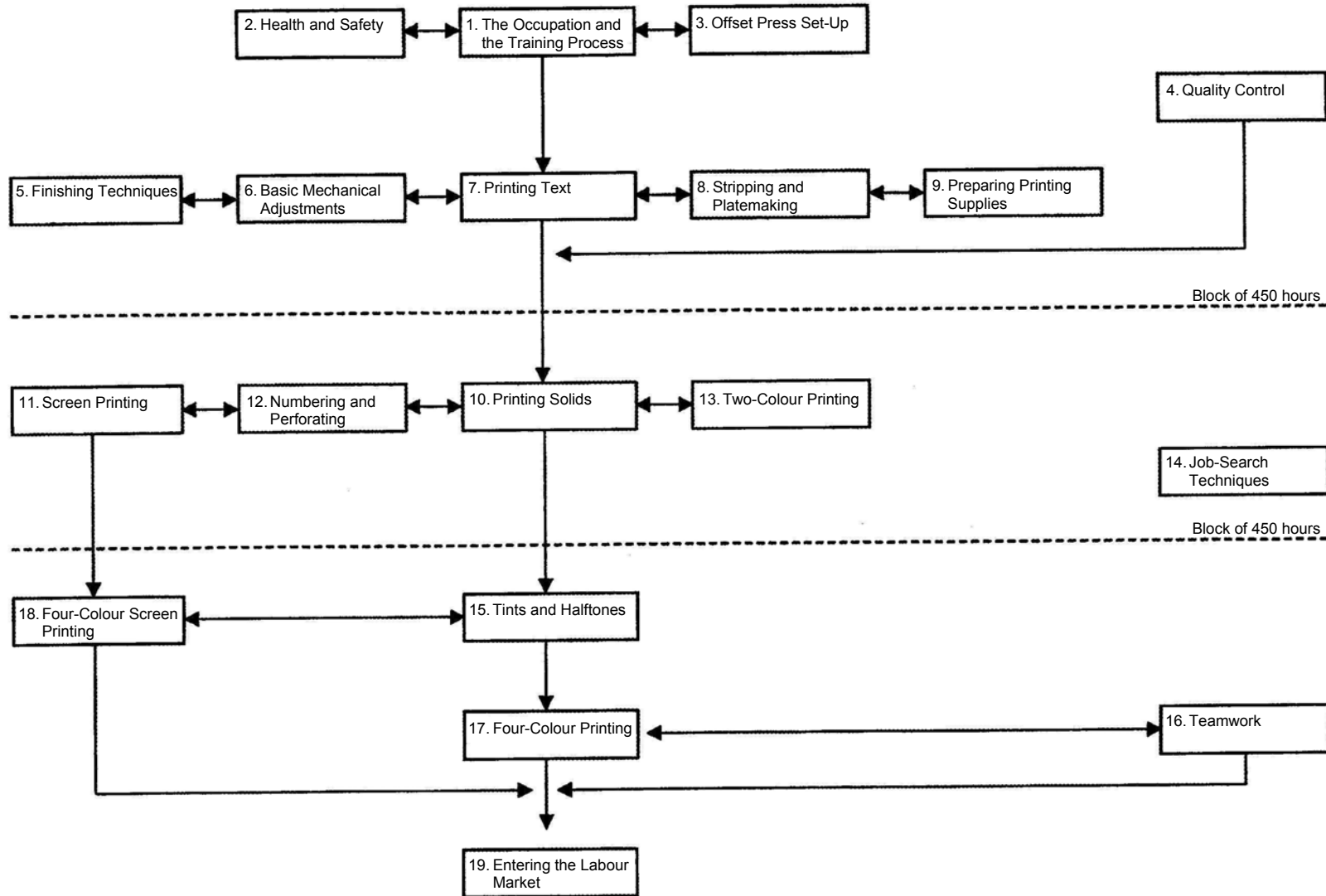
2. Examinations are prepared either by the educational institution (L - local examination) or by the Ministère (M - Ministry examination)

GRID OF LEARNING FOCUSES		FIRST-LEVEL OPERATIONAL OBJECTIVES		WORK PROCESS (major steps)					GENERAL COMPETENCIES (technology, subjects, personal development , etc.)						TOTAL			
				Plan the work	Prepare the supplies	Print the proofs	Print the job	Tidy up the workstation	Determine their suitability for the occupation and the training process	Apply health and safety rules in a printing shop	Understand their role in the quality control process	Apply basic mechanical adjustment techniques	Apply stripping and platemaking techniques	Prepare printing supplies	Apply job-search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)	
<b>PRINTING</b> (Updated version of the <i>Printing and Finishing</i> program)		<b>SPECIFIC COMPETENCIES</b> (directly related to the practice of the specific trade)		<b>NUMBER</b>						1	2	4	6	8	9	14		
				<b>FIRST-LEVEL OPERATIONAL OBJECTIVES</b>	T						S	S	S	C	C	C	S	7
		<b>DURATION (IN HOURS)</b>	H						15	15	60	30	60	60	30			270
3	Set up an offset press	B	90	▲	▲	▲		▲	○	●	○	○						
5	Apply finishing techniques	B	60	▲	▲	△	▲	△	○	●		○	○	○				
7	Print offset jobs involving texts	B	120	▲	▲	▲	▲	▲	○	●	●	○	○	○				
10	Print offset jobs involving solids	B	90	▲	▲	▲	▲	▲	○	●	○	○	○	○	●			
11	Produce prints in screen printing	B	120	▲	▲	▲	▲	▲	○	●	○		○	○				
12	Print jobs requiring numbering, perforating or scoring	B	60	▲	▲	▲	▲	▲	○	●	○	●	●	●				
13	Print offset jobs in two colours simultaneously	B	90	▲	▲	▲	▲	▲	○	●	●	●	●	●				
15	Use tints and halftones in offset printing	B	120	▲	▲	▲	▲	▲	○	●	●	●	●	●				
16	Work as a team to print documents	S	30	▲	▲	▲	▲	▲	○	●	●	●	●	●				
17	Produce offset four-colour prints	B	120	▲	▲	▲	▲	▲	○	●	●	●	●	●				
18	Print four-colour jobs in screen printing	B	60	▲	▲	▲	▲	▲	○	●	●		○	○				
19	Enter the labour market	S	120	△	△	△	△	△	○	○	○	○	○	○	○			
<b>NUMBER OF OBJECTIVES</b>		12															19	
<b>DURATION (IN HOURS)</b>			1080															1350
T: Type of objective: S: Situational B: Behavioural H: Hours		△ Existence of a functional link ▲ Application of a functional link		} between specific competencies and the process		○ Existence of a functional link ● Application of a functional link		} between general and specific competencies										

# ELEMENTS OF PEDAGOGICAL PLANNING



## LOGIC DIAGRAM SHOWING THE TEACHING SEQUENCE



## PEDAGOGICAL AIMS OF THE PROGRAM

- 1 To help students develop autonomy and the ability to adapt to a variety of situations. (*Problem-solving*)
- 2 To help students develop effective work habits. (*Work methods, ergonomics, time and motion, etc.*)
- 3 To help students develop their interest in understanding different phenomena and in improving their knowledge. (*Flair for mechanics, inquisitiveness as to the “How” and “Why”, etc.*)
- 4 To help students develop a sense of responsibility and a concern for work well done. (*In the printing process; communicating; searching out, verifying and validating information; demonstrating initiative and the capacity for critical analysis, etc.*)
- 5 To help students develop a sense of tidiness and cleanliness in the work area and a concern for the environment.

## PART TWO



HOW TO READ THE ANALYSIS AND PLANNING  
TABLES, INFORMATION ON THE EVALUATIONS  
AND EVALUATION FORMS



# HOW TO READ THE ANALYSIS AND PLANNING TABLES, INFORMATION ON THE EVALUATIONS AND EVALUATION FORMS

## 1 ANALYSIS AND PLANNING TABLES

The analysis and planning tables contain information on learning and evaluation for each module of the program.

### A) LEARNING

#### *ACQUISITION PHASE*

Each competency has been analyzed by giving due consideration to the competency acquisition process presented in Part One of this document.

The tables for a behavioural objective have a *Ph* (phase) column showing the number of the phase to which the learning focus corresponds (1 to 5).

The tables for a situational objective do not contain a *Ph* column because this type of objective is structured differently.

#### *LEARNING FOCUSES*

The learning focuses refer to all the learning required of students in order to acquire and practise the competency. The learning focuses are not exhaustive and may be enriched in order to meet the specific needs of certain groups of students. The nature of the learning focuses depends on the acquisition phase of the competency with which they are associated. Table 2, *Learning Focuses Involved in the Acquisition of a Competency*, provides an overview of possible learning focuses for each phase.

These focuses are shown in the analysis and planning tables according to the structure used for the specifications of the operational objective and not necessarily according to a teaching sequence.

The learning focuses may be related to a competency as a whole or to a specification of the operational objective. They are listed separately in the analysis and planning tables for easier reference. In addition, each learning focus is accompanied by a code that makes it possible to locate it in the analysis and planning tables.

Lastly, the “Learning Focuses” column contains details on the duration of training. These time limits are expressed in percentage form as the total amount of time devoted to the learning associated with each specification and the amount of time devoted to the transfer phase.

## *GUIDELINES*

Guidelines related to the content or field of application have been indicated for each learning focus.

This column also provides information on links with other modules or pedagogical aims.

## *ACTIVITIES (REFERENCES)*

This blank column indicates that teachers are required to develop the learning activities themselves.

An activity should be developed for each learning focus by taking into account the defined guidelines. However, several learning focuses may be grouped together in one activity to make learning easier.

In developing learning activities, the following criteria must be respected:

- Ensure that the activity is relevant to the learning focus; will the suggested activity result in students learning what they need to learn? Some learning focuses related to the acquisition of psychomotor or socioaffective skills require learning activities in which students play a very active role.
- Vary the activities so as to spark interest and facilitate the desired learning.
- Take into account any constraints related to physical and material conditions (availability of required facilities and educational materials).
- Alternate activities where the teacher plays a more active role (such as presentations) with learning activities where the student takes the lead.

This column may also include information on written or audio-visual materials. It is important to provide a detailed description so that other teachers may consult the materials mentioned.

## **B) EVALUATION**

The analysis and planning tables contain information on evaluation for certification purposes and on formative evaluation in order to provide for greater integration of evaluation into teaching and learning activities. Note that only the information relating to evaluation for certification purposes is prescriptive in nature.

Steps 1 to 4 below describe the nature of the information presented in the “Evaluation” section of the analysis and planning tables and the process used to ensure consistency between the program objectives and the means used to verify whether these objectives have been achieved.

### **Step 1: Choice of evaluation focuses for evaluation for certification purposes**

The choice of evaluation focuses is based, on the one hand, on the operational objective associated with a competency and, on the other, on all the operational objectives of a program of study, so as to make the evaluation process easier. Reference to the **specifications of the expected behaviour** described in the program makes it possible to select a meaningful and representative sample of the focuses to evaluate for each competency.

This procedure ensures that the samples are representative.

### **Step 2: Choice of evaluation strategies**

As mentioned earlier, the characteristics of the operational objective and the constraints related to the evaluation influence the choice of evaluation strategy. The suggested strategy or strategies should provide the best information possible on the learning focus being evaluated.

### **Step 3: Development of evaluation indicators and criteria**

Evaluation indicators and criteria are defined for each of the specifications used for evaluation for certification purposes (evaluation focuses). These vary in number and their wording depends on the evaluation strategy being used.

Evaluation indicators and criteria are defined by taking into account the operational objective, and more particularly, the general and specific performance (or participation) criteria.

Each indicator presents an aspect to be evaluated or specifies the perspective from which a component of the competency is to be evaluated. The indicators are preceded by a whole number (1, 2, etc.).

These indicators are followed by criteria that describe the performance (or participation) requirements in more detail. The criteria are used to assess whether the performance (or participation) evaluated is satisfactory. The criteria used for evaluation for certification purposes are also numbered (1.1, 1.2, 1.3, etc.).

Note that the analysis and planning tables provide guidelines under the “Evaluation Indicators and Criteria” column, which makes formative evaluation easier. These guidelines are given for information purposes only. They are not accompanied by weightings or evaluation strategies. They are related to the general or specific criteria that were not used for evaluation for certification purposes.

### **Step 4: Determination of weightings**

Each evaluation indicator is given a numerical value that indicates its relative importance in the overall measurement of performance (or participation) for a given evaluation focus.

Each evaluation criterion associated with an indicator is also weighted. The sum of the weightings assigned to each of these criteria is equal to the overall weighting assigned to the indicator.

This procedure makes it possible to highlight the relative importance of the evaluation indicators and criteria associated with an evaluation focus.

## 2 INFORMATION ON THE EVALUATIONS AND EVALUATION FORMS

The “Evaluation” section of the analysis and planning tables is used to write a brief description of an examination and an evaluation form so as to assist school boards in developing their examinations. It is therefore up to the teachers to use these descriptions and forms to prepare their examinations.

### a) Information on the Evaluation

This is a suggested examination that meets the requirements for certification. It takes into account the evaluation criteria prescribed in the program. The objective of the examination description is to standardize the level of complexity of the examination among the various schools.

It contains:

- general information and instructions: the competency being evaluated, the suggested duration, the number of candidates that can be evaluated at the same time, etc.
- the examination procedure: a description of the task to be carried out by the candidate, the conditions for carrying out the task, suggestions for tasks, etc.
- a description of the materials needed
- special instructions: restrictions, observation times, etc.

### b) Evaluation Form

The evaluation form is an instrument that specifies what the teacher needs to observe for evaluation purposes. It is designed to standardize the evaluation process.

It contains:

- general information: program title, module title, the candidate's name, the examiner's name, etc.
- the indicators and criteria selected for evaluation for certification purposes
- observation elements that further specify the observations associated with an evaluation criterion
- the number of errors allowed (tolerance) without loss of marks for a criterion component
- boxes for recording the results for the elements being observed
- a space for recording marks in a dichotomous manner
- a minimum performance standard, or pass/fail conditions, that make it easier for the teacher to reach a PASS or FAIL decision

ANALYSIS AND PLANNING TABLES  
INFORMATION ON THE EVALUATIONS  
EVALUATION FORMS



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 211 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)</b>				<b>Duration: 15 hours</b>		
<b>Statement of the competency: <i>Determine their suitability for the occupation and the training process</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>		
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Participation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 1: INFORMATION ON THE OCCUPATION (Block 1)</i></b>				<b><i>Duration: 25%</i></b>		
1.1	Situate this competency with respect to the occupation and the training program.	Reason for the competency Links with other competencies Course outline				
1.2	Research relevant information.	Work method: determining what information should be researched, determining available sources of information, noting the important points to be retained				
1.3	Be concerned about sharing the information gathered on the occupation with the other members of the group.	Advantages of giving their point of view and listening to that of others  Rules governing proper group discussion: participation, respect of another person's turn to speak, not straying from the subject, paying attention to others and accepting different points of view				
1.4	Learn about the job market in printing and publishing.	Information pertaining to the work environment, job prospects, remuneration and opportunities for promotion and transfer		<b>1</b> <b>Gather information on most of the topics to be covered.</b> 1.1 Provided relevant information on at least three of the following topics: - work environment - job prospects - remuneration - opportunities for promotion and transfer - hiring criteria	<b>20</b>	10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 211 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)			Duration: 15 hours			
Statement of the competency: <i>Determine their suitability for the occupation and the training process</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
1.5	Learn about the nature and requirements of the occupation.	Tasks, working conditions, responsibilities and performance criteria		1.2 Provided relevant information on at least three of the following topics: - health and safety hazards - working conditions - evaluation criteria - workers' rights and responsibilities - possibility of starting up a business		10
1.6	Present the information gathered and discuss their views on the occupation.	Methods of presentation: notes, summaries, tables, oral presentations  Advantages, disadvantages and requirements of the occupation		2 <b>During a group discussion, express their views on the occupation, relating them to the information gathered.</b>  2.1 Presented at least one example of an advantage, a disadvantage and a requirement of the occupation, relating them to the information gathered.	15	15

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 211 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)</b>				<b>Duration: 15 hours</b>			
<b>Statement of the competency: <i>Determine their suitability for the occupation and the training process</i></b>							
COMPETENCY		LEARNING		EVALUATION			
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	
<b><i>PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS (Block 2)</i></b>					<b><i>Duration: 50%</i></b>		
2.1	Discuss the skills and aptitudes required to practise the occupation.	Review of rules governing group discussions (see 1.3)		<b>3 Participate in the arrangement in which graduating students assist first-year students.</b>	<b>20</b>		
				3.1 Listened to the explanations given by the graduating student and agree to carry out the suggested tasks.			10
2.2	Learn about the training process.	Program of study, training process, evaluation and certification of studies		3.2 After visiting the workplace, presented their observations on the: <ul style="list-style-type: none"> <li>- organization of the work area</li> <li>- features of the work environment</li> <li>- types of tasks to be performed</li> </ul>			10
2.3	Discuss the relevance of the program to the job situation in printing.	Links between the various competencies of the program and the practice of the occupation		<b>4 Give their opinion on some of the requirements they will have to meet in order to practise the occupation.</b>	<b>15</b>		
				4.1 Expressed their opinion on the validity of at least two requirements of the occupation (skills, habits, aptitudes or knowledge), in each case presenting at least one relevant argument to justify their opinion: <ul style="list-style-type: none"> <li>- presenting their opinion</li> <li>- justifying their opinion</li> </ul>			15

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 211 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)</b>				<b>Duration: 15 hours</b>		
<b>Statement of the competency: <i>Determine their suitability for the occupation and the training process</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>		
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Participation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
				<b>5</b> <b>During a group discussion, express their views on the training process, relating them to the requirements of the occupation.</b>  5.1    Expressed their views on the relevance or usefulness of at least one of the components of the training process, presenting at least one relevant argument: - presenting their views - justifying their views	<b>10</b>	10
<b><i>PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE (Block 3)</i></b>						
<b><i>Duration: 25%</i></b>						
3.1    Compare their preferences, aptitudes and interests with the requirements of the occupation.	Summary of preferences, aptitudes and interests  Summary of the requirements of the occupation  Links between the two			<b>6</b> <b>Produce a report that:</b> - <b>sums up their preferences, interests and aptitudes</b> - <b>explains how they arrived at the decision to follow the program</b>	<b>20</b>	
3.2    Prepare a report.	Summary of strengths and points to improve in order to practise the occupation  Brief conclusion to explain career choice			6.1    In their report, described briefly their main preferences, interests and aptitudes.  6.2    In their report, justified their career choice with at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation.		10  10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

# PRINTING (5746)

## 982 211 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)

### INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

Throughout the examination, the evaluation should not focus on the accuracy of the candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

#### PHASE 1: INFORMATION ON THE OCCUPATION

##### 1 GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED

During this activity, it is important to clearly indicate the type of information that the candidates must gather and present in small groups or to the entire class. Instructors should also provide students with job descriptions and organize in-school meetings with press operators or with other people in the field. Regardless of the medium and conventions used to record the information, the evaluation should not focus on the accuracy, quality or presentation of the information gathered, but rather on the candidates' efforts to compile sufficient pertinent information on the topics to be covered and to organize it so that it can be used during a group discussion.

For criterion components 1.1 and 1.2, candidates should provide a sufficient amount of information, without painting a complete and rigorously accurate picture of the situation.

##### 2 DURING A GROUP DISCUSSION, EXPRESS THEIR VIEWS ON THE OCCUPATION, RELATING THEM TO THE INFORMATION GATHERED

The group meeting should be prepared and conducted in such a way that all candidates have the opportunity to express their views.

**PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS****3 PARTICIPATE IN THE ARRANGEMENT IN WHICH GRADUATING STUDENTS ASSIST FIRST-YEAR STUDENTS**

This arrangement should be set up so as to allow candidates to learn about the work environment. Instructors should establish clear guidelines for candidates and graduating students with regard to carrying out this activity.

After visiting a printing shop, candidates are expected to share their first impressions, in written or oral form.

**4 GIVE THEIR OPINION ON SOME OF THE REQUIREMENTS THEY WILL HAVE TO MEET IN ORDER TO PRACTISE THE OCCUPATION**

The group meeting should be prepared and conducted in such a way that all candidates have the opportunity to express their views.

The evaluation should not focus on the accuracy of candidates' opinions, but rather on whether they have expressed their views openly and based them on relevant arguments (in accordance with the information gathered).

**5 DURING A GROUP DISCUSSION, EXPRESS THEIR VIEWS ON THE TRAINING PROCESS, RELATING THEM TO THE REQUIREMENTS OF THE OCCUPATION**

During a group discussion, candidates are expected to establish the links between certain modules of the training process and the requirements of the occupation. Candidates are expected to give examples of occupational tasks to be performed, in order to justify the links established during the activity. The evaluation should not focus on the accuracy of the candidates' opinions, but rather on whether they have expressed their views openly and based them on relevant arguments (in accordance with the information gathered).

The group meeting should be prepared and conducted in such a way that all candidates have the opportunity to express their views.

**PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE****6 PRODUCE A REPORT CONTAINING:****A BRIEF DESCRIPTION OF THEIR PREFERENCES, INTERESTS AND APTITUDES**

The evaluation should not focus on how well the report is written or formatted. Instead of requiring a written report, the instructor could prepare a questionnaire and have candidates fill it out (it should not, however, take the form of a theory examination). Candidates must have made an effort to include the elements requested. The instructions for preparing the report must clearly define what is meant by preferences, interests and aptitudes.

Candidates are expected to list some of their personal characteristics which, in their opinion, justify their career choice.

**EXPLANATIONS FOR THEIR DECISION WHETHER OR NOT TO FOLLOW THEIR CAREER CHOICE**

To justify their career choice, candidates must show in their report the connections that exist between at least three aspects or requirements of the occupation and their personal preferences, interests and aptitudes which have led them to choose the occupation of press operator. At this stage, the candidates' perceptions need not be objective or accurate.



## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code:	5746
1 – The Occupation and the Training Process	Module code:	982 211
Candidate's name: _____		
School: _____	<b>RESULT:</b>	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT	
	YES	NO
<b>PHASE 1: INFORMATION ON THE OCCUPATION</b>		
1 GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED		
1.1 Provided relevant information on at least three of the following topics: <ul style="list-style-type: none"> <li>- work environment</li> <li>- job prospects</li> <li>- remuneration</li> <li>- opportunities for promotion and transfer</li> <li>- hiring criteria</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Provided relevant information on at least three of the following topics: <ul style="list-style-type: none"> <li>- health and safety hazards</li> <li>- working conditions</li> <li>- evaluation criteria</li> <li>- workers' rights and responsibilities</li> <li>- possibility of starting up a business</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2 DURING A GROUP DISCUSSION, EXPRESS THEIR VIEWS ON THE OCCUPATION, RELATING THEM TO THE INFORMATION GATHERED		
2.1 Presented at least one example of an advantage, a disadvantage and a requirement of the occupation, relating them to the information gathered	<input type="checkbox"/>	<input type="checkbox"/>

<b>PARTICIPATION COMPONENTS</b>		<b>RESULT</b>	
		<b>YES</b>	<b>NO</b>
<b>PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS</b>			
<b>3</b>	<b>PARTICIPATE IN THE ARRANGEMENT IN WHICH GRADUATING STUDENTS ASSIST FIRST-YEAR STUDENTS</b>		
3.1	Listened to the explanations given by the graduating student and agree to carry out the suggested tasks	<input type="checkbox"/>	<input type="checkbox"/>
3.2	After visiting the workplace, presented their observations on the: <ul style="list-style-type: none"> <li>- organization of the work area</li> <li>- features of the work environment</li> <li>- type of tasks to be performed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	<b>GIVE THEIR OPINION ON SOME OF THE REQUIREMENTS THEY WILL HAVE TO MEET IN ORDER TO PRACTISE THE OCCUPATION</b>		
4.1	Expressed their opinion on the validity of at least two requirements of the occupation (skills, habits, aptitudes or knowledge), in each case presenting at least one relevant argument to justify their opinion	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	<b>DURING A GROUP MEETING, EXPRESS THEIR VIEWS ON THE TRAINING PROCESS, RELATING THEM TO THE OCCUPATION</b>		
5.1	Expressed their views on the relevance or usefulness of at least one of the components of the training process, presenting at least one relevant argument	<input type="checkbox"/>	<input type="checkbox"/>

PARTICIPATION COMPONENTS	RESULT YES NO
<p><b>PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE</b></p> <p>6 PRODUCE A REPORT ON THEIR AREAS OF INTEREST AND THEIR CAREER CHOICE</p> <p>6.1 Described briefly their main preferences, interests and aptitudes</p> <p>6.2 Justified their career choice with at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Pass/fail conditions:      Seven YESes out of a possible nine, and a YES for components 2.1, 3.1, 3.2 and 6.2</p>	

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 221 – HEALTH AND SAFETY (Module 2)			Duration: 15 hours			
Statement of the competency: <i>Apply health and safety rules in a printing shop</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
<b>PHASE 1: INFORMATION ON OCCUPATIONAL HEALTH AND SAFETY (Block 1)</b>					<b>Duration: 60%</b>	
1.1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other modules				
1.2	Be receptive to information relating to health and safety.	Role with regard to health and safety rules in the workplace		Listened to explanations		
1.3	Learn about general health and safety standards.	General information related to: - labour code, governmental organizations, joint associations and other relevant bodies - various available sources of information - roles and responsibilities of all concerned with occupational health and safety		<b>1 Examine data pertaining to occupational health and safety.</b>  1.1 Participated in information meetings.  1.2 Presented data on at least two of the following topics: - health and safety standards - WHMIS - measures to be taken to prevent work accidents and occupational illnesses - workers' rights and responsibilities - employers' rights and responsibilities	<b>30</b>	10  10
1.4	Learn about preventive measures available to workers.	General information on: - the WHMIS code, information published by various organizations and other available resources such as safety equipment, posters and labelling - the application of ergonomic principles in the practice of the occupation				
1.5	Learn about the rights and responsibilities of workers and employers.	General information on the rules and application procedures, such as the right to refuse unsafe work and preventive withdrawal		1.3 Participated in sharing the data gathered by all the members of the group.		10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 221 – HEALTH AND SAFETY (Module 2)			Duration: 15 hours			
Statement of the competency: <i>Apply health and safety rules in a printing shop</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
<b>PHASE 2: FAMILIARITY WITH PROBLEMS AND SOLUTIONS RELATED TO OCCUPATIONAL HEALTH AND SAFETY (Block 2)</b>					<b>Duration: 20%</b>	
2.1	Discuss the various occupational illnesses associated with the work.	Causes of the main occupational illnesses and their consequences on workers		<b>2 Discuss the observance of occupational health and safety rules.</b>	<b>25</b>	
				2.1 Giving examples, demonstrated the importance of observing health and safety rules.		10
2.2	Discuss the measures to be taken to prevent work accidents and occupational illnesses.	Causes of common work-related accidents and links to the preventive measures to be taken  Anticipation of the health and safety hazards faced by workers in specific situations and the preventive measures to be taken  Morphological differences limiting the physical capabilities of male and female workers		<b>2.2</b> Giving examples, presented measures to be taken to decrease the risks associated with the practice of the occupation.		15
				<b>3 Express their opinion on occupational illnesses associated with the work.</b>	<b>10</b>	
2.3	Recognize their rights and responsibilities as workers regarding their own health and safety and that of others.	Interpretation of their rights and responsibilities in specific situations		3.1 Described the possible consequences of certain occupational illnesses.		10
2.4	Identify measures and actions to be taken in the case of accidents or emergencies.	Measures to be taken in the case of common accidents and emergency situations				

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 221 – HEALTH AND SAFETY (Module 2)</b>			<b>Duration: 15 hours</b>			
<b>Statement of the competency: <i>Apply health and safety rules in a printing shop</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>		
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Participation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 3: EVALUATION OF THEIR ABILITY TO RECOGNIZE HEALTH AND SAFETY CONCERNS IN A WORK ENVIRONMENT (Block 3)</i></b>					<b><i>Duration: 20%</i></b>	
3.1	Identify their main concerns with respect to health and safety in their prospective work environment.	Summary of their concerns		<b>4</b>	<b>Present a summary of their concerns regarding health and safety in their work environment.</b>	<b>35</b>
3.2	List the preventive attitudes to adopt in the work area.	Preventive attitudes to adopt in the offset press, screen printing and stripping and finishing rooms  Behaviours and measures to avoid potential hazards  Safety-enhancing positions for male and female workers		4.1	Described the roles of the main players involved in the application of preventive measures, as well as the roles of workers and employers.	15
				4.2	Stated their main concerns regarding health and safety in their prospective work environment.	10
				4.3	Described various measures they personally plan to adopt to avoid occupational hazards.	10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria



# PRINTING (5746)

## 982 221 – HEALTH AND SAFETY (Module 2)

### INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

Throughout the examination, the evaluation should not focus on the accuracy of the candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

#### **PHASE 1: INFORMATION ON OCCUPATIONAL HEALTH AND SAFETY**

##### **1 EXAMINE DATA PERTAINING TO OCCUPATIONAL HEALTH AND SAFETY**

In this first phase, dealing with information on occupational health and safety, pedagogical methods may vary. These may include lectures, audio-visual presentations, reading materials, meetings with occupational health and safety professionals from organizations such as the CSST, joint committees, etc. Students should become especially familiar with health and safety standards, the WHMIS code, preventive measures and the rights and responsibilities of workers and employers.

Candidates are expected to hand in a written document containing the information gathered on at least two topics with a view to sharing the data with the entire class. The evaluation should be based not so much on the accuracy of the data presented as on the candidates' participation in the activities.

#### **PHASE 2: FAMILIARITY WITH PROBLEMS AND SOLUTIONS RELATED TO OCCUPATIONAL HEALTH AND SAFETY**

##### **2 DISCUSS THE OBSERVANCE OF OCCUPATIONAL HEALTH AND SAFETY**

Using the information gathered on occupational health and safety in Québec, candidates are expected to demonstrate the importance of observing health and safety rules, by providing examples with statistics on accidents, the costs borne by organizations and workers, as well as the human problems caused.

Moreover, candidates are expected to provide examples illustrating the types of accidents occurring most frequently in a printing shop. Candidates are to identify measures to decrease the risks associated with practising the occupation, using the reference material provided.

3 EXPRESS THEIR OPINION ABOUT OCCUPATIONAL ILLNESSES ASSOCIATED WITH THE WORK

Participants are expected to use the reference material provided to describe some of the possible consequences of certain occupational illnesses.

**PHASE 3: EVALUATION OF THEIR ABILITY TO RECOGNIZE HEALTH AND SAFETY CONCERNS IN A WORK ENVIRONMENT**

4 PRESENT A SUMMARY OF THEIR CONCERNS REGARDING HEALTH AND SAFETY IN THEIR WORK ENVIRONMENT

Participants are expected to produce a written description of the roles of the main players in the field of health and safety prevention, stating also both employers' and workers' obligations.

Candidates are expected to state at least two major concerns related to health and safety in the workplace.

Finally, candidates are expected to explain the preventive measures they intend to take to protect themselves from health and safety hazards in the workplace.

## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code:	5746
2 – Health and Safety	Module code:	982 221
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT	
	YES	NO
<b>PHASE 1: INFORMATION ON OCCUPATIONAL HEALTH AND SAFETY</b>		
1 EXAMINE DATA PERTAINING TO OCCUPATIONAL HEALTH AND SAFETY		
1.1 Participated in information meetings	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Presented data on at least two of the following topics:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- health and safety standards</li> <li>- WHMIS</li> <li>- measures to be taken to prevent work accidents and occupational illnesses</li> <li>- workers' rights and responsibilities</li> <li>- employers' rights and responsibilities</li> </ul>		
1.3 Participated in sharing the data gathered by all the members of the group	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 2: FAMILIARITY WITH PROBLEMS AND SOLUTIONS RELATED TO OCCUPATIONAL HEALTH AND SAFETY</b>		
2 DISCUSS THE OBSERVANCE OF OCCUPATIONAL HEALTH AND SAFETY		
2.1 Giving examples, demonstrated the importance of observing health and safety rules	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Giving examples, presented measures to be taken to decrease the risks associated with the practice of the occupation	<input type="checkbox"/>	<input type="checkbox"/>

<b>PARTICIPATION COMPONENTS</b>		<b>RESULT</b>	
		<b>YES</b>	<b>NO</b>
3	<b>EXPRESS THEIR OPINION ABOUT OCCUPATIONAL ILLNESSES ASSOCIATED WITH THE WORK</b>		
3.1	Described the possible consequences of certain occupational illnesses	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 3: EVALUATION OF THEIR ABILITY TO RECOGNIZE HEALTH AND SAFETY CONCERNS IN A WORK ENVIRONMENT</b>			
4	<b>PRESENT A SUMMARY OF THEIR CONCERNS REGARDING HEALTH AND SAFETY IN THEIR WORK ENVIRONMENT</b>		
4.1	Described the roles of the main players involved in the application of preventive measures, as well as the roles of workers and employers	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Stated their main concerns regarding health and safety in their prospective work environment: - ergonomics - repetitive movements	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Described various measures they personally plan to adopt to avoid occupational hazards	<input type="checkbox"/>	<input type="checkbox"/>
Pass/fail conditions: Seven YESes out of a possible nine, and a YES for components 1.1, 1.2 and 1.3			

Comments: \_\_\_\_\_

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# ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>									
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b><i>SET UP AN OFFSET PRESS (Block 1)</i></b>							<b><i>Duration: 5%</i></b>		
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies							
1	Be concerned about observing health and safety rules in their work environment.	Health and safety hazards, preventive means and the application of safety measures during the various set-up stages Functional link with Module 2							
2	Be concerned about maintaining a clean workstation.	Method to ensure a clean workstation Link with pedagogical aim 5							
2	Differentiate among the various offset press systems.	Roles, names and characteristics of the components making up each part of the system Use of terminology Use of manufacturers' manuals: writing conventions, location of information sections, interpretation of sketches							
<b><i>A. PREPARE THE FEEDING SYSTEM (Block 2)</i></b>							<b><i>Duration: 10%</i></b>		
2	A.1 Handle paper.	Methods used to open packets of sheets of paper according to their characteristics, sizes, thickness  Techniques used to handle paper: fanning, jogging and piling up in a press and on a counter			Proper handling of paper				

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>						<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b>B. PREPARE THE DAMPENING SYSTEM (Block 3)</b>						<b>Duration: 5%</b>		
2	B.1 Differentiate among the various types of dampening systems on the market.	Principles of operation and characteristics of the main systems: types of rollers, surface, position  Preparation sequence according to the type of system involved						
2	B.2 Prepare a dampening solution.	Preparation method in accordance with the manufacturer's instructions						
2	B.3 Adjust the flow of the solution.	Basic adjustment techniques for dampening rollers and distributing dampening rollers  Links between the flow and the end result		Proper preparation sequence				
3	<b>B Prepare the dampening system.</b>	Adjustment on the different types of systems		<b>5 Preparation of dampening system</b>  5.1 Proper preparation of dampening system	<b>5</b>		5	P
<b>C. PREPARE THE INKING SYSTEM (Block 4)</b>						<b>Duration: 5%</b>		
2	C.1 Pour ink into the ink fountain.	Precautions to take regarding the type of ink, the colour and the presence of contaminants  Technique used to handle ink		Correct technique for: - taking ink from container - filling ink fountain				

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>						<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
2	C.2 Adjust the ink flow.	Verification of position of rollers Link between the inking system and the dampening system Pre-adjustment of the screws of the ink fountain and the nick of the general flow Evaluation of the ink film		Correct technique for positioning each roller				
3	<b>C Prepare the inking system.</b>			<b>6 Preparation of inking system</b>  6.1 Proper preparation of inking system	<b>5</b>		5	P
<b>D. PREPARE THE PRINTING SYSTEM (Block 5)</b>						<b>Duration: 5%</b>		
2	D.1 Mount the plate.	Location of the coded plate: job bag, plate image Techniques used to insert and square the plate		Accurate mounting of plate				
2	D.2 Verify the blanket.	Verification of tension, packing and surface quality		Verification of blanket				
2	D.3 Adjust cylinder pressure.	Verification of contact between the plate-holder cylinder and the blanket-holder cylinder Pre-adjustment of impression cylinder pressure		Correct adjustment of cylinder pressure				
2	D.4 Produce a proof.	Basic printing technique						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	D.5	Verify adjustments based on the proof.	Technique used for positioning Corrections made in terms of image position and quality of transfer			Accurate positioning of image: - squaring - height - width			
3	<b>D</b>	<b>Prepare the printing system.</b>				<b>7 Preparation of printing system</b>  7.1 Proper pre-adjustment of impression cylinder	<b>5</b>	5	P
<b>E. CLEAN THE FEEDING SYSTEM (Block 6)</b>							<b>Duration: 5%</b>		
2	E.1	Select cleaning products.	Selection of cleaning products according to the types of washups carried out to clean the press Interpretation of material safety data sheets (MSDS) Manufacturer's recommendations						
2	E.2	Clean the various components of the feeding system.	Criteria for evaluating the cleanliness of the feeding tables, feed boards, delivery tables and inserting mechanisms Technique used to remove dust and grease, and to deglaze Precautions to take when using products			Appropriate maintenance Complete deglazing			
3	<b>E</b>	<b>Clean the feeding system.</b>							

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>F. CLEAN THE DAMPENING SYSTEM (Block 7)</b>							<b>Duration: 5%</b>		
2	F.1	Handle the components of the dampening system.	Steps in disassembling and reassembling components						
2	F.2	Empty the ink fountain.	Techniques used to empty and clean the ink fountain			Proper emptying of ink fountain			
2	F.3	Wash dampening rollers.	Washing method according to the types of rollers			Proper deglazing of rubber rollers Proper washing of molletons			
2	F.4	Desensitize metal rollers.	Preparation of desensitizing solution Desensitizing technique			Proper desensitization of metal rollers			
3	<b>F</b>	<b>Clean the dampening system.</b>	Cleaning of various dampening systems			<b>8 Cleaning of dampening system</b> 8.1 Proper cleaning	<b>5</b>	5	P
<b>G. CLEAN THE INKING SYSTEM (Block 8)</b>							<b>Duration: 10%</b>		
2	G.1	Handle the components of the inking system.	Steps in disassembling and reassembling components Precautions to take						
2	G.2	Recover ink from the fountain.	Detection of presence of contaminants Recovery techniques according to the characteristics of the ink						
2	G.3	Clean rollers and the ink fountain.	Techniques used to wash and deglaze the various components			Proper deglazing of rollers			
3	<b>G</b>	<b>Clean the inking system.</b>	Cleaning techniques: by hand, using blotting paper and washers			<b>9 Cleaning of inking system</b> 9.1 Proper maintenance of ink fountain 9.2 Proper washing of rollers	<b>10</b>	5	P
							5	5	P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>						<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b>H. CLEAN THE PRINTING SYSTEM (Block 9)</b>								<b>Duration: 5%</b>
2	H.1 Change a blanket.	Selection of replacement blanket Method for changing and starting up a new blanket		Accurate mounting and bedding in of blanket				
2	H.2 Clean the cylinders.	Criteria for evaluating the condition of metallic surfaces Use of cleaning products according to the system and the precautions to take Techniques used to wash the plate holder, blanket holder and printing cylinders Techniques used to clean grippers and cylinder clamps Techniques used to deglaze the blanket		Proper deglazing of used blanket				
3	<b>H Clean the printing system.</b>			<b>10 Cleaning of printing system</b> 10.1 Proper cleaning	<b>5</b>	5	P	
<b>I. PERFORM MAINTENANCE TASKS ON THE COMPRESSOR (Block 10)</b>								<b>Duration: 5%</b>
2	I.1 Use a compressed-air gun.	Safe use of gun Precautions to take						
2	I.2 Clean the filters.	Maintenance techniques according to type of filter Use of grease-removing products Precautions to take		Proper cleaning of filters				

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level operational objective)

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 236 – OFFSET PRESS SET-UP (Module 3)						Duration: 90 hours		
Statement of the competency: <i>Set up an offset press</i>								
COMPETENCY			LEARNING			EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	I.3	Verify tubing.	Method used to verify air leaks		Complete verification of tubing			
3	<b>I</b>	<b>Perform maintenance tasks on the compressor.</b>						
<b>J. LUBRICATE THE PRESS (Block 11)</b>						<b>Duration: 5%</b>		
1	J.1	Be concerned about the importance of performing preventive maintenance on the equipment.	Frequency of greasing and oiling operations: on a daily basis, according to a maintenance schedule, according to manufacturer's instructions					
2	J.2	Disassemble and reassemble protection covers.	Method used to ensure that no component is lost Precautions to take					
2	J.3	Visually scan lubrication points.	Location of lubrication points Criteria used to evaluate the need to lubricate the various mechanisms					
2	J.4	Select the lubricant.	Use of maintenance manual Links between the different lubricants and the different types of mechanisms to be lubricated					
2	J.5	Clean the mechanical parts.	Cleaning methods according to the lubrication and the type of lubricants to be used		Proper cleaning of various mechanical parts			
3	<b>J</b>	<b>Lubricate the press.</b>	Sequencing in performing lubrication operations		<b>11 Lubrication of the press</b> 11.1 Proper lubrication of the press 11.2 Proper reassembly of protection covers	<b>10</b>	5 5	P P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>						<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>								
COMPETENCY		LEARNING			EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St	
<b><i>K. CHECK SAFETY MECHANISMS (Block 12)</i></b>						<b><i>Duration: 5%</i></b>		
2	K.1 Locate the various safety mechanisms.	Location of fuses Principles of operation and sensitivity of the mechanisms						
2	K.2 Be concerned about the proper functioning of safety mechanisms.	Daily checking procedure Completion of repair orders Functional link with Module 2		Application of proper verification procedures				
3	<b>K Check safety mechanisms.</b>							
<b><i>SET UP AN OFFSET PRESS (Block 13)</i></b>						<b><i>Duration: 10%</i></b>		
2	Work efficiently.	Establishment of the sequence of the set-up operations Self-evaluation of time required to perform tasks Identification of points to be improved Link with pedagogical aim 2						
3	<b>Set up an offset press.</b>			Observance of health and safety rules Observance of sequence to follow Observance of manufacturer's recommendations	<b>5</b>	<b>5</b>	<b>P</b>	

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 236 – OFFSET PRESS SET-UP (Module 3)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Set up an offset press</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b><i>SET UP AN OFFSET PRESS (Block 14)</i></b>					<b><i>Duration: 20%</i></b>		
<b>(including evaluation for the purpose of certification)</b>							
4	<b>SET UP AN OFFSET PRESS.</b>	Improvement in preparation time Presses equipped with different dampening systems Combination of different printing stocks		Referral to all preceding criteria for formative evaluation  Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
<b><i>SET UP AN OFFSET PRESS (Block 15)</i></b>							
5	<b>SET UP AN OFFSET PRESS.</b>						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

# PRINTING (5746)

## 982 236 – SET UP AN OFFSET PRESS (Module 3)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to set up an offset press. The examination is divided into three parts: 1) preparing the press; 2) washing the machine; and 3) lubricating a component of the press. Several candidates can be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination is three hours for Part One and two hours for Parts Two and Three.

#### 2 EXAMINATION PROCEDURE

##### **PART ONE: PREPARE THE PRESS**

Candidates are expected to prepare a press in order to print 100 sheets. However, the quality of the printing itself is not to be evaluated. Candidates should be provided with specifications including paper size and ink colour. The position of the image on the plate should show candidates how to position the sheets in the press. The image on the plate should contain text and cut marks. Candidates may use course notes and documents provided by the manufacturers. The examiner should ensure that the feeding system is not at the correct setting for the 216 mm x 279 mm (8 ½ in. x 11 in.) format and that the pressure between the blanket cylinder and the impression cylinder has been reduced.

Once the preparation is complete, candidates must print 100 sheets to be fed twice in superposition, to check that the preparation of the press provides a constant register.

##### **PART TWO: CLEAN THE PRESS**

Once Part One has been evaluated, candidates must clean the press, using the materials and products provided. Candidates may select the wash-up method of their choice, but must limit themselves to ten rags for the entire examination.

##### **PART THREE: LUBRICATE THE PRESS**

Candidates must disassemble the cover assigned to them and wait for the signal to start the lubrication process, which is to be carried out in the presence of the examiner whose task it is to ensure that all points have been lubricated and wiped and that the cover has been properly reassembled.

### **3 MATERIALS**

The following materials are required for this examination:

- an offset press
- a plate
- an ink container
- 500 sheets of 216 mm x 279 mm (8 ½ in. x 11 in.) bond paper
- concentrate dampening solution and water
- cleaning products, a sponge and ten rags
- lubricant
- tools
- manufacturers' documents

### **4 SPECIFIC INSTRUCTIONS**

Candidates who fail may redo part or all of the examination.

Candidates may not produce any set-offs.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
3 – Set Up an Offset Press	Module code: 982 236
Candidate's name: _____	
School: _____	RESULT:
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
<b>PART ONE</b>		
<b>1    ADJUSTMENT OF FEEDING TABLE</b>		
1.1    Correct positioning of the components:		
- front guides	<input type="checkbox"/> <input type="checkbox"/>	
- side guides	<input type="checkbox"/> <input type="checkbox"/>	
- back stop	<input type="checkbox"/> <input type="checkbox"/>	
- sheet separators	<input type="checkbox"/> <input type="checkbox"/>	
- blower tubes	<input type="checkbox"/> <input type="checkbox"/>	
- suction feet	<input type="checkbox"/> <input type="checkbox"/>	
- feed rollers	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
1.2    Proper adjustment of:		
- height of table	<input type="checkbox"/> <input type="checkbox"/>	
- blower control	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
<b>2    ADJUSTMENT OF FEED BOARD</b>		
2.1    Proper insertion of sheets:		
- position of conveyor belt	<input type="checkbox"/> <input type="checkbox"/>	
- position of pressure blades	<input type="checkbox"/> <input type="checkbox"/>	
- position of conveyor rolls	<input type="checkbox"/> <input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>		
		YES	NO	
2.2	Proper adjustment of multisheet detector	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
2.3	Accurate adjustment of sheet positioning mechanism:			
	- correct position of the side register guide	<input type="checkbox"/>	<input type="checkbox"/>	
	- correct position of the front guides	<input type="checkbox"/>	<input type="checkbox"/>	
	- correct position of the feeding board rollers	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
3	<b>ADJUSTMENT OF DELIVERY TABLE</b>			
3.1	Correct adjustment of delivery table:			
	- neat squaring of sheets	<input type="checkbox"/>	<input type="checkbox"/>	
	- proper position of side guides and jogger	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
4	<b>ADJUSTMENT OF INSERTING MECHANISM</b>			
4.1	Precise adjustment of inserting mechanism:			
	- no damage to sheets when printing	<input type="checkbox"/>	<input type="checkbox"/>	
	- printing in register	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
	Error tolerance: 0.8 mm (1/32 in.)			
5	<b>PREPARATION OF DAMPENING SYSTEM</b>			
5.1	Proper preparation of dampening system:			
	- proper dampening of plate	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
6	<b>PREPARATION OF INKING SYSTEM</b>			
6.1	Proper preparation of inking system:			
	- sufficient quantity of ink in fountain	<input type="checkbox"/>	<input type="checkbox"/>	
	- pre-adjustment of fountain keys according to the image	<input type="checkbox"/>	<input type="checkbox"/>	
	- inking of image allowing for a proper reading of the proof	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
7	<b>PREPARATION OF PRINTING SYSTEM</b>	
7.1	Proper pre-adjustment of printing system:	
	- correct securing of plate	<input type="checkbox"/> <input type="checkbox"/>
	- correct pre-adjustment of impression cylinder	<input type="checkbox"/> <input type="checkbox"/>
	Error tolerance: no excess pressure	0 or 5
<b>PART TWO</b>		
8	<b>CLEANING OF DAMPENING SYSTEM</b>	
8.1	Proper cleaning:	
	- complete cleaning in conformity with type of dampening system	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
9	<b>CLEANING OF INKING SYSTEM</b>	
9.1	Proper maintenance of ink fountain:	
	- no trace of ink on the various parts of the ink fountain	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
9.2	Proper washing of rollers:	
	- no trace of ink, glaze or other contaminants on roller surfaces	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of caked ink on roller surface or ends	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
10	<b>CLEANING OF PRINTING SYSTEM</b>	
10.1	Proper cleaning:	
	- no trace of ink, gum or other contaminants on the surface of the blanket	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of ink, gum or other contaminants on the surface of the cylinders	<input type="checkbox"/> <input type="checkbox"/> 0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
<b>PART THREE</b>		
11 LUBRICATION OF THE PRESS		
11.1 Proper lubrication of the press:		
- proper lubrication of the components of the assigned part	<input type="checkbox"/> <input type="checkbox"/>	
- proper wiping off of excess lubricant	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
11.2 Proper reassembly of protection covers	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
<b>Observance of health and safety rules</b>	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
Total:		/ 100
Minimum performance standard: 85 points		

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 244 – QUALITY CONTROL (Module 4)</b>		<b>Duration: 60 hours</b>				
<b>Statement of the competency: <i>Understand their role in the quality control process</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>		
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Participation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 1: AWARENESS OF QUALITY CONTROL (Block 1)</i></b>					<b><i>Duration: 25%</i></b>	
1.1	Situating this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other modules				
1.2	Be receptive to information related to a quality control approach.	Role of a quality control approach in managing a company and promoting the development of the industry				
1.3	Learn about the tasks related to printing.	Links between the preprinting, printing and finishing stages Connections between the operations of the different stages		<b>1 Gather information on the various topics to be covered.</b>  1.1 Identified two quality markers in the printing process.  1.2 Described one of the quality principles in the manufacturing process.  1.3 Gave the reasons upon which quality control principles in a printing shop are based.	<b>30</b>	
1.4	Learn about the application of quality control principles in the manufacturing process.	Main quality control management approaches related to the manufacturing sector: customer-based approach and quality control methods				10
1.5	Learn about the application of quality control principles in a printing shop.	Information on the means used to achieve quality in printing Role and usefulness of proofs and OK sheets at the various stages in the printing process				10
1.6	Reflect on the attitudes and behaviours conducive to achieving quality control in printing.	Attitudes and behaviours according to the preprinting, printing and finishing stages  Link with pedagogical aim 4		<b>2 Identify attitudes and behaviours conducive to achieving quality in printing.</b>  2.1 Indicated two attitudes or behaviours and explain how they would help to achieve quality control in printing.	<b>15</b>	15

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 244 – QUALITY CONTROL (Module 4)</b>					<b>Duration: 60 hours</b>	
<b>Statement of the competency: <i>Understand their role in the quality control process</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>	
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Participation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 2: OBSERVATION OF AND PARTICIPATION IN THE QUALITY CONTROL PROCESS (Block 2)</i></b>					<b><i>Duration: 30%</i></b>	
2.1	Observe concrete examples of quality control in a printing shop.	Different applications of a quality control system in different printing shops  Use of proofs and OK sheets according to the various methods of work organization  Basic written description of the procedures established by the ISO approach		<b>3 Participate in quality control activities.</b>  3.1 Participated in discussions on possible quality control applications.  3.2 Participated in activities on defining procedures.	<b>25</b>	10  15
2.2	Reflect on their responsibility in applying quality control principles in a printing shop.	Their role and responsibilities in achieving quality		<b>4 Present their perception on applying quality control principles.</b>  4.1 Presented at least one aspect of their responsibility in achieving quality.	<b>10</b>	10
<b><i>PHASE 3: AWARENESS OF COSTS OF POOR QUALITY (Block 3)</i></b>					<b><i>Duration: 45%</i></b>	
3.1	Identify factors that could result in poor quality.	Types of errors that can occur at various stages in the printing process and their repercussions on subsequent operations				
3.2	Assess the costs resulting from poor quality and the consequences for the company.	Calculations for assessing production costs  Assessment of costs resulting from poor quality according to the difference between the estimate and the actual manufacturing cost  The consequences resulting from poor quality vis-à-vis customer, company and personnel relations  Link with pedagogical aim 4		<b>5 Assess the costs resulting from poor quality.</b>  5.1 Participated in cost assessment activities.	<b>20</b>	20

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

# PRINTING (5746)

## 982 244 – QUALITY CONTROL (Module 4)

### INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

Throughout the examination, the evaluation should not focus on the accuracy of the candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

#### **PHASE 1: AWARENESS OF QUALITY CONTROL**

##### **1 GATHER INFORMATION ON THE VARIOUS TOPICS TO BE COVERED**

- quality markers in the printing process
- quality principles in the manufacturing process
- reasons upon which quality control principles in a printing shop are based

Working alone, candidates are expected to gather information from talks, readings and meetings with company representatives from the field of quality control.

Different types of quality control should be presented, such as total quality control, ISO and Philip Crosby. The information gathered should be organized so that it can be used during group discussions.

##### **2 IDENTIFY ATTITUDES AND BEHAVIOURS CONDUCTIVE TO ACHIEVING QUALITY IN PRINTING**

Giving examples and using the information gathered, candidates should identify two attitudes or behaviours and explain how they would help to achieve quality in printing.

## **PHASE 2: OBSERVATION OF AND PARTICIPATION IN THE QUALITY CONTROL PROCESS**

### **3 PARTICIPATE IN QUALITY CONTROL ACTIVITIES**

Participate in discussions on possible quality control applications.

Using case studies containing various types of production errors, the group of candidates attempts to identify the causes of such errors and suggests corrections to be made to work methods in order to avoid their recurrence.

Participate in activities on defining procedures.

Using examples of the ISO procedure provided by the examiner, candidates are asked to work in small groups to produce written definitions of procedures, such as giving an OK to print or a convert; preparing paper prior to printing; or starting up a machine. Each group presents its procedures to the class as a whole and participants are asked to provide feedback.

### **4 PRESENT THEIR PERCEPTION ON APPLYING QUALITY CONTROL PRINCIPLES**

Given simulated situations, candidates are expected to reflect on the consequences of their actions.

Example: You are an assistant on a press and you have lost an OK to print signed by the client. Assess the possible consequences of such a mistake, should the client refuse the work.

## **PHASE 3: AWARENESS OF COSTS OF POOR QUALITY**

### **5 ASSESS THE COSTS RESULTING FROM POOR QUALITY**

Using case studies, each group is asked to compile data in order to assess the costs resulting from poor quality. The list should contain the cause(s), the time lost due to errors and the waste of the material involved. Poor quality could result in the necessity to redo part or all of a job, or to interrupt a printing job in progress as, for example, when a pile of NCR sheets has been placed upside down in the press.

Using the job estimate, the examiner should have the students evaluate the costs of such mistakes, based on the information gathered.

## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code:	5746
4 – Quality Control	Module code:	982 244
Candidate's name: _____		
School: _____	<b>RESULT:</b>	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

<b>PARTICIPATION COMPONENTS</b>	<b>RESULT</b>	
	<b>YES</b>	<b>NO</b>
<b>PHASE 1: AWARENESS OF QUALITY CONTROL</b>		
1 GATHER INFORMATION ON THE VARIOUS TOPICS TO BE COVERED		
1.1 Identified two quality markers in the printing process	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Described one of the quality control principles in the manufacturing process	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Gave the reasons upon which quality control principles in a printing shop are based: - standardization - colour charts - OK to proceed - follow-up sheet or time sheet	<input type="checkbox"/>	<input type="checkbox"/>
2 IDENTIFY ATTITUDES AND BEHAVIOURS CONDUCTIVE TO ACHIEVING QUALITY CONTROL IN PRINTING		
2.1 Indicated two attitudes or behaviours and explain how they would help to achieve quality control in printing	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 2: OBSERVATION OF AND PARTICIPATION IN THE QUALITY CONTROL PROCESS</b>		
3 PARTICIPATE IN QUALITY CONTROL ACTIVITIES		
3.1 Participated in discussions on possible quality control applications	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Participated in activities on defining procedures	<input type="checkbox"/>	<input type="checkbox"/>

<b>PARTICIPATION COMPONENTS</b>		<b>RESULT</b>	
		<b>YES</b>	<b>NO</b>
4	<b>PRESENT THEIR PERCEPTION ON APPLYING QUALITY CONTROL PRINCIPLES</b>		
4.1	Presented at least one aspect of their responsibility in achieving quality	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 3: AWARENESS OF COSTS OF POOR QUALITY</b>			
5	<b>ASSESS THE COSTS RESULTING FROM POOR QUALITY</b>		
5.1	Participated in cost assessment activities	<input type="checkbox"/>	<input type="checkbox"/>
Pass/fail conditions: Six YESes out of a possible eight, and a YES for components 1.3, 2.1 and 3.2			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>APPLY FINISHING TECHNIQUES (Block 1)</i></b>							<b><i>Duration: 5%</i></b>
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
<b><i>A. PREPARE THE JOB (Block 2)</i></b>							<b><i>Duration: 5%</i></b>
2	A.1 Distinguish between the different finishing techniques.	Characteristics and features of the main finishing techniques Links between finishing techniques and machines used Use of terminology related to finishing techniques					
2	A.2 Describe the possibilities and limitations of each piece of finishing equipment.	Links between work methods and the risks of accidents on the different types of finishing machines Rules of health and safety, verification of safety mechanisms and precautions to take Use of manufacturer's instruction manuals Functional link with Module 2					
2	A.3 Interpret specifications.	Information needed to finish a printout, according to the type of product Use of technical specifications		Accurate interpretation of specifications			

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 254 – FINISHING TECHNIQUES (Module 5)					Duration: 60 hours		
Statement of the competency: <i>Apply finishing techniques</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	A.4 Organize the workstation.	Principles of efficient organization according to the possible uses of the different work surfaces Set up of all components needed to perform the tasks Link with pedagogical aim 2		Proper organization of workstation			
2	A.5 Verify printed documents.	Aspects to be verified before converting the printed documents		Methodical verification of printed documents			
3	<b>A Prepare the job.</b>						
<b>B. FOLD DOCUMENTS (Block 3)</b>					Duration: 10%		
2	B.1 Determine the folding sequence.	Features of different types of folds Links between the types of folds and the sequence of the operations					
2	B.2 Verify the operating condition of the folding machine.	Adjustment and maintenance points Use of terminology related to folding Verification of components, lubrication and cleanliness					
2	B.3 Adjust the folding machine.	Adjustments for the different types of folds					
2	B.4 Make a folding proof.	Verification that the proof complies with the specifications					
3	<b>B Fold documents.</b>	Folding techniques according to the different types of folds on paper of different sizes and thicknesses		<b>1 Folding of documents</b> 1.1 Correct adjustment of components of the folding machine 1.2 Folding in accordance with specifications	<b>20</b>	10 10	P P

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A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>C. GATHER SHEETS (Block 4)</b>					<b>Duration: 10%</b>		
2	C.1 Distinguish between the different types of gathering and the equipment used.	Links between the different types of gathering, materials, accessories and gathering equipment to be used  Use of terminology related to gathering					
2	C.2 Verify the operating condition of the gathering machine.	Adjustment and maintenance points Verification of components, lubrication and cleanliness					
2	C.3 Prepare the gathering operation.	Criteria for determining the order, position and direction of the sheets Identification of the sheet grain Ordering and placing of sheets, according to the type of gathering		Sheets facing the right way			
2	C.4 Adjust the gathering machine.	Adjustment of components according to the types of documents to be gathered Adjustment of speed according to the type of gathering		Adjustment of feeding station of gathering machine according to the size and thickness of paper Proper adjustment of speed Feeding of sheets with no waste of time			
2	C.5 Print a gathering proof.	Verification that the gathering complies with the specifications					

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A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>C</b>	<b>Gather sheets.</b>	Gathering of sheets by hand and by machine			<b>2 Gathering of sheets</b>  2.1 Gathering in conformity with specifications	<b>10</b>	10	P
<b>D. BIND DOCUMENTS (Block 5)</b>							<b>Duration: 10%</b>		
2	D.1	Distinguish between the different types of binding and the equipment used.	Main types of binding, the materials and their use according to the type of product  Links between the types of binding and the accessories and the equipment to be used  Use of technical terminology related to binding						
2	D.2	Prepare the equipment.	Verification of the operating condition of the equipment  Adjustment points and adjustment of the different components according to the type of equipment			Observance of established work method			
2	D.3	Print a binding proof.	Verification that the binding proof complies with the specifications						
3	<b>D</b>	<b>Bind documents.</b>	Binding of documents: flat stitching, saddle stitching, plastic binding and spiral binding			<b>3 Binding of documents</b>  3.1 Position of staples in conformity with specifications  3.2 Proper adjustment of the length of the staple according to the thickness of the document	<b>15</b>	10	P
								5	P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>E. TRIM DOCUMENTS (Block 6)</i></b>					<b><i>Duration: 10%</i></b>		
2	E.1 Describe the operations of a guillotine.	Links between the components and the trimming operations Adjustment and maintenance points Use of terminology related to the different components of the guillotine and trimming operations Health and safety rules and precautions to take					
2	E.2 Prepare the equipment.	Verification of the working condition of the guillotine: lubrication, cleanliness and condition of blade Verification and adjustment of the paper clamp according to the product Verification and adjustment of the unit of measurement of the guillotine and the alignment of the guillotine guide		Accurate adjustment of guillotine guide			
2	E.3 Prepare the work.	Planning of the logical order of cuts according to the type of imposition Squaring of documents		Cuts according to imposition Observance of guide sides			
2	E.4 Produce a trimming proof.	Verification that the trimming complies with the specifications					
3	<b>E Trim documents.</b>	Folding, gathering, binding and gluing of documents		<b>4 Trimming of documents</b> 4.1 Proper trimming of documents 4.2 Final product dimensions in accordance with instructions	<b>20</b>	10 10	P P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>F. DRILL PAPER (Block 7)</i></b>							<b><i>Duration: 5%</i></b>
2	F.1 Distinguish between the different components of a drill.	Links between the different components of a drill and the drilling operations of a document  Adjustment and maintenance points  Use of terminology related to the components of drilling equipment and operations					
2	F.2 Adjust the drill.	Verification of the working condition of the equipment: lubrication, cleanliness and precision  Choice and sharpness of the bit  Adjustment of guides and height of bit					
2	F.3 Produce a drilling proof.	Verification that the drilling complies with the specifications					
3	<b>F Drill paper.</b>	Combination of different bit diameters on the same product		<b>5 Drilling of documents</b> 5.1 Precise adjustment of the bit  5.2 Conformity of holes with specifications	<b>15</b>	5  10	P  P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 254 – FINISHING TECHNIQUES (Module 5)					Duration: 60 hours		
Statement of the competency: <i>Apply finishing techniques</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b>G. MAKE PADS (Block 8)</b>					<b>Duration: 5%</b>		
2	G.1 Choose a method used to make pads.	Determination of the method with or without a padding press according to established quality criteria  Choice of a simple or a multiple imposition					
2	G.2 Prepare the sheets for pasting.	Counting of sheets, insertion of cardboards and stacking in piles  Use of a padding press  Application of weights on counter edge		Observance of proper counting method  Proper stacking of paper and cardboard  Correct positioning of sheets with respect to paper stops  Correct pressure applied to sheets			
2	G.3 Choose paste.	Links between the different types of paste and their uses					
2	G.4 Paste sheets.	Techniques used to apply paste  Use of accessories  Precautions to take		Quality of pasting: - correct side of sheets - proper quantity - neatness			
2	G.5 Finish making the pads.	Assessment of the drying conditions according to the type of pasting  Method used to separate the piles  Method used to clip pads		Methodical trimming of sheets  Allotment of correct amount of time for paste to dry  Proper separation of pads  Accurate cutting of pads			
3	<b>G Make pads.</b>	Pads with or without bleeds  Use of ordinary paste and paste for NCR paper					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>						<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>								
COMPETENCY			LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St	
<b><i>H. PACKAGE THE PRODUCTS (Block 9)</i></b>						<b><i>Duration: 5%</i></b>		
2	H.1 Choose a packaging method.	Determination of type of packaging according to the product, volume and weight  Verification of products: quality and quantity						
2	H.2 Be concerned about the importance of verifying the product prior to packaging.	Personal responsibility with respect to quality and conformity of product according to specifications  Identification on packages  Link with pedagogical aim 4		<b>6 Packaging</b>  6.1 Proper packaging of product	<b>5</b>	5	P	
3	<b>H Package the products.</b>							
<b><i>I. RECORD THE TECHNICAL DATA (Block 10)</i></b>						<b><i>Duration: 5%</i></b>		
2	I.1 Complete the delivery slip.	Recording of all data related to the order						
2	I.2 Complete the specification sheet.	Recording of all data required for the follow-up		Correct completion of specification sheet				
3	<b>I Record the technical data.</b>			<b>7 Completion of delivery slip</b>  7.1 Correct completion of delivery slip	<b>5</b>	5	P	
<b><i>APPLY FINISHING TECHNIQUES (Block 11)</i></b>						<b><i>Duration: 10%</i></b>		
2	Develop a work method to ensure the quality of the product.	Situations where errors can occur  Functional link with Module 4  Link with pedagogical aim 2						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 254 – FINISHING TECHNIQUES (Module 5)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply finishing techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>Apply finishing techniques.</b>			Accuracy of finishing Safe use of equipment Proper handling of paper	5 5	5 5	P P
<b><i>APPLY FINISHING TECHNIQUES (Block 12)</i></b>					<b><i>Duration: 20%</i></b> <b><i>(including evaluation for the purpose of certification)</i></b>		
2	Recognize the importance of their role in delivering a quality product.	Principles pertaining to a customer-based approach Link with pedagogical aim 4					
4	<b>APPLY FINISHING TECHNIQUES.</b>	Specification sheet requiring a combination of several finishing techniques		Referral to all preceding criteria for formative evaluation Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
<b><i>APPLY FINISHING TECHNIQUES (Block 13)</i></b>							
5	<b>APPLY FINISHING TECHNIQUES.</b>						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



# PRINTING (5746)

## 982 254 – FINISHING TECHNIQUES (Module 5)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to apply finishing techniques using different types of finishing machines. Due to the limited number of machines available, only one candidate can be evaluated at any given time. Therefore, while one candidate is being evaluated, the other students can continue with the training in the other modules of the program. The suggested duration of the examination is three hours.

#### 2 EXAMINATION PROCEDURE

Given specifications, candidates must apply finishing techniques to 50 booklets containing, over and above the cover page, 24 letter-sized sheets (216 mm x 279 mm or 8½" x 11"). Candidates should be provided with 7 different signatures, each comprising 100 sheets. One of the signatures should be paperboard, while the others are of the 20 lb. bond type. Candidates should be given a finished booklet as a model. The booklet could be of the notebook type with the interior sheets numbered. The booklets should be drilled to fit a standard three-ringed binder. Finally, candidates must complete a delivery slip. The customer's name and address, the identification of the product and the quantity printed are to be evaluated.

This examination should require candidates to use different machines or tools such as a guillotine, folding machine, wire stitcher and paper drill. The gathering need not be done by hand; candidates may use a gathering machine equipped with a stapling and folding machine.

The examiner should pay particular attention to how the candidates handle the paper throughout the examination so as to avoid damage.

#### 3 MATERIALS

The following materials are required for the examination:

- specifications
- 7 signatures of 100 sheets each
- finishing machine
- tools
- set-offs
- accessories
- manufacturer's instruction manuals

#### 4 SPECIAL INSTRUCTIONS

Candidates who fail must redo the entire examination.

Candidates may use their course notes.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.



## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
5 – Finishing Techniques	Module code: 982 254
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	<b>PASS</b> <b>FAIL</b> <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
<b>1 FOLDING OF DOCUMENTS</b>		
1.1 Correct adjustment of components of the folding machine:		
- stops	<input type="checkbox"/> <input type="checkbox"/>	
- feeding system	<input type="checkbox"/> <input type="checkbox"/>	
- front guide	<input type="checkbox"/> <input type="checkbox"/>	
- roller pressure	<input type="checkbox"/> <input type="checkbox"/>	
- tray	<input type="checkbox"/> <input type="checkbox"/>	
- delivery system	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
1.2 Folding in accordance with specifications:		
- image centred in the signature	<input type="checkbox"/> <input type="checkbox"/>	
- image squared in the signature	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
<b>2 GATHERING OF SHEETS</b>		
2.1 Gathering in conformity with specifications:		
- observance of page sequencing	<input type="checkbox"/> <input type="checkbox"/>	
- all pages present in document	<input type="checkbox"/> <input type="checkbox"/>	
- no double sheets	<input type="checkbox"/> <input type="checkbox"/>	
- correct page orientation	<input type="checkbox"/> <input type="checkbox"/>	0 or 10

OBSERVATION		RESULT	
	YES	NO	
3	BINDING OF DOCUMENTS		
3.1	Position of staples in conformity with specifications:		
	-	symmetrical stapling	<input type="checkbox"/> <input type="checkbox"/>
	-	correct position of staples throughout the process	<input type="checkbox"/> <input type="checkbox"/>
	-	missing staples redone	<input type="checkbox"/> <input type="checkbox"/> 0 or 10
3.2	Proper adjustment of the length of the staple according to the thickness of the document:		
	-	length of staple in conformity with thickness of document	<input type="checkbox"/> <input type="checkbox"/>
	-	no mark left by the head of the stapler	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
4	TRIMMING OF DOCUMENTS		
4.1	Proper trimming of documents:		
	-	documents trimmed squarely	<input type="checkbox"/> <input type="checkbox"/>
	-	no clamp marks on paper	<input type="checkbox"/> <input type="checkbox"/> 0 or 10
4.2	Final product dimensions in accordance with instructions:		
	-	dimension of trimmed documents in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/> 0 or 10
	Error tolerance: +/- 0.8 mm (1/32 in.)		
5	DRILLING OF DOCUMENTS		
5.1	Precise adjustment of the bit:		
	-	complete drilling of all the sheets	<input type="checkbox"/> <input type="checkbox"/>
	-	no trace of burns on sheets	<input type="checkbox"/> <input type="checkbox"/>
	-	no trace of misshapen hole ends	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
5.2	Conformity of holes with specifications:		
	-	dimension of the bit in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>
	-	position of the holes in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/> 0 or 10
	Error tolerance: +/- 0.8 mm (1/32 in.)		

<b>OBSERVATION</b>		<b>RESULT</b>
	YES    NO	
6	<b>PACKAGING</b>	
6.1	Proper packaging of product:	
	- durability	<input type="checkbox"/> <input type="checkbox"/>
	- cleanliness	<input type="checkbox"/> <input type="checkbox"/>
	- complete identification	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
7	<b>COMPLETION OF DELIVERY SLIP</b>	
7.1	Correct completion of delivery slip:	
	- customer's name and address	<input type="checkbox"/> <input type="checkbox"/>
	- description allowing identification of product	<input type="checkbox"/> <input type="checkbox"/>
	- accurate quantity of documents	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
	<b>Safe use of equipment</b>	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
	<b>Proper handling of paper</b>	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
Total:		/ 100
Minimum performance standard: 80 points		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>					<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES (Block 1)</i></b>							
<b><i>Duration: 5%</i></b>							
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Be concerned about performing preventive maintenance.	Advantages related to prevention with respect to efficiency and productivity Link with pedagogical aim 4					
2	Be concerned about using the proper tool for the task.	Interpretation of metric and imperial measurements Use of tools in basic mechanical techniques					
2	Be concerned about health and safety.	Rules and preventive measures when adjusting and using tools Precautions to take Functional link with Module 2					
<b><i>A. READ AND INTERPRET THE MANUFACTURER'S INSTRUCTIONS (Block 2)</i></b>							
<b><i>Duration: 5%</i></b>							
2	A.1 Interpret sketches.	Writing conventions in literature on components and manufacturer's instruction manuals Links between exploded views of components, machines and devices and the principles of operation of the different systems Use of terminology Link with pedagogical aim 3		Accurate understanding of writing conventions used in instruction manuals			
2	A.2 Research technical information.	Use of technical documents Location of technical information required to make the adjustments: pressure adjustment, positioning of synchronization mechanisms (timing)					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>							<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>A</b>	<b>Read and interpret the manufacturer's instructions.</b>							
<b>B. ADJUST THE DAMPENING SYSTEM (Block 3)</b>							<b>Duration: 5%</b>		
2	B.1	Assess the condition of the rollers.	Verification method and criteria for assessing the condition of the surfaces of the rollers: hardness of rubber surfaces, wear of the molleton, regularity of the surfaces Review of Module 3						
2	B.2	Adjust the plate roller.	Setting points of the parallelism and general pressure with the master cylinder						
2	B.3	Verify the quality of the transfer.	Links between the condition of the rollers and the quality of the transfer Common problems related to the condition of the rollers Adjustment of the set of rollers according to the dampening system			Precise adjustment of pressure with the other rollers			
2	B.4	Adjust the press level.	Use of a level Technique used to level the press						
3	<b>B</b>	<b>Adjust the dampening system.</b>	Adjustments on the different types of systems			<b>1</b> <b>Adjustment of dampening system</b> 1.1 Precise adjustment of the parallelism of the plate roller or rollers on the master cylinder 1.2 Precise adjustment of the general pressure of the plate roller or rollers on the master cylinder	<b>15</b>	10	P
							5	P	

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)					Duration: 30 hours		
Statement of the competency: <i>Apply basic mechanical adjustment techniques</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b>C. ADJUST THE INKING SYSTEM (Block 4)</b>					<b>Duration: 10%</b>		
2	C.1 Assess the condition of the rollers.	Verification method and criteria for assessing the hardness of the rubber surfaces, the regularity of the rollers and the condition of bearings Links between the condition of rollers and quality of transfer Common problems related to the condition of the rollers of the inking system					
2	C.2 Adjust the plate rollers.	Setting points of the parallelism and the general pressure with the master cylinder					
2	C.3 Verify the quality of the transfer.	Adjustment of the ink feed roller Identification of the need to change a roller Adjustment of the set of rollers, when needed		Precise adjustment of the pressure of the other rollers			
3	<b>C Adjust the inking system.</b>			<b>2 Adjustment of inking system</b> 2.1 Precise adjustment of the parallelism of the ink rollers on the master cylinder 2.2 Precise adjustment of the general pressure of the ink rollers on the master cylinder	<b>20</b>	10 10	P P

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A,B,C...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

# ANALYSIS AND PLANNING TABLES

## PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>					<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>D. ADJUST THE PRINTING SYSTEM (Block 5)</i></b>					<b><i>Duration: 10%</i></b>		
2	D.1 Adjust the contact between the cylinders.	Setting points of the parallelism and the general pressure of the master cylinder  Setting point of the parallelism of the impression cylinder					
2	D.2 Verify the synchronization of the blanket cylinder.	Verification of, and method used, to optimize the printing surface					
3	<b>D Adjust the printing system.</b>			<b>3 Adjustment of printing system</b>	<b>20</b>		
				3.1 Precise adjustment of the contact between the master cylinder and the blanket cylinder		10	P
				3.2 Precise adjustment of the contact between the impression cylinder and the blanket cylinder		10	P
<b><i>E. ADJUST THE INSERTING MECHANISM (Block 6)</i></b>					<b><i>Duration: 10%</i></b>		
2	E.1 Assess the condition of the rollers.	Alignment of upper roller Verification of the cleanliness of the bottom roller Link with Module 3, Block E					
2	E.2 Adjust the contact between the rollers.	Verification of the contact between the rollers. Review Module 3, A.2  Setting points of the parallelism and the general pressure of the pull wheels					
2	E.3 Adjust the stop fingers.	Verification of the timing and of the height of the stop fingers					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>							<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
3	<b>E</b>	<b>Adjust the inserting mechanism.</b>	Determination of the sequence of the adjustment stages		<b>4    Adjustment of inserting mechanism</b>  4.1    Precise adjustment of the parallelism of the pull wheels  4.2    Precise adjustment of the general pressure of the pull wheels  4.3    Precise adjustment of the height of the stop fingers	<b>15</b>	5	P	
<b>F. VERIFY THE SYNCHRONIZATION MECHANISM OF THE FEEDING SYSTEM (Block 7)</b>						<b>Duration: 15%</b>			
2	F.1	Verify the synchronization of the feed table.	Verification of the entry and release of the sheet						
2	F.2	Verify the synchronization of the feeding system.	Verification of the entry of the sheet onto the conveyor and the timing  Verification of the synchronization of the side guide						
2	F.3	Verify the synchronization of the inserting mechanism.	Verification of the synchronization of the insertion of sheets						
2	F.4	Verify the synchronization of the delivery table.	Verification of the transfer of sheets to the chain delivery system  Verification of the sheet release						
3	<b>F</b>	<b>Verify the synchronization mechanism of the feeding system.</b>	Verification method used for the various synchronizations		<b>5    Synchronization of feeding system</b>  5.1    Knowledge of the synchronization mechanisms of the feeding system	<b>10</b>	10	T	

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 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>					<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>G. REPLACE DEFECTIVE PARTS (Block 8)</i></b>					<b><i>Duration: 10%</i></b>		
2	G.1 Assess the working condition of the different systems.	Verification method used for the components of the different systems  Identification of the component of the mechanism to be adjusted or the part to be replaced  Problems requiring a work repair order					
2	G.2 Complete a requisition form.	Identification of technical data needed to order a part					
3	<b>G Replace defective parts.</b>	Detection of common problems		<b>6 Detection of problem</b>  6.1 Accurate diagnosis of malfunction	<b>20</b>	20	T
<b><i>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES (Block 9)</i></b>					<b><i>Duration: 15%</i></b>		
<b>(including evaluation for the purpose of certification)</b>							
3	<b>Apply basic mechanical adjustment techniques.</b>			Conformity of adjustments with requirements  Precision of adjustments  Use of appropriate tools  Observance of the frequency of inspections  Compliance with manufacturer's recommendations			

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)</b>					<b>Duration: 30 hours</b>		
<b>Statement of the competency: <i>Apply basic mechanical adjustment techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES (Block 10)</i></b>					<b><i>Duration: 15%</i></b>		
<b>(including evaluation for the purpose of certification)</b>							
2	Apply a problem-solving method.	Solutions to common problems involving adjustments and malfunctions  Search for causes of problems and appropriate solutions  Link with pedagogical aim 1					
<b><i>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES (Block 11)</i></b>					<b><i>Duration: 15%</i></b>		
<b>(including evaluation for the purpose of certification)</b>							
4	<b>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES.</b>	Adjustment of the various systems according to the degree of wear		Referral to all preceding criteria for formative evaluation  Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
5	<b>APPLY BASIC MECHANICAL ADJUSTMENT TECHNIQUES.</b>	Techniques used to disassemble and reassemble mechanisms  Minor repairs, such as replacing parts and repairing threading					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



# PRINTING (5746)

## 982 262 – BASIC MECHANICAL ADJUSTMENTS (Module 6)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to apply basic mechanical adjustment techniques. Several candidates may be evaluated at the same time, depending on the availability of the equipment. The examination is divided into two parts, with three hours for the practical examination and one hour for the theory examination.

#### 2 EXAMINATION PROCEDURE

##### PRACTICAL EXAMINATION

Prior to the examination, the examiner must set up various systems of a duplicating-type press with an incorrect adjustment and then the candidates must adjust the systems properly. For the examination, the machine adjusted beforehand should be for 279 mm x 432 mm (11 in. x 17 in.) sheets of 20 lb. paper.

Given a non-conventional dampening system, candidates must adjust the parallelism and the general pressure of the dampener form roller, using a plate and ink of a contrasting colour, according to the manufacturer's specifications.

For the inking system, candidates must adjust the parallelism and the general pressure of the ink form rollers, using a plate and ink of a contrasting colour, according to the manufacturer's specifications.

For the printing system, candidates must adjust the master cylinder and the impression cylinder. For the master cylinder, candidates must adjust the parallelism and the general pressure, using a plate and ink of a contrasting colour, according to the manufacturer's specifications. For the impression cylinder, candidates must adjust the parallelism, using a plate and ink of a contrasting colour, according to the manufacturer's specifications.

For the inserting mechanism, candidates must adjust the general pressure and the parallelism of the pull wheels and the height of the stop fingers, using 20 lb. bond paper and following the manufacturer's instructions.

Once the adjustments have been made, candidates must clean the plate, blanket and printing cylinders.

When all the tasks have been completed, the examiner must verify the adjustment mechanisms in order to ensure that they have been firmly locked.

## **THEORY EXAMINATION**

The theory examination consists of 15 questions, of two points each, that cover the following:

- 5 questions on the synchronization mechanism of the feeding system
- 10 questions on the identification of malfunctions

To pass the theory examination, candidates must obtain 20 points out of a possible 30.

Short-answer or multiple-choice questions should be used, as well as sketches.

Candidates may not use course notes.

## **3 MATERIALS**

The following materials are required for the examination:

- 250 279 mm x 432 mm (11 in. x 17 in.) sheets of 20 lb. paper
- an offset press in working condition, adjusted for the paper previously mentioned
- manufacturers' instruction manuals
- a ruler (supplied by the candidate)
- tools
- ink of a contrasting colour
- cleaning products and five rags

## **4 SPECIAL INSTRUCTIONS**

Candidates who fail must redo the part of the examination they failed.

The use of course notes is not permitted for the theory examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746	
6 – Basic Mechanical Adjustments	Module code: 982 262	
Candidate's name: _____		
School: _____		
Permanent code: _____	<b>RESULT</b>	
Date of examination: _____	PASS	FAIL
Examiner's signature: _____	<input type="checkbox"/>	<input type="checkbox"/>

OBSERVATION		RESULT
	YES    NO	
<b>PRACTICAL EXAMINATION</b>		
<b>1    ADJUSTMENT OF DAMPENING SYSTEM</b>		
1.1    Precise adjustment of the parallelism of the dampener form roller or rollers on the master cylinder:		
-    uniformity of the width of the roller mark on the plate	<input type="checkbox"/> <input type="checkbox"/>	
-    mechanisms firmly locked	<input type="checkbox"/> <input type="checkbox"/>	0    or    10
1.2    Precise adjustment of the general pressure of the plate roller or rollers on the master cylinder:		
-    width of roller mark on the plate in compliance with the manufacturer's specifications	<input type="checkbox"/> <input type="checkbox"/>	
-    mechanisms firmly locked	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
<b>2    ADJUSTMENT OF INKING SYSTEM</b>		
2.1    Precise adjustment of the parallelism of the ink form rollers on the master cylinder:		
-    uniformity of the width of the roller mark on the plate	<input type="checkbox"/> <input type="checkbox"/>	
-    mechanisms firmly locked	<input type="checkbox"/> <input type="checkbox"/>	0    or    10
2.2    Precise adjustment of the general pressure of the ink form rollers on the master cylinder:		
-    width of roller mark on the plate in compliance with the manufacturer's specifications	<input type="checkbox"/> <input type="checkbox"/>	
-    mechanisms firmly locked	<input type="checkbox"/> <input type="checkbox"/>	0    or    10

OBSERVATION		RESULT	
	YES NO		
3	ADJUSTMENT OF PRINTING SYSTEM		
3.1	Precise adjustment of the contact between the master cylinder and the blanket cylinder:		
	- width of roller mark on the blanket in compliance with the manufacturer's specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- uniformity of the width of the roller mark on the blanket	<input type="checkbox"/>	<input type="checkbox"/>
	- mechanisms firmly locked	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
3.2	Precise adjustment of the contact between the impression cylinder and the blanket cylinder:		
	- uniformity of the width of the roller mark on the impression cylinder	<input type="checkbox"/>	<input type="checkbox"/>
	- mechanisms firmly locked	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
4	ADJUSTMENT OF INSERTING MECHANISM		
4.1	Precise adjustment of the parallelism of the pull wheels:		
	- uniformity of the pressure between the pull wheels	<input type="checkbox"/>	<input type="checkbox"/>
	- mechanisms firmly locked	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4.2	Precise adjustment of the general pressure of the pull wheels:		
	- transfer of sheet to the impression cylinder stops without passing over or damaging sheet	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4.3	Precise adjustment of the height of the stop fingers:		
	- no damage to sheets as they pass through	<input type="checkbox"/>	<input type="checkbox"/>
	- fingers retain sheets until they come into contact with pull wheels	<input type="checkbox"/>	<input type="checkbox"/>
	- mechanisms firmly locked	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
	Total:		/ 70
Minimum performance standard: 55 points			

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RESULT:

	PASS	FAIL
Theory examination /30 Minimum performance standard: 20	<input type="checkbox"/>	<input type="checkbox"/>
Practical examination /70 Minimum performance standard: 55	<input type="checkbox"/>	<input type="checkbox"/>



# ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 268 – PRINTING TEXT (Module 7)</b>						<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving text</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b><i>PRINT OFFSET JOBS INVOLVING TEXT (Block 1)</i></b>								<b><i>Duration: 5%</i></b>
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies						
2	Be concerned about observing health and safety rules.	Functional link with Module 2 Review of Module 3						
<b><i>A. PREPARE THE JOB (Block 2)</i></b>								<b><i>Duration: 5%</i></b>
2	A.1 Interpret specifications.	All data and information needed to produce a printed document with text Use of technical specifications for the various steps in production		Accurate interpretation of specifications				
2	A.2 Organize the workstation.	Principles of efficient organization of the workstation according to the possible use of the different work surfaces Observance of basic ergonomic rules Functional link with Module 2		Proper organization of workstation				
2	A.3 Verify the materials needed to produce text.	Methods of verifying ink, paper and plates; assessment of quantities and their specifications for use Techniques for verifying the physical condition of the paper Verification in compliance with specifications: type of paper, dimensions, imposition, inks		Methodical verification of quantities				
3	<b>A Prepare the job.</b>							

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

## ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 268 – PRINTING TEXT (Module 7)</b>						<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving text</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b><i>B. PREPARE THE PRESS (Block 3)</i></b>						<b><i>Duration: 10%</i></b>		
2	B.1 Adjust the various systems of the press.	Review of Module 3, Blocks A, B, C, D: feeding, dampening, inking and printing systems  Methods of adjustment and tools used in the various adjustments: image positioning, ink covering, quality of the transfer  Adjustment of speed according to the product		Correct adjustment of systems: - feeding - dampening - inking - printing				
3	<b>B Prepare the press.</b>	Steps in the preparation procedure in compliance with specifications						
<b><i>C. PRINT A PROOF (Block 4)</i></b>						<b><i>Duration: 15%</i></b>		
2	C.1 Using a proof, be concerned about the importance of verifying that the product complies with specifications.	Conditions for verifying the proof, according to the type involved: density, balance, stability  Links between the conditions and system adjustments  Functional link with Module 4						
2	C.2 Verify the proof.	Use of a colour chart  Use of a linen tester  Verification of the position, colour and register, and corrective measures where necessary						
2	C.3 Have the proof validated.	OK validation methods  Identification of side guides  Functional link with Module 4						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 268 – PRINTING TEXT (Module 7)</b>						<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving text</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
3	<b>C</b> <b>Print a proof.</b>			<b>1</b> <b>Conformity of OK to print proof with specifications</b> 1.1 Positioning OK in compliance with specifications 1.2 Inking OK in compliance with specifications <b>2</b> <b>Accurate adjustment of register</b> 2.1 Stable positioning of image	<b>20</b>		10	P
						10	10	P
					<b>10</b>		10	P
						10		P
<b>D. PRINT THE JOB (Block 5)</b>						<b>Duration: 15%</b>		
2	D.1 Supervise the printing procedure.	Method used to verify the product complies with OK to print and specifications, throughout the printing procedure  Monitoring of strategic points according to common problems that occur when printing text						
2	D.2 Solve common printing problems.	Recognition of common technical problems  Methods used to locate and identify causes  Application of corrective measures when printing offset jobs involving text		Correct diagnosis of printing flaws				
2	D.3 Prepare the transfer of the paper stock to the finishing room.	Verification of the different aspects of the production according to the required quality and data specifications  Identification of paper stock						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



## ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 268 – PRINTING TEXT (Module 7)</b>						<b>Duration: 120 hours</b>				
<b>Statement of the competency: <i>Print offset jobs involving text</i></b>										
<b>COMPETENCY</b>			<b>LEARNING</b>			<b>EVALUATION</b>				
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>		<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>E. CLEAN THE PRESS (Block 6)</i></b>								<b><i>Duration: 10%</i></b>		
2	E.1	Be concerned about respect for the environment.	Rules for using toxic products Rules related to the disposal of hazardous materials Functional link with Module 2 Link with pedagogical aim 5							
2	E.2	Clean the different systems and components of the press.	Review of Module 3, Blocks E, F, G, H: cleaning of feeding, dampening, inking and printing systems Review of Module 3, Block J.1: disassemble and reassemble press casings Use of products to clean casings Precautions to take							
3	<b>E</b>	<b>Clean the press.</b>				<b>7</b>	<b>Application of cleaning methods</b>	<b>10</b>		
						7.1	Proper cleaning of the systems and components of the press		10	P
<b><i>F. TIDY UP THE WORK AREA (Block 7)</i></b>								<b><i>Duration: 5%</i></b>		
2	F.1	Store plates.	Methods of cleaning and gumming Conditions for carefully storing metallic plates				Proper cleaning and gumming of plates			
2	F.2	Store rags and wastage.	Sorting and storing according to the condition of the materials				Placement of rags and wastage in appropriate containers			
2	F.3	Clean the workstation.	Storage systems in accordance with established shop policy				Neatness and tidiness of workstation			

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C,...: elements of the competency (specifications of the first-level operational objective)

W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 268 – PRINTING TEXT (Module 7)</b>							<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving text</i></b>									
COMPETENCY		LEARNING				EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St	
3	<b>F</b> Tidy up the work area.				<b>8 Storage of materials and equipment</b> 8.1 Storage of materials and equipment in accordance with shop policy	5	5	P	
<b>PRINT OFFSET JOBS INVOLVING TEXT (Block 8)</b>							<b>Duration: 20%</b>		
2	Develop a work method that is efficient and ensures a quality product.	Application of time and motion principles Functional link with Module 4 Link with pedagogical aim 2							
3	<b>Print offset jobs involving text.</b>				Observance of safety rules Proper sequence of operations Cleanliness of copies	5	5	P	
<b>PRINT OFFSET JOBS INVOLVING TEXT (Block 9)</b>							<b>Duration: 15%</b>		
<b>(including evaluation for the purpose of certification)</b>									
2	Adapt to specific conditions.	Images involving more than one colour Different imposition modes Link with pedagogical aim 1							
4	<b>PRINT OFFSET JOBS INVOLVING TEXT.</b>				Referral to all preceding criteria for formative evaluation Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies				
<b>PRINT OFFSET JOBS INVOLVING TEXT (Block 10)</b>									
5	<b>PRINT OFFSET JOBS INVOLVING TEXT.</b>	Use of presses equipped with different dampening systems Printing of different types of printouts							

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

# PRINTING (5746)

## 982 268 – PRINTING TEXT (Module 7)

### INFORMATION ON THE EVALUATION

#### **1 INFORMATION AND INSTRUCTIONS**

This examination consists in evaluating the candidates' ability to print offset jobs involving text. Several candidates may be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination is four hours.

#### **2 EXAMINATION PROCEDURE**

Candidates must print sheets involving text and line drawings. Candidates should be provided with specifications comprising instructions with respect to the quantity, size of the printout, colour of ink to be used and paper.

Candidates must print 750 sheets in compliance with the specifications provided. The image should involve text and illustrations spread out unevenly on the surface of the paper. The image to be printed should contain bolded headlines and text comprising characters of various sizes (six to twelve points). Candidates should be provided with 1,000 blank sheets of paper and 250 of wastage. The examiner must ensure that the feeding system is not adjusted for 216 mm x 278 mm (8 ½ in. x 11 in.) paper and that the pressure between the blanket cylinder and the impression cylinder has been reduced. Although candidates are provided with paper and ink, they must prepare their own fountain solution.

Before starting to print, candidates must produce OKs for positioning, register and colour. In order to be official, the OKs must be signed and initialled by the examiner.

The feeding system adjustments should be evaluated during or at the end of the printing procedure, by passing wastage sheets through the machine again, since candidates are allowed to refine their adjustments at any time until the end of the printing process.

Candidates should not hand in their work before they have finished tidying up their work area, to allow the examiner to evaluate criterion component 8.1 related to the storage of materials and equipment.

### 3 MATERIALS

The following materials are required for the examination:

- specifications
- an offset plate
- an offset press
- a Pantone chart
- 1,000 sheets of 216 mm x 278 mm (8 ½ in. x 11 in.) white 20 lb. bond paper
- 250 wastage sheets
- concentrated dampening solution and water
- ink
- cleaning products, sponge and ten rags
- tools
- gloves and protective goggles (supplied by the candidate)

### 4 SPECIAL INSTRUCTIONS

Candidates who fail must redo the entire examination.

Candidates may use their course notes.

In order to evaluate certain aspects of their work, candidates must hand in an amount equal to half the number of sheets required, i.e. 375 sheets.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code:	5746
7 – Printing Text	Module code:	982 268
Candidate's name: _____		
School: _____	<b>RESULT:</b>	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

OBSERVATION		RESULT
	YES    NO	
1	<b>CONFORMITY OF OK TO PRINT PROOF WITH SPECIFICATIONS</b>	
1.1	Positioning OK in compliance with specifications: <ul style="list-style-type: none"> <li>- positioning of image height in compliance with specifications</li> <li>- positioning of image width in compliance with specifications</li> <li>- squaring of image</li> <li>- clear identification of side guides</li> <li>- OK to print proof signed and initialled</li> </ul> Error tolerance: +/- 1.6 mm (1/16 in.) with respect to the positioning of the image height and width	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 or 10
1.2	Inking OK in compliance with specifications: <ul style="list-style-type: none"> <li>- ink density in compliance with specifications</li> <li>- OK to print proof signed and dated</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 or 10
2	<b>ACCURATE ADJUSTMENT OF REGISTER</b>	
2.1	Stable positioning of image: <ul style="list-style-type: none"> <li>- no variation in the positioning of the image height</li> <li>- no variation in the positioning of the image width</li> </ul> Error tolerance: +/- 0.8 mm (1/32 in.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 or 10

OBSERVATION			RESULT
	YES	NO	
3	PRECISE ADJUSTMENT OF FEEDING SYSTEM		
3.1	Regular, square feeding of sheets:		
	- no double sheets	<input type="checkbox"/>	<input type="checkbox"/>
	- no missing feed	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
3.2	Square piling of sheets on delivery table:		
	- sheets piled squarely	<input type="checkbox"/>	<input type="checkbox"/>
	- proper positioning of side guides and jogger	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4	CONFORMITY OF PRODUCTION WITH REQUIREMENTS		
4.1	Inking in conformity with OK to print		
	- no variation of ink density between the OK to print and the copies	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: a very slight difference is allowed in the printed copies, but none with respect to the distribution of the ink on the surface of the sheets		
	- Uniformity of ink density on all copies		
	Error tolerance: no difference visible to the naked eye		
			0 or 10
4.2	Observance of quantity indicated in specifications:		
	- required quantity of sheets handed in	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4.3	Stability of register on all copies		
	Error tolerance: no variation visible to the naked eye		
			0 or 5
5	QUALITY OF IMAGE		
5.1	Clear, neat prints:		
	- non-image parts free of tinting and set-off	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of washout	<input type="checkbox"/>	<input type="checkbox"/>
	- correct ink coverage	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5

<b>OBSERVATION</b>				<b>RESULT</b>
		YES	NO	
6	<b>CLEANLINESS OF PRODUCTION</b>			
6.1	Production in compliance with requirements of cleanliness:			
	- reverse side of sheets free of set-off	<input type="checkbox"/>	<input type="checkbox"/>	
	- edges of pile of sheets free of set-off	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
7	<b>APPLICATION OF CLEANING METHODS</b>			
7.1	Proper cleaning of the systems and components of the press:			
	- no trace of ink and solvent residue on rollers nor ink in inking system	<input type="checkbox"/>	<input type="checkbox"/>	
	- no trace of ink, solvent residue and dampening solution on rollers or the dampening system fountain	<input type="checkbox"/>	<input type="checkbox"/>	
	- no trace of ink, solvent residue and dampening or gumming solution on the impression system cylinders	<input type="checkbox"/>	<input type="checkbox"/>	
	- no trace of ink, solvent residue and dampening solution on the press covers and components	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
8	<b>STORAGE OF MATERIALS AND EQUIPMENT</b>			
8.1	Storage of materials and equipment in accordance with shop policy:			
	- storage of used products in the appropriate areas	<input type="checkbox"/>	<input type="checkbox"/>	
	- storage of used equipment in the appropriate areas	<input type="checkbox"/>	<input type="checkbox"/>	
	- neatness and cleanliness of work surfaces	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
	<b>Observance of safety rules</b>			0 or 5
<b>Total:</b>				/ 100
In order to have criterion component 4.1 evaluated, candidates must hand in an amount equal to half the quantity stated in the specifications.				
Minimum performance standard: 80 points				

Comments: \_\_\_\_\_

\_\_\_\_\_



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 284 – STRIPPING AND PLATEMAKING (Module 8)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply stripping and platemaking techniques</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>APPLY STRIPPING AND PLATEMAKING TECHNIQUES (Block 1)</i></b>							<b><i>Duration: 5%</i></b>		
1	Situating this competency with respect to the program as a whole.		Reason for the competency Course outline Links with other competencies						
2	Explain the basic principles of photolithography.		Interpretation of the chromatic circle Photosensitivity of the materials Link with pedagogical aim 3						
<b><i>A. PREPARE A FLAT (Block 2)</i></b>							<b><i>Duration: 20%</i></b>		
2	A.1	Distinguish between the different materials used in stripping and platemaking.	Different types of materials and products, characteristics and uses Links between the materials, devices and stripping and platemaking operations Use of terminology related to stripping and platemaking techniques						
2	A.2	Prepare a masking sheet.	Verification of the condition of the tools Method used to attach the masking sheet onto the light table Determination of the positioning of the image and the elements of the masking sheet in accordance with established procedures Tracing of main lines			Careful verification of position of elements			
2	A.3	Affix the negative.	Method used to affix the negative in accordance with shape and size of negative						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 284 – STRIPPING AND PLATEMAKING (Module 8)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply stripping and platemaking techniques</i></b>									
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>		
2	A.4 Cut windows in the masking sheet.	Techniques used to cut windows for monochrome and polychrome flats  Techniques used to cut the masking sheet							
2	A.5 Opaque the negative.	Use of tools, opaquing fluid and masking films							
3	<b>A Prepare a flat.</b>	Steps in the procedure according to specifications		<b>1 Quality of flat</b>  1.1 Conformity of main lines with specifications 1.2 Proper positioning of negative on masking sheet 1.3 Proper affixing of negative 1.4 Accurate cutting of masking sheet	<b>30</b>			5 10 5 10	P P P P
<b>B. MAKE CORRECTIONS TO A FLAT (Block 3)</b>							<b>Duration: 25%</b>		
2	B.1 Verify the flat.	Points for verifying that the flat complies with the specifications Identification of the most common defects Links between defects and the limits of corrective interventions		Verification of positions and squareness of elements					
2	B.2 Apply corrective techniques.	Corrections made with respect to position, addition, removal and masking							
2	B.3 Have the corrections approved.	Approval procedure in accordance with the type of correction  Production of a control proof, where necessary							

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
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W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 284 – STRIPPING AND PLATEMAKING (Module 8)</b>							<b>Duration: 60 hours</b>			
<b>Statement of the competency: <i>Apply stripping and platemaking techniques</i></b>										
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>				
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>		
3	<b>B</b> <b>Make corrections to a flat.</b>	Correction of common errors Link with pedagogical aim 4			<b>2</b> <b>Quality of corrections</b> 2.1    Corrections in accordance with specifications 2.2    Proper methods used to make corrections 2.3    Adequate production of a control proof	<b>35</b>	15	10	10	P P P
<b>C. PREPARE AN OFFSET PLATE (Block 4)</b>							<b>Duration: 10%</b>			
2	C.1    Use an exposure chase.	Adjustments and operating modes Positioning of flat								
2	C.2    Expose the plate.	Choice of plate Adjustment of time exposure according to the manufacturer's specifications Determination of sequence of steps in the exposure process Precautions to take when handling the plate and the flats			Accurate choice of plate size					
2	C.3    Develop the plate.	Development and gumming techniques Assessment of the quality of the development of a plate								
2	C.4    Identify the plate.	Identification methods								

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 284 – STRIPPING AND PLATEMAKING (Module 8)</b>				<b>Duration: 60 hours</b>			
<b>Statement of the competency: <i>Apply stripping and platemaking techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>C Prepare an offset plate.</b>			<b>3 Preparation of offset plate</b> 3.1 Proper positioning of flat on the plate 3.2 Successful exposure 3.3 Proper development of plate 3.4 Proper gumming of plate 3.5 Proper identification of plate	<b>35</b>	10	P
					5	P	
					10	P	
					5	P	
					5	P	
<b>APPLY STRIPPING AND PLATEMAKING TECHNIQUES (Block 5)</b>				<b>Duration: 20%</b>			
2	Be concerned about the importance of the step involving validation of proofs in the production process.	Consequences of an incorrect flat Precautions to take Situations requiring validation before beginning the production process Functional link with Module 4 Link with pedagogical aim 4					
3	<b>Apply stripping and platemaking techniques.</b>			Observance of health and safety rules Proper use of equipment Accurate use of the different instruments Careful handling of photosensitive materials Use of proper work method for each step			

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 284 – STRIPPING AND PLATEMAKING (Module 8)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Apply stripping and platemaking techniques</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>APPLY STRIPPING AND PLATEMAKING TECHNIQUES (Block 6)</i></b>					<b><i>Duration: 20%</i></b> <b><i>(including evaluation for the purpose of certification)</i></b>		
2	Propose solutions for common problematic situations.	Problem-solving methods Common problems, possible solutions and preventive measures to be taken, where necessary Link with pedagogical aim 1					
4	<b>APPLY STRIPPING AND PLATEMAKING TECHNIQUES</b>	Multiple exposure		Referral to all preceding criteria for formative evaluation  Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
<b><i>APPLY STRIPPING AND PLATEMAKING TECHNIQUES (Block 7)</i></b>							
5	<b>APPLY STRIPPING AND PLATEMAKING TECHNIQUES</b>	Insertion of control strips Four-colour process stripping					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



# PRINTING (5746)

## 982 284 – STRIPPING AND PLATEMAKING (Module 8)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to apply stripping and platemaking techniques. Several candidates may be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination is three hours.

#### 2 EXAMINATION PROCEDURE

Candidates must produce an offset plate from a negative. Candidates should be provided with specifications comprising information with respect to the size of the print, the imposition and the type of corrections to be made. The specifications should also state which inscriptions are to be transcribed onto the plate.

Using a negative, candidates must produce a flat and make the necessary corrections with respect to position of the image, squareness, removal, addition of guide marks, and so forth. Candidates are only allowed one negative. Once the corrections have been made, candidates must produce a blueprint control proof. Finally, candidates must expose and treat an offset plate which must be identified in accordance with specifications. This final operation could be carried out using the flat produced by the candidate or any other flat that the candidate has been given.

Suggestions for possible products:

- a business form with tab
- a raffle ticket with voucher
- a product with multiple imposition

#### 3 MATERIALS

The following materials are required for this examination:

- a film
- a light table
- masking sheets
- sheets for the "blueprint" proof
- the necessary instruments and products for film mounting and correcting
- an exposure chase
- an offset plate
- the necessary products for treating the plate
- gloves and protective goggles (supplied by the candidate)

#### **4 SPECIAL INSTRUCTIONS**

Candidates who fail must redo the entire examination.

Candidates may use their course notes.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
8 – Stripping and Platemaking	Module code: 982 284
Candidate's name: _____	
School: _____	RESULT:
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
<b>1    QUALITY OF FLAT</b>		
1.1    Conformity of main lines with specifications:		
- sketch in accordance with the characteristics of the press	<input type="checkbox"/> <input type="checkbox"/>	
- sketch in accordance with specifications	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
1.2    Proper positioning of negative on the masking sheet:		
- negative squarely mounted	<input type="checkbox"/> <input type="checkbox"/>	
- position of negative in accordance with specifications	<input type="checkbox"/> <input type="checkbox"/>	
- observance of emulsion side	<input type="checkbox"/> <input type="checkbox"/>	
- cleanliness and neatness of flat	<input type="checkbox"/> <input type="checkbox"/>	0    or    10
1.3    Proper affixing of negative:		
- adequate number of gummed tapes	<input type="checkbox"/> <input type="checkbox"/>	
- proper positioning of gummed tapes	<input type="checkbox"/> <input type="checkbox"/>	
- gummed tapes at a proper distance from the image	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
1.4    Accurate cutting of masking sheet:		
- complete lift-off of image	<input type="checkbox"/> <input type="checkbox"/>	
- no perforation of film left uncovered	<input type="checkbox"/> <input type="checkbox"/>	0    or    10
<b>2    QUALITY OF CORRECTIONS</b>		
2.1    Corrections in accordance with specifications:		
- completion of all corrections	<input type="checkbox"/> <input type="checkbox"/>	
- square mounting of corrected elements	<input type="checkbox"/> <input type="checkbox"/>	0    or    15
2.2    Proper methods used to make corrections:		
- methods used to make corrections in accordance with types of corrections required	<input type="checkbox"/> <input type="checkbox"/>	
- corrections properly carried out	<input type="checkbox"/> <input type="checkbox"/>	0    or    10

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
2.3	Adequate production of a control proof: - proper exposure of proof - proper presentation of proof - cleanliness and neatness of proof Error tolerance: the image should be sufficiently contrasted to allow the examiner to evaluate it	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		0 or 10	
<b>3 PREPARATION OF OFFSET PLATE</b>			
3.1	Proper positioning of flat on the plate: - square position of flat on the edge of the plate - observance of emulsion side - complete covering of plate with flats	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		0 or 10	
3.2	Successful exposure: - no air bubbles - complete image on surface of plate - no dust or other materials on the image part of the plate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		0 or 5	
3.3	Proper development of plate: - no emulsion on the non-image part of the plate - complete development of image	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
		0 or 10	
3.4	Proper gumming of plate: - plate free of gum on the image parts - complete drying and polishing of both sides of plate	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5	
3.5	Proper identification of plate: - identification in accordance with specifications - identification in non-printed area - legibility of identification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		0 or 5	
<b>Total:</b>		<b>/ 100</b>	
Minimum performance standard: 80 points			

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PREPARE PRINTING SUPPLIES (Block 1)</i></b>							
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Use the terminology.	Technical vocabulary related to printing supplies and preparatory operations					
2	Be concerned about maintaining tidiness and cleanliness in the work environment.	Link with pedagogical aim 5					
<b><i>A. CALCULATE THE QUANTITY OF PAPER REQUIRED FOR GIVEN DIMENSIONS (Block 2)</i></b>					<b><i>Duration: 15%</i></b>		
2	A.1 Distinguish between the main types of paper used in printing.	Links between the physical and mechanical properties of different types of paper and their uses Links between the categories of paper and the types of printed documents					
2	A.2 Consult catalogues provided by paper suppliers.	Interpretation of writing conventions Location of the different types of information contained in the catalogue					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	A.3 Choose papers.	Interpretation of information contained in the specifications with respect to the choice of paper  Use of price lists  Choice of paper according to: - the technical aspects of the production: imposition, grain, size, number of sheets, available equipment - the economic aspect: taking into account the conditions of sale of the supplier, such as minimum quantity, price according to quantity ordered and packaging  Sketch of a cutting layout					
3	<b>A Calculate the quantity of paper required for given dimensions.</b>	Calculation for simple and multiple impositions		<b>1 Calculate paper</b> 1.1 Choice of appropriate size  1.2 Exact determination of the quantity required  1.3 Cutting layout sketch in accordance with the choice of size	<b>20</b>	10	P
<b>B. CUT PAPER (Block 3)</b>					<b>Duration: 10%</b>		
2	B.1 Observe health and safety rules.	Functional link with Module 2 Review of Module 5, E.2		Proper verification of blade condition  Safe use of guillotine			
2	B.2 Determine the sequence of cuts.	Review of Module 5, Block 6  Interpretation of specifications with respect to the cutting layout					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	B.3 Handle paper.	Handling of large sheets of paper Identification of the side of the sheets to be printed for regular, coated, gummed, NCR, self-adhesive and watermark paper Review of Module 3, A.1					
3	<b>B Cut paper.</b>	Application of techniques for paper cutting and trimming		<b>2 Cut paper</b> 2.1 Appropriate determination of sequence of cuts 2.2 Accurate determination of quantity of paper to be cut 2.3 Proper handling of paper 2.4 Squareness of cut paper	<b>30</b>	10	P
<b>C. SELECT INKS FOR VARIOUS PRINT JOBS (Block 4)</b>					<b>Duration: 5%</b>		
2	C.1 Recognize the different types of inks and additives.	Characteristics of the different types of inks and their composition Links between the types of inks, the quality of the printing and the different types of printed documents The different types of additives and their effect on the printing process					
2	C.2 Associate the inks and additives with the different types of printed documents.	Criteria for selecting inks and additives for productions involving solids and superimposed colours on different types of surfaces		Compatibility of ink, paper and press			
3	<b>C Select inks for various print jobs.</b>						

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>D. PREPARE OFFSET INKS FOR PRINT JOBS (Block 5)</i></b>					<b><i>Duration: 20%</i></b>		
2	D.1 Determine the quantities of ink for mixing.	Surface calculations according to the different types of images and supports					
2	D.2 Use a colour chart.	Interpretation of the elements of a colour chart Identification of the proportions with respect to the basic colours in the recipe					
2	D.3 Calculate the weight of each of the basic colours.	Calculations in imperial and metric systems		Accurate weighing of ink quantities to be mixed			
2	D.4 Weigh the inks.	Choice of basic colours Techniques used to weigh inks on balance and digital scales					
2	D.5 Mix the inks.	Technique used to obtain a homogeneous mix Production of a colour gradient on the appropriate paper Verification of conformity, using a chart and a sample Methods used to correct light and dark colours: choice of the ink colour to be added					
2	D.6 Identify the ink container.	Identification standards according to shop policy: container, inscriptions, storage					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>D</b>	<b>Prepare offset inks for print jobs.</b>	Colour layout in accordance with sample			<b>3 Preparation of ink mixture</b> 3.1 Accurate following of recipe for mixing inks 3.2 Judicious choice of basic colours 3.3 Accurate weighing of ink quantities to be mixed 3.4 Ink mixture in conformity with colour sample 3.5 Proper transfer of ink to container	<b>45</b>	15	P
							<b>5</b>		
<b>E. PREPARE DAMPENING SOLUTION (Block 6)</b>									
<b>Duration: 5%</b>									
2	E.1	Follow manufacturer's instructions.	Review of Module 3, Block 3			Observance of manufacturer's instructions			
2	E.2	Distinguish between pH and conductivity as a unit of measurement.	Links between the efficacy of the solution and the pH, the conductivity rating and the quality of the water  Link with pedagogical aim 3						
2	E.3	Measure the pH and the conductivity.	Links between the pH, plate oxidation and ink drying time  Use of conductivity as a unit of measurement to monitor the dampening solution  Use of materials and measuring devices, method used to verify calibration			Proper verification of pH and conductivity			
3	<b>E</b>	<b>Prepare dampening solution.</b>							

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 294 – PREPARING PRINTING SUPPLIES (Module 9)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Prepare printing supplies</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>F. RECORD THE TECHNICAL DATA (Block 7)</i></b>							<b><i>Duration: 5%</i></b>		
2	F.1	Be concerned about the accuracy of the technical data.	Importance of keeping inventory up to date Links between the accuracy of the data in the specifications and the quality of the production Link with pedagogical aim 4						
2	F.2	Complete a specification sheet.	Recording of data and supplementary information required for the follow-up of the production Review of Module 7, Block 2			Accurate recording of data on the specification sheet			
2	F.3	Record data in the inventory.	All data to be recorded in an inventory			Observance of the shop's inventory practices			
3	<b>F</b>	<b>Record the technical data.</b>	Different data registers						
<b><i>PREPARE PRINTING SUPPLIES (Block 8)</i></b>							<b><i>Duration: 15%</i></b>		
3	<b>Prepare printing supplies.</b>					Use of appropriate terminology			
						Cleanliness of work areas	<b>5</b>	<b>5</b>	<b>P</b>
<b><i>PREPARE PRINTING SUPPLIES (Block 9)</i></b>							<b><i>Duration: 25%</i></b>		
<b>(including evaluation for the purpose of certification)</b>									
4	<b>PREPARE PRINTING SUPPLIES</b>		Use of specifications to do calculations for determining quantity and cutting of paper, as well as quantity and mixing of inks			Referral to all preceding criteria for formative evaluation Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
<b><i>PREPARE PRINTING SUPPLIES (Block 10)</i></b>									
5	<b>PREPARE PRINTING SUPPLIES</b>								

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# PRINTING (5746)

## 982 294 – PREPARING PRINTING SUPPLIES (Module 9)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to prepare printing supplies. The examination is divided into three steps. In Step One, candidates must calculate the quantity of paper required, in Step Two, cut the paper and, in Step Three, prepare the ink mixture. Several candidates may be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination is three hours.

#### 2 EXAMINATION PROCEDURE

##### STEP 1: CALCULATE PAPER

Candidates must calculate the quantity of large sheets of paper required to perform a fictitious task, given a specification sheet containing information related to the quantity of printouts, imposition, grain, as well as instructions on the method used to cut the paper (with or without double trimming). The above information and instructions should be given in such a way that only one size conforms to specification requirements. Once candidates have determined the size and quantity of the sheets, they must produce a sketch of the cutting layout that clearly demonstrates their choice.

##### STEP 2: CUT PAPER

Candidates must cut the quantity of paper in accordance with specifications with respect to make, quantity, size of the large sheets, cut size and cutting method. Before cutting the paper, candidates should determine the sequence of cuts by producing a sketch of the cutting layout. Candidates must count the number of large sheets and cut them. The examiner should pay particular attention to the accuracy of the cut and the careful handling of the paper. It is suggested that coated paper be used for cutting.

##### STEP 3: PREPARE INK MIXTURE

Finally, candidates must determine the quantity of ink required to carry out the fictitious work and to produce the correct mixture. Candidates should be given specifications with respect to the quantity of printouts, type of image, inking surface, quantity of ink to mix and colour. Candidates must calculate the proportions of each basic colour entering into the mixture and proceed to produce the mixture. After they have produced a sample gradient as proof of their mixture, candidates will transfer the ink into a container that they have carefully identified.

For Steps 2 and 3, candidates could be given one specification sheet combining all necessary information.

### **3 MATERIALS**

The following materials are required for the examination:

- specifications
- 584 mm x 889 mm (23 in. x 35 in.) 70 lb. coated paper
- a guillotine
- a Pantone chart
- scales
- cleaning products and three rags
- an empty container
- a calculator (supplied by the candidate)
- ink knives

### **4 SPECIAL INSTRUCTIONS**

Candidates who fail must redo the entire examination.

Candidates may use their course notes.

Candidates are responsible for the precision of the guillotine cutting stick.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
9 – Preparing Printing Supplies	Module code: 982 294
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
1    CALCULATE PAPER		
1.1   Choice of appropriate size:		
- choice in accordance with the limitations of the imposition	<input type="checkbox"/> <input type="checkbox"/>	
- observance of grain direction	<input type="checkbox"/> <input type="checkbox"/>	
- choice in accordance with cutting method	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
1.2   Exact determination of the quantity required:		
- number of sheets in accordance with specifications	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
1.3   Cutting layout sketch in accordance with the choice of size:		
- layout that clearly demonstrates candidate's choice	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
2    CUT PAPER		
2.1   Appropriate determination of sequence of cuts:		
- sequence in accordance with machine limitations	<input type="checkbox"/> <input type="checkbox"/>	
- sequence in accordance with cutting method	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
2.2   Accurate determination of quantity of paper to be cut:		
- observance of quantity according to specifications	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
2.3   Proper handling of paper:		
- no damage to the pile of cut paper	<input type="checkbox"/> <input type="checkbox"/>	
- disposal of soiled sheets	<input type="checkbox"/> <input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>				<b>RESULT</b>
		YES	NO	
2.4	Squareness of cut paper:			
	- paper cut to correct size	<input type="checkbox"/>	<input type="checkbox"/>	
	- paper squarely cut	<input type="checkbox"/>	<input type="checkbox"/>	
	- observance of cutting method	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
	Error tolerance: +/- 0.8 mm (1/32 in.)			
3	<b>PREPARATION OF INK MIXTURE</b>			
3.1	Accurate following of recipe for mixing inks:			
	- accurate transcription of recipe	<input type="checkbox"/>	<input type="checkbox"/>	
	- accurate determination of the quantities of each of the colours in the recipe	<input type="checkbox"/>	<input type="checkbox"/>	0 or 15
3.2	Judicious choice of basic colours:			
	- choice of basic colours in accordance with recipe	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
3.3	Accurate weighing of ink quantities to be mixed:			
	- accurate weighing of each basic colour	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
3.4	Ink mixture in conformity with colour sample:			
	- uniformity of mixture	<input type="checkbox"/>	<input type="checkbox"/>	
	- sample gradient that confirms successful mixture	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
3.5	Proper transfer of ink to container:			
	- proper identification of container	<input type="checkbox"/>	<input type="checkbox"/>	
	- cleanliness of container	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
	<b>Cleanliness of work areas</b>			0 or 5
		Total:		/ 100
Minimum performance standard: 80 points				

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRINT OFFSET JOBS INVOLVING SOLIDS (Block 1)</i></b>							<b><i>Duration: 5 %</i></b>		
1	Situating this competency with respect to the program as a whole.		Reason for the competency Course outline Links with other competencies						
<b><i>A. PLAN THE JOB (Block 2)</i></b>							<b><i>Duration: 5 %</i></b>		
2	A.1	Interpret production specifications.	All data and information required to print an offset involving solids Review of Module 7. A.1			Accurate interpretation of specifications			
2	A.2	Verify the coherence of the data according to the required production.	Review of Module 7. A.3						
3	A	<b>Plan the job.</b>							
<b><i>B. PREPARE THE SUPPLIES (Block 3)</i></b>							<b><i>Duration: 10 %</i></b>		
2	B.1	Prepare the paper.	Review of Module 9. B Identification of common problems related to the preparation of the paper, preventive and corrective measures						

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	B.2 Prepare the ink.	Review of Module 9  Identification of common problems related to ink preparation and the use of additives in printing solids  Determination of ink quantity according to the surface to be covered, ink colour and stock to be printed		Ink preparation in conformity with specifications			
2	B.3 Prepare the dampening solution.	Review of Module 9, block 6  Determination of necessity to use additives: dampening and sicative agents		Proper verification of pH or conductivity of dampening solution			
3	<b>B Prepare the supplies.</b>			<b>1 Preparation of the supplies</b>  1.1 Sheets squarely cut  1.2 Quantity and dimensions of paper in conformity with specifications	<b>10</b>	5  5	P  P
<b>C. VERIFY OFFSET PLATES (Block 4)</b>					<b>Duration: 5 %</b>		
2	C.1 Verify the image part of the plate.	Detection of imperfections  Determination of wear		Complete verification of <ul style="list-style-type: none"> <li>• image position</li> <li>• condition of printing surface</li> <li>• condition of non-printing surface</li> <li>• condition of gripper edges</li> </ul>			
2	C.2 Verify the condition of the plate.	Determination of image position, non-printing surface and gripper edges					
2	C.3 Make corrections to the plate.	Choice of adjustment according to defect  Functional link with Module 8		Proper adjustment of plates			
<b>3</b>	<b>C Verify offset plates.</b>						

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>D. PREPARE THE PRESS (Block 5)</i></b>					<b><i>Duration: 10 %</i></b>		
2	D.1 Establish the link between the use of an anti-setoff system and the quality of the production of prints involving solids.	Uses, functions and roles of anti-setoff spray powder Operating principles of an anti-setoff system Functional link with Module 4 Link with pedagogical aims 3 and 5					
2	D.2 Adjust the various systems.	Review of Module 3. A,B,C,D: feeding, dampening, inking and printing systems Conditioning of the anti-setoff spray powder Verification and adjustment of the anti-setoff system Positioning of sheet exit rollers		Correct adjustment of dampening, inking and printing systems			
2	D.3 Adjust the various mechanisms.	Review of Module 6. B,C,D,E: dampener form, ink form, plate cylinder, impression cylinder and inserting mechanism		Verification and accurate adjustment of: <ul style="list-style-type: none"> <li>• inserting mechanism</li> <li>• parallelism and general pressure of dampener form roller</li> <li>• pressure between cylinders</li> <li>• anti-setoff system</li> </ul>			

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>							<b>Duration: 90 hours</b>			
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>										
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>		<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>3</b>	<b>D</b>	<b>Prepare the press.</b>	Verification of the impact of the stacking of sheets on the cleanliness of the production			<b>2</b>	<b>Preparation of the press</b>	<b>15</b>		
						2.1	Correct adjustment of feeding system		5	P
						2.2	Correct adjustment of ink form rollers		10	P
<b>E. PRINT A PROOF (Block 6)</b>								<b>Duration: 5 %</b>		
2	E.1	Verify the conformity of the OK to print proof with specifications.	Review of Module 7.C							
<b>3</b>	<b>E</b>	<b>Print a proof.</b>				<b>3</b>	<b>Conformity of OK to print proofs</b>	<b>10</b>		
						3.1	OK to print proofs in conformity with specifications		10	P
<b>F. PRINT THE JOB (Block 7)</b>								<b>Duration: 10 %</b>		
2	F.1	Supervise the printing operation.	Review of Module 7. D.1 Verification of the strategic points to watch for relating to common problems that occur when producing prints involving solids			Sheets fed regularly and squarely Sheets piled squarely on delivery table				
2	F.2	Solve common printing problems.	Recognize common problems and make corrections when producing prints involving solids							
2	F.3	Apply a method to count the prints.								

\*\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	F	Print a job.				<b>4 Conformity of the production with specifications</b>  4.1 Density and uniformity in conformity with OK to print proofs  4.2 Correct balancing of inking and dampening  4.3 Proper use of anti-setoff system  4.4 Observance of quantity indicated in the specifications	30		
								10	P
								5	P
								5	P
								10	P
<b>G. CLEAN THE PRESS (Block 8)</b>							<b>Duration: 5 %</b>		
2	G.1	Clean the various systems and components of the press.	Review of Module 7, E.2 Clean off residue of anti-setoff spray powder on the delivery table			Proper cleaning of feeding system and press casings			
3	G	Clean the press.				<b>5 Cleaning of press</b>  5.1 Proper cleaning of press	5		
								5	P
<b>H. TIDY UP THE WORK AREA (Block 9)</b>							<b>Duration: 5 %</b>		
2	H.1	Store the inks according to the type of conditioning agent used.	Review of Module 3, G.2			Observance of shop policy concerning the storage of supplies and accessories			

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>									
COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
3	H	Tidy up the work area.	Review of Module 7, F			6 Tidy up the work area	10		
						6.1 Proper cleaning and gumming of plates		5	P
						6.2 Workstation neat and clean		5	P

<b>I. RECORD THE TECHNICAL DATA (Block 10)</b>							<b>Duration: 5 %</b>		
2	I.1	Use the machine manual.	Consultation of machine maintenance manual Entry of production and maintenance data Functional link with Module 3, J.1			Observance of shop policy concerning: • general maintenance • mechanical adjustments • repairs			
2	I.2	Transmit information related to finishing instructions.	Relevant information and warnings concerning finishing operations Use of different ways to transmit information and efficacy according to the type of information to be communicated Functional link with Module 5 Link with pedagogical aim 4			Clear transmission of finishing instructions			
2	I.3	Complete the time sheet.	Observance of writing conventions Establishment of average time required to perform each operation						

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 326 – PRINTING SOLIDS (Module 10)							Duration: 90 hours		
Statement of the competency: <i>Print offset jobs involving solids</i>									
COMPETENCY		LEARNING				EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St	
3	I Record the technical data.				7 Complete recording of data. 7.1 Completion of time sheet according to procedure.	5		5	P
<b>PRINT OFFSET JOBS INVOLVING SOLIDS (Block 11)</b>							<b>Duration: 5 %</b>		
2	Be concerned about the possible repercussions of modifications made during the production of prints involving solids.	Use of a method for the overall verifications made during the printing process  Modifications made according to the possibilities and constraints imposed during the printing process  Functional link with Module 4							
3	Print offset jobs involving solids.				Observance of safety rules Cleanliness of copies Observance of time limits	5 5 5	5 5 5	P P P	
<b>PRINT OFFSET JOBS INVOLVING SOLIDS (Block 12)</b>							<b>Duration: 20 %</b>		
<b>(including evaluation for the purpose of certification)</b>									
2	Adapt to specific conditions.	Images involving double-sided documents and combinations of irregular shapes  Use of various types of printing stocks  Link with pedagogical aim 2							
4	<b>PRINT OFFSET JOBS INVOLVING SOLIDS</b>								

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W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 326 – PRINTING SOLIDS (Module 10)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs involving solids</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b><i>PRINT OFFSET JOBS INVOLVING SOLIDS (Block 13)</i></b>					<b><i>Duration: 10 %</i></b>		
<b>5</b>	<b>PRINT OFFSET JOBS INVOLVING SOLIDS</b>						

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A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

# PRINTING (5746)

## 982 326 – PRINT OFFSET JOBS INVOLVING SOLIDS (Module 10)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to print offset jobs involving solids. The examination is divided into two steps. In Step One, candidates must adjust the press ink form and, in Step Two, produce a print in conformity with production specifications. Several candidates may be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination is three hours.

#### 2 EXAMINATION PROCEDURE

##### STEP 1: ADJUST INK FORM ROLLERS

Candidates must adjust the parallelism and general pressure of the ink form rollers. Therefore, the examiner should ensure that the settings of the various adjusting mechanisms are slightly off. Candidates are to be allocated a maximum of 30 minutes for Step One and any time left over can be added to Step Two.

##### STEP 2: PRODUCE A PRINT INVOLVING SOLIDS

Using bristol-type sheets, candidates must print a double-sided document with reversed text and solids, backing-up. Candidates should be given specifications including information about quantity, print size, ink colour, imposition and the type of paper to be used.

Using the information given in the specifications, candidates could print 2,000 business cards or page markers mounted with four images simultaneously, two recto and two verso. The image could be comprised of reversed text involving solids printed with bleeds on the recto side and a few lines of text on the verso side. Candidates are allowed 1,000 blank press sheets, including the overs. Candidates must cut the press sheets according to specifications. The examiner should ensure that the feeding system has not been adjusted for the size of paper to be used and that the pressure between the blanket cylinder and the impression cylinder corresponds to the thickness for 20 lb. paper. Although candidates are supplied with ink, they must prepare their own fountain solution.

Before proceeding to print, candidates must produce OK to print proofs for the position, register and colour. In order to validate the OK to print proofs, the examiner should countersign them.

The examiner should evaluate the margin adjustments during or at the end of the printing process, by passing the wastage through once more, since candidates may refine their adjustments at any point during the printing process.

Candidates may not hand in their work until they have tidied up their work area. This allows the examiner to evaluate criterion component 6.2 related to the storing of materials and equipment.

### **3 MATERIALS**

The following materials are required for the examination:

- specifications
- an offset plate
- an offset press
- a Pantone chart or colour samples
- smooth-finish blank Bristol sheets for 1,000 140 mm x 216 mm (5½ in. x 8½ in.) 90 lb. print sheets
- concentrate for the dampening and water solution
- ink
- additives
- cleaning products, a sponge and ten rags
- tools
- gloves and protective goggles (supplied by the candidate)

### **4 SPECIAL INSTRUCTIONS**

If, in Step One, candidates fail to carry out the adjustments within 30 minutes, the examiner should adjust the mechanisms and allow candidates to proceed with the examination. However, the examiner must take away the points allotted for this task.

If candidates fail to complete the examination within the time limit, they are allowed one hour more but lose the points allocated to this aspect.

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

To allow the examiner to evaluate certain aspects of the work, candidates must hand in a quantity equal to half the amount indicated in the specifications

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
10 – Printing Offset Jobs Involving Solids	Module code: 982 326
Candidate's name: _____	
School: _____	RESULT:
Permanent code: _____	PASS                  FAIL <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
	Start:	_____
<b>1    PREPARE THE SUPPLIES</b>		
1.1   Sheets squarely cut:		
- sheets squarely cut	<input type="checkbox"/> <input type="checkbox"/>	0   or   5
1.2   Quantity and dimensions in conformity with specifications:		
- quantity of sheets cut in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>	
- dimension of sheets cut in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>	0   or   5
	Finish:	_____
	Start:	_____
<b>2    PREPARE THE PRESS</b>		
2.1   Correct adjustment of feeding system:		
- regular and precise feed	<input type="checkbox"/> <input type="checkbox"/>	
- no double sheets	<input type="checkbox"/> <input type="checkbox"/>	
- sheets squarely stacked on delivery table	<input type="checkbox"/> <input type="checkbox"/>	0   or   5

<b>OBSERVATION</b>		<b>RESULT</b>	
	YES NO		
2.2	Correct adjustment of ink form rollers:		
	- uniform width of prints on plate	<input type="checkbox"/>	<input type="checkbox"/>
	- print width on plate in conformity with the manufacturer's specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- mechanisms firmly locked	<input type="checkbox"/>	<input type="checkbox"/>
	Finish:		
3	CONFORMITY OF OK TO PRINT PROOFS WITH SPECIFICATIONS		
3.1	Conformity of OK to print proofs with specifications:		
	- image position in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- side guide clearly identified	<input type="checkbox"/>	<input type="checkbox"/>
	- ink density in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- proper coverage of paper, without overprinting	<input type="checkbox"/>	<input type="checkbox"/>
	- dated and signed by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
4	CONFORMITY OF PRODUCTION WITH SPECIFICATIONS		
4.1	Inking density and uniformity in conformity with OK to print proofs:		
	- no ink intensity change between most copies and OK to print proof	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: a very slight difference in the print job as a whole, but no difference in ink coverage on surface of sheets		
	- no inking flaws (dust, doughnuts and so forth)	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: a few flaws on some copies		
	- constant register on all copies	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: no variation in copies visible to the naked eye		
			0 or 10
4.2	Correct balancing of inking and dampening:		
	- non-image areas free from scumming and set-offs	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of wash out	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
4.3	Proper use of anti set-off system:		
	- no trace of set-off on copies	<input type="checkbox"/>	<input type="checkbox"/>
	- exact amount of powder	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4.4	Observance of quantity indicated in the specifications:		
	- quantity of sheets handed in in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
5	<b>CLEAN THE PRESS</b>		
5.1	Proper cleaning of press:		
	- all systems completely cleaned	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
6	<b>TIDY UP THE WORK AREA</b>		
6.1	Proper cleaning and gumming of plates:		
	- no trace of gum or ink on back of plate	<input type="checkbox"/>	<input type="checkbox"/>
	- no gum streaks on image area of plate	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
6.2	Workstation neat and clean:		
	- workstation tidied according to shop policy	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of ink or cleaning product on work surfaces	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
7	<b>RECORD THE TECHNICAL DATA</b>		
7.1	Completion of time sheet according to procedure:		
	- duration of each step in the work process recorded	<input type="checkbox"/>	<input type="checkbox"/>
	- total duration accurately added	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
	<b>Observance of safety rules</b>		0 or 5
	<b>Clean, neat copies</b>		0 or 5

OBSERVATION	RESULT
<p style="text-align: right;">YES NO</p> <p><b>Observance of time limit</b></p>	<p style="text-align: center;">0 or 5</p>
<p style="text-align: right;">Total: / 100</p> <p>Minimum performance standard: 80 points</p>	

Comments: \_\_\_\_\_

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# ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRODUCE PRINTS IN SCREEN PRINTING (Block 1)</i></b>							<b><i>Duration: 5 %</i></b>
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Establish links with other printing methods.	The development of screen printing in relationship to other printing methods  Fields of application related to screen printing					
2	Use terminology related to screen printing.						
<b><i>A. INTERPRET SPECIFICATIONS (Block 2)</i></b>							<b><i>Duration: 5 %</i></b>
2	A.1 Verify data required to produce prints in screen printing.	Inclusion of all data and information related to screen printing  Use of technical specifications related to the various steps in producing prints in screen printing		Correct interpretation of instructions  Verification that all necessary instructions are included			
2	A.2 Collect missing information.	Link with pedagogical aim 4		Satisfactory collection of missing information			
3	<b>A Interpret specifications.</b>						

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## ANALYSIS AND PLANNING TABLES PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>B. PREPARE THE SCREENS (Block 3)</b>					<b>Duration: 10 %</b>		
2	B.1 Distinguish between the various screen preparation procedures.	Different types of products, accessories and machines used in screen preparation according to the procedure followed  Different categories of emulsions, characteristics and specific uses		Choice of emulsion according to image to be printed			
2	B.2 Choose the screen according to image to be printed.	Use of screen classification  Selection of screens according to type of ink to be used, type of image and surface to be printed		Choice of screens according to image to be printed			
2	B.3 Take the necessary precautions concerning the type of light according to the different photosensitive surfaces.	Effects of the light on a photosensitive surface  Links between the type of light and the different photosensitive materials used in screen printing  Link with Module 8, block 1					
	B.4 Use a pressure pump.	Types of jets and use according to the efficacy sought  Observance of safety rules  Functional link with Module 2					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>				<b>Duration: 120 hours</b>			
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
	B.5 Prepare the photosensitive emulsion.	Location of the necessary information in the manufacturer's documentation  Application of technique for photosensitizing the plate according to manufacturer's specifications					
2	B.6 Prepare the screen for exposure.	Degreasing method  Verification of screen, such as cleanliness, dryness and imperfections  Application of squeegee techniques  Choice of emulsion  Method used to apply photosensitive emulsion					
2	B.7 Position the film on the screen.	Qualities sought after on the positive used in screen printing  Identification of defects and application of corrective measures  Positioning of film on the screen according to the type of image and the characteristics of the equipment  Functional link with Module 8, B					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	B.8 Expose the screen.	Determination of the steps related to the exposure Use of a screen exposure frame Calibrating techniques Determination of the time of exposure Functional link with Module 8, C		Successful exposure			
2	B.9 Develop the screen.	Techniques used to develop screen according to procedure followed Identification of common imperfections and application of corrective measures Masking methods					
3	<b>B Prepare the screens.</b>			<b>1 Prepare the screen</b> 1.1 Correct application of emulsion 1.2 Choice of imposition 1.3 Proper development of screen 1.4 Complete masking of non-printing areas	<b>20</b>	5 5 5 5	P P P P
<b>C. PREPARE THE SUPPLIES USED IN SCREEN PRINTING (Block 4)</b>					<b>Duration: 5 %</b>		
2	C.1 Differentiate between inks used in screen printing and those used in offset printing.	Characteristics of the different types of inks and their specific uses					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 318 – SCREEN PRINTING (Module 11)				Duration: 120 hours			
Statement of the competency: <i>Produce prints in screen printing</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	C.2 Associate the specific types of printing supports with the different types of inks available on the market.	Consultation of a catalogue from an ink supplier Choice of ink according to the printing support					
2	C.3 Prepare the printing supports.	Evaluation of the need to condition the surface according to the type of support Selection of conditioning technique according to the various types of supports Anticipation of consequences of choice made Conditioning methods used for different types of supports Review of Module 9, A and B		Accurate calculation of quantity of printing support			
2	C.4 Prepare the inks.	Evaluation of the quantities of the ink according to the characteristics associated with the product Choice of additives Conditioning of the ink according to the printing support Review of Module 9, D					
3	<b>C Prepare the supplies used in screen printing.</b>			<b>2 Preparation of supplies</b> 2.1 Proper preparation of inks	<b>5</b>	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>D. PREPARE THE SCREEN PRINTING PRESS (Block 5)</i></b>					<b><i>Duration: 15 %</i></b>		
2	D.1 Differentiate between the various components of a screen printing press.	Roles, exact names and specifics of the elements comprising each part of the press Use of terminology Use of manufacturer's manual: writing conventions, location of information sections and interpretation of diagrams					
2	D.2 Prepare the workstation.	Health and safety hazards, preventive steps and application of safety measures for the various stages in installing screen printing presses Application of ergonomics Preparation of workstation according to the production and criteria of efficiency Functional link with Module 2					
2	D.3 Control the operation of a screen printing press.	Use of safety methods for starting and stopping the press Use of control panel Manual, semi-automatic and automatic start					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>				<b>Duration: 120 hours</b>			
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	D.4 Install screen.	Installation method according to screen dimension Off-contact adjustment according to thickness of product					
2	D.5 Position feed guides.	Manufacture of guides according to the product to be printed Pre-positioning methods Positioning of guides					
2	D.6 Install squeegee and flood bar.	Choice of squeegee according to the product to be printed Installation of squeegee and flood bar and adjustment of path		Appropriate choice of squeegee			
2	D.7 Print a proof.	Technique used to pour ink Verification and adjustment of: - angle of pressure of squeegee - height of flood bar		Careful pouring of ink			

\*\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>D</b> Prepare the screen printing press.			<b>3 Preparation of the screen printing press</b> 3.1 Careful installation of screen 3.2 Preparation of printing components 3.3 Positioning of feed guides allowing for a squared print	<b>15</b>		
						5	P
						5	P
						5	P
<b>E. PRINT A PROOF (Block 6)</b>					<b>Duration: 5 %</b>		
2	E.1 Verify the conformity of the proof with specifications.	Verification of points according to the characteristics associated with the product  Review of Module 7, C					
3	<b>E</b> Print a proof.			<b>4 Conformity of OK to print proofs with specifications</b> 4.1 OK to print proof related to positioning in conformity with specifications, including accurate identification of side guides  4.2 OK to print proof in conformity with specifications	<b>10</b>		
						5	P
						5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>F. PRINT THE JOB (Block 7)</b>					<b>Duration: 10 %</b>		
2	F.1 Feed the screen printing press.	Adjustment of automatically fed printing speed according to the job		Sheets fed regularly			
2	F.2 Supervise the printing operation.	Method of verification of product in conformity with OK to print proof and specifications Supervision of strategic points related to common problems in screen printing					
2	F.3 Solve common screen printing problems.	Identification of common technical problems Research method and determination of causes Application of corrective measures					
3	<b>F Print the job.</b>			<b>5 Conformity of the print with specifications</b> 5.1 Uniformity and density of printing 5.2 Constant register on all copies 5.3 Quantity in conformity with specifications 5.4 Cleanliness of copies	<b>20</b>	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>G. CLEAN THE PRESS (Block 8)</b>					<b>Duration: 5 %</b>		
2	G.1 Wash squeegee and flood bar.	Choice and use of cleaning products according to type of ink					
2	G.2 Wash the screen.	Techniques used to recover the ink according to the conditioning received and the presence of contaminants  Washing techniques according to type of ink		Removal of maximum amount of ink from screens  Proper washing of screen			
2	G.3 Clean the press bed.	Precautions to preserve the surface of the press bed  Cleaning techniques according to the type of guides used  Method used to return microadjustments to zero		Return of microadjustments of table to initial values			
2	G.4 Clean the press casing.	Choice and use of the different types of cleaning product					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>				<b>Duration: 120 hours</b>			
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>G</b> Clean the press.			<b>6</b> <b>Cleaning of the press</b> 6.1   Proper washing of squeegee and flood bar 6.2   Proper washing of press	<b>10</b>	5	P
						5	P
<b>H. REMOVE STENCIL FROM SCREEN PRINTING FRAME (Block 9)</b>				<b>Duration: 5 %</b>			
2	H.1 Claim the screen.	Choice and use of screen-cleaning products, precautions to take Screen-claiming method Choice and application of treatment used to eliminate ghosting according to possible problems occurring in the future					
2	H.2 Store the screen.	Conditions for storing		Proper storage of screen			
3	<b>H</b> Remove stencil from screen printing frame.			<b>7</b> <b>Removal of stencil</b> 7.1   Complete elimination of emulsion 7.2   Complete elimination of ghosting	<b>10</b>	5	P
						5	P
<b>I. APPLY FINISHING TECHNIQUES (Block 10)</b>				<b>Duration: 5 %</b>			
2	I.1 Use finishing machines.	Adaptation of finishing techniques according to the screen printing support used Review of Module 5		Complete verification of drying of copies Neat stacking Skillful use of various finishing machines Squareness of documents			

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>							<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	I.2	Verify the various aspects related to the production according to specifications and quality sought.				Careful presentation of printed copies Size of copies in conformity with specifications			
3	<b>I</b>	<b>Apply finishing techniques.</b>							
<b>J. STORE THE SUPPLIES AND EQUIPMENT (Block 11)</b>							<b>Duration: 5 %</b>		
2	J.1	Maintain the equipment.	Various maintenance operations used in screen printing			Performance of complete maintenance on tools			
3	<b>J</b>	<b>Store the supplies and equipment.</b>	Observance of shop policy related to storage			<b>8 Tidying of workstation</b> 8.1 Storage in accordance with shop policy	<b>5</b>	5	P
<b>PRODUCE PRINTS IN SCREEN PRINTING (Block 12)</b>							<b>Duration: 10 %</b>		
2		Be concerned about the possible repercussions related to the choices made during the various stages of production.	Link with pedagogical aims 2 and 4						
2		Apply a work method that ensures the cleanliness of the production and the work environment.	Functional link with pedagogical aim 5						
3		<b>PRODUCE PRINTS IN SCREEN PRINTING</b>				Observance of safety rules	<b>5</b>	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 318 – SCREEN PRINTING (Module 11)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce prints in screen printing</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b><i>PRODUCE PRINTS IN SCREEN PRINTING (Block 13)</i></b>					<b><i>Duration: 15 %</i></b>		
<b>(including evaluation for the purpose of certification)</b>							
2	Adapt to specific conditions.	Images involving specific difficulties such as the combination of small characters and solids  Use of various types of printing supports  Link with pedagogical aim 1					
4	<b>PRODUCE PRINTS IN SCREEN PRINTING</b>						
<b><i>PRODUCE PRINTS IN SCREEN PRINTING (Block 14)</i></b>							
5	<b>PRODUCE PRINTS IN SCREEN PRINTING</b>	Printing on supports other than paper					

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# PRINTING (5746)

## 982 318 – SCREEN PRINTING (Module 11)

### INFORMATION ON THE EVALUATION

#### **1 INFORMATION AND INSTRUCTIONS**

This examination consists in evaluating the candidates' ability to prepare screens and produce prints in screen printing. The examination is divided into two steps. In Step One, candidates must prepare the screens for the examination, while in Step Two, they must produce a print in screen printing in conformity with specifications. For Step One, no more than four candidates (two teams comprising two candidates each) may be evaluated at the same time, depending on the availability of the equipment. The examination should be done on an individual basis, except where otherwise stated by the examiner. The suggested duration of the examination is five hours.

#### **2 EXAMINATION PROCEDURE**

##### STEP ONE: PREPARATION OF SCREENS

Candidates are expected to prepare a screen for Step Two of the evaluation, i.e. the examination print. The examiner should provide each team member with specifications involving two film positives, one of each colour. Each team member is expected to prepare a frame, apply emulsion, expose and develop the film. When positioning the film positives, the team members should be together to ensure a similar position prior to the exposure. Candidates are to be allotted two hours for Step One and any time remaining may be added to Step Two.

##### STEP TWO: PRODUCTION OF A PRINT IN SCREEN PRINTING

Candidates are expected to print sheets of cardboard stock coated on one side. Candidates should be given specifications comprising instructions as to quantity, print size, ink colour, imposition, type of paper and finishing techniques.

Using the information indicated in the specifications, candidates are expected to print 30 two-colour paper cards on one side only. The image could comprise a tint associated with the text and solids. The examiner may provide candidates with 60 good sheets.

The examiner should ensure that all team members carry out the following tasks:

- the installation of the frame and guides on the press bed, the squeegee and the flood bar
- the adjustment of the angle of pressure of squeegee and flood bar path

Prior to printing, candidates must have the examiner verify the installation of the frame and the adjustments. Candidates must produce an OK to print proof for the position, the register and the colour for each of the colours. In order that the OK to print proofs be official, the examiner should countersign them. Candidates should take turns to act as press aide and press operator. Working individually, candidates are expected to print 60 sheets for evaluation.

Candidates must not hand in their work before having completed tidying their workstations, to allow the examiner to evaluate the removal of the frames and the cleanliness of the copies.

### **3 MATERIALS**

The following materials are required for the examination:

- specifications
- film positives
- two blank screens
- prepared emulsion
- squeegee
- 60 279 mm x 432 mm (11 in. x 17 in.) sheets of paper
- additives
- ink
- press and components
- screen cleaning products
- cleaning products and ten rags
- tools
- gloves and protective goggles (supplied by the candidate)

### **4 SPECIAL INSTRUCTIONS**

If, during Step One, candidates fail to prepare the frame within two hours, the examiner may allow the evaluation to proceed by providing candidates with the necessary materials. However, the points allotted to this aspect of the examination are to be taken away from the candidates involved. The other team member is not to be penalized.

Candidates must recover the screen when they have completed their task and wash the press at the end of the examination.

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to evaluate certain aspects of the examination, the examiner should be notified when the following tasks are to be carried out: applying emulsion to the screen, installing the frame on the press, adjusting the frames off-contact and the squeegee and flood bar paths.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.



## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
11 – Screen Printing	Module code: 982 318
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                      FAIL <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		RESULT
1      SCREEN PREPARATION	YES   NO	
	Start:	_____
1.1      Correct application of emulsion:		
- application of emulsion on both surfaces of the screen	<input type="checkbox"/> <input type="checkbox"/>	
- uniform thickness of emulsion layers	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
1.2      Choice of imposition:		
- positive correctly positioned on screen	<input type="checkbox"/> <input type="checkbox"/>	
- emulsion side of positive in contact with emulsion on screen	<input type="checkbox"/> <input type="checkbox"/>	
- observance of exposure time	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
1.3      Proper development of screen:		
- image contours clearly defined	<input type="checkbox"/> <input type="checkbox"/>	
- image area emulsion-free	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
1.4      Complete masking of non-printing areas:		
- masking of surrounding area	<input type="checkbox"/> <input type="checkbox"/>	
- complete masking of pin holes	<input type="checkbox"/> <input type="checkbox"/>	
- no masking on image areas	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
	Finish:	_____

OBSERVATION		RESULT	
	YES NO		
2	PREPARATION OF SUPPLIES		
2.1	Proper preparation of inks:		
	-	colour in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>
	-	ink quantity prepared in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>
	-	density in conformity with types of ink used	<input type="checkbox"/> <input type="checkbox"/>
	-	proper choice of additives according to ink used	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
3	PREPARATION OF THE SCREEN PRINTING PRESS		
3.1	Careful installation of screen:		
	-	screen firmly locked	<input type="checkbox"/> <input type="checkbox"/>
	-	proper adjustment of off-contact	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
3.2	Preparation printing press components:		
	-	adjustment of squeegee path	<input type="checkbox"/> <input type="checkbox"/>
	-	proper installation of squeegee and flood bar	<input type="checkbox"/> <input type="checkbox"/>
	-	accurate adjustment of angle and pressure of squeegee	<input type="checkbox"/> <input type="checkbox"/>
	-	accurate adjustment of height of flood bar	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
3.3	Positioning of feed guides:		
	-	positioning of guides ensuring squared print	<input type="checkbox"/> <input type="checkbox"/> 0 or 5
4	CONFORMITY OF OK TO PRINT PROOF WITH SPECIFICATIONS		
4.1	Conformity of OK to print proof with specifications:		
	-	height and width squared and in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>
	-	accurate location of colours	<input type="checkbox"/> <input type="checkbox"/>
	-	clear identification of side guides	<input type="checkbox"/> <input type="checkbox"/>
	-	dated and signed by candidate and examiner	<input type="checkbox"/> <input type="checkbox"/> 0 or 5

OBSERVATION		RESULT	
	YES NO		
4.2 Conformity of OK to print ink proof with specifications: <ul style="list-style-type: none"> <li>- ink density in conformity with specifications</li> <li>- complete observance of image on paper surface</li> <li>- dated and signed by candidate and examiner</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 5	
5 CONFORMITY OF PRINT WITH SPECIFICATIONS			
5.1 Conformity of the print with specifications: <ul style="list-style-type: none"> <li>- density of ink in conformity with OK to print proof</li> <li>- cleanliness of image and non-image areas</li> <li>- no change in ink density between the OK to print proofs and all copies</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 5	
5.2 Constant register on all copies	<input type="checkbox"/> <input type="checkbox"/>	0 or 5	
5.3 Quantity in conformity with specifications: <ul style="list-style-type: none"> <li>- observance of quantity indicated in specifications</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	0 or 5	
5.4 Cleanliness of copies: <ul style="list-style-type: none"> <li>- no trace of ink on copies</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	0 or 5	
6 CLEANING OF THE PRESS			
6.1 Proper washing of squeegee and flood bar: <ul style="list-style-type: none"> <li>- no trace of ink on squeegee or flood bar</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	0 or 5	
6.2 Proper washing of press: <ul style="list-style-type: none"> <li>- no trace of gum or ink on press bed</li> <li>- no trace of ink on press</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 5	
7 REMOVAL OF STENCIL FROM SCREEN			
7.1 Complete elimination of emulsion: <ul style="list-style-type: none"> <li>- no trace of emulsion on screen</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	0 or 5	

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
7.2	Complete elimination of ghosting: - no trace left of image printed	<input type="checkbox"/>	<input type="checkbox"/>
8	<b>TIDYING OF WORKSTATION</b>		
8.1	Storage in accordance with shop policy: - ink containers - tools - cleaning and other products	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Observance of safety rules.</b>		
		Total:	/ 100
In order to evaluate criterion components 4.1, 4.2, 5.1, 5.2 and 5.4, candidates must hand in an amount equal to half the quantity indicated in the specifications.			
Minimum performance standard: 80 points			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 324 – NUMBERING AND PERFORATING (Module 12)					Duration: 60 hours		
Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING (Block 1)</b>					<b>Duration: 5 %</b>		
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
1	Be aware of the importance of numbering for the expected use of the product.	Consequences of incorrect numbering with respect to the various fields of application Functional links with Module 4					
<b>A. PLAN AND ORGANIZE THE JOB (Block 2)</b>					<b>Duration: 10 %</b>		
2	A.1 Use the terminology related to numbering and perforating.	Names and specific characteristics of components of numbering and perforating units Terminology used in the operations					
2	A.2 Distinguish between the various types of supplies and machines used in numbering and perforating.	Links between the various types of supplies and machines and their possible uses Possible combinations Specific characteristics of perforating and scoring supplies					
2	A.3 Interpret the specifications.	All data required to perform numbering, perforating and scoring operations					

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982 324 – NUMBERING AND PERFORATING (Module 12)					Duration: 60 hours		
Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	A.4 Determine the conditions required to perform the tasks.	Drawing of a sketch showing the elements to be combined  Verification of the position of the elements with respect to the characteristics of the press, supplies and machines available					
2	A.5 Determine the sequence of the operations.	Evaluation of the possible combinations according to efficacy and error risks					
3	<b>A Plan and organize the job.</b>	Organization of work method according to the availability of the supplies and machines		<b>1 Accurate interpretation of specifications</b>  1.1 Verification of supplies	<b>5</b>	5	P
<b>B. PREPARE THE JOB (Block 3)</b>					<b>Duration: 5 %</b>		
2	B.1 Prepare the supplies.	Method of verification of the condition of the carbonless copy paper and the colour of the transfer  Review of Module 9, B.3		Proper preparation of supplies			
2	B.2 Verify the plates.	Detection of common problems related to numbering and perforating, such as noticing the presence of perforation marks in the trimmed size  Review of Module 10, C. 2 Functional link with Module 8, B		Correct verification of plates  Methodical setup of work area			
3	<b>B Prepare the job.</b>						

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 324 – NUMBERING AND PERFORATING (Module 12)</b>						<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>C. PREPARE THE PRESS (Block 4)</i></b>						<b><i>Duration: 5 %</i></b>		
2	C.1 Verify and adjust the systems.	Review of Module 7, B			Verification and adjustment of the different systems			
3	<b>C Prepare the press.</b>							
<b><i>D. PREPARE THE NUMBERING AND PERFORATING UNIT (Block 5)</i></b>						<b><i>Duration: 20 %</i></b>		
2	D.1 Install the components of the perforating or scoring units.	Method used to install the rule Method used to install and adjust the cylinder counterpressure wheels Functional link with Module 6						
2	D.2 Modify a numbering unit.	Identification of the components of a numbering unit and accessories Disassembling and reassembling techniques related to the use of accessories						
2	D.3 Install the components used in numbering.	Method used to install and position numbering units and accessories Adjustment of inking unit on numbering unit						
2	D.4 Start up a numbering and perforating unit.	Start-up sequence Functional link with Module 2						

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A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 324 – NUMBERING AND PERFORATING (Module 12)							Duration: 60 hours		
Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>									
COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
3	<b>D</b>	<b>Prepare the numbering and perforating unit.</b>				<b>2 Numbering and perforating</b> 2.1 Placement of perforating rules at designated stops 2.2 Accurate adjustment of cylinder or counter-pressure wheels 2.3 Modification of a numbering unit 2.4 Accurate positioning of numbering unit 2.5 Proper installation of strikers 2.6 Proper installation of inking unit	<b>35</b>		
							5		P
							5		P
							10		P
							5		P
							5		P
							5		P
<b>E. PRINT A PROOF (Block 6)</b>							<b>Duration: 5 %</b>		
2	E.1	Verify that the OK to print proof is in conformity with specifications.	Method of verification of the preassembled sheets of carbonless copy paper  Quality criteria related to perforating and scoring  Review of Module 7, C						
3	<b>E</b>	<b>Print a proof.</b>				<b>3 Print a proof</b> 3.1 OK to print proof in conformity with specifications	<b>5</b>	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 324 – NUMBERING AND PERFORATING (Module 12)							Duration: 60 hours		
Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>									
COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b>F. PRINT THE JOB (Block 7)</b>							<b>Duration: 10 %</b>		
2	F.1	Supervise the printing operation.	Review of Module 7, D Supervision of strategic points related to common problems occurring during a numbering and perforating operation			Numbering of sheets in correct sequence			
2	F.2	Solve common printing problems.	Identification of common problems and application of corrective measures during the production of numbered and perforated print jobs						
2	F.3	Apply a method for counting printed sheets.	Methods of verification of number sequencing and order						
3	F	<b>Print the job.</b>				<b>4 Production</b> 4.1 Quality control 4.2 Observance of qualities of sheets of carbonless paper 4.3 Correct balance of inking and dampening between OK to print proof and copies 4.4 Continuous quality control of perforations 4.5 Complete sequence of numbers	<b>45</b>	10	P
							10		P
							5		P
							5		P
							15		P
<b>G. CLEAN THE PRESS AND NUMBERING UNIT (Block 8)</b>							<b>Duration: 5 %</b>		
2	G.1	Clean the various systems and components of the press.	Review of Module 7, E.2			Washing of the various systems			

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PRINTING (5746)

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Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
2	G.2 Carry out maintenance of the numbering unit.	Cleaning techniques used for numbering units  Determination of maintenance procedures according to the condition of the numbering unit					
3	<b>G Clean the press and the numbering unit.</b>			<b>5 Cleaning of the press and the numbering unit</b>  5.1 Cleanliness of numbering unit and inking unit	5	5	P
<b>H. VERIFY PRINTED MATERIALS (Block 9)</b>					<b>Duration: 5 %</b>		
2	H.1 Verify sequence of numbers.	Methods of verification for the type of production  Numbering techniques for missing copies		Complete sequence of numbers			
2	H.2 Identify the stacks.	Means of identification of stacks in a print job involving numbering		Accurate stacking of piles			
3	<b>H Verify printed materials.</b>						
<b>I. TIDY UP AND CLEAN THE WORK AREA (Block 10)</b>					<b>Duration: 5 %</b>		
2	I.1 Tidy up and clean workstation.	Review of Module 7, F					
2	I.2 Store accessories.	Standards of storage related to perforating and scoring rules, strikers, numbering units and other accessories					
3	<b>I Tidy up and clean the work area.</b>			<b>6 Storing and cleaning</b>  6.1 Proper cleaning of workstation	5	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 324 – NUMBERING AND PERFORATING (Module 12)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>J. RECORD THE TECHNICAL DATA (Block 11)</b>					<b>Duration: 5 %</b>		
2	J.1 Complete the machine logbook.	Clear indication of data related to general maintenance, adjustments and repairs Functional link with Module 3, J.1					
2	J.2 Transmit information related to finishing operations for printed materials.	Writing out of notice of the numbers of missing copies Review of Module 10, I.2 Link with pedagogical aim 4		Observance of shop policy on: - general maintenance - adjustments - repairs			
2	J.3 Complete time sheet.	Writing conventions					
<b>3</b>	<b>J Record the technical data.</b>	Time sheet					
<b>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING (Block 12)</b>					<b>Duration: 5 %</b>		
2	Evaluate the degree of risk involved in combining, numbering and perforating operations.	Risks related to the non-observance of technical specifications involving the preparation of the numbering and perforating unit Adaptation of operation sequencing Link with pedagogical aim 4					

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PRINTING (5746)

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Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
3	<b>Print jobs requiring numbering, perforating or scoring.</b>			Appropriate choice of adjustment tools Observance of safety rules Conformity with job bag instructions Clean copies Work carried without wasting time or supplies Job performed within the specified time limit			
<b><i>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING (Block 13)</i></b>							<b><i>Duration: 15 %</i></b>
2	Adapt to specific conditions.	Prints jobs involving combinations of numbering, perforating and scoring on different printing supports  Link with pedagogical aim 4					
2	Be concerned about communicating the difficulties with members of the prepress.	Link with pedagogical aims 2 and 4					
4	<b>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING</b>	Jobs involving different impositions					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 324 – NUMBERING AND PERFORATING (Module 12)				Duration: 60 hours			
<b>Statement of the competency: <i>Print jobs requiring numbering, perforating or scoring</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b><i>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING (Block 14)</i></b>							
5	<b>PRINT JOBS REQUIRING NUMBERING, PERFORATING OR SCORING</b>						

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A,B,C...: elements of the competency (specifications of the first-level operational objective)  
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# PRINTING (5746)

## 982 324 – NUMBERING AND PERFORATING (Module 12)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to print jobs requiring numbering and perforating. The examination is divided into two steps. In Step One, candidates must disassemble a numbering unit and reassemble it, replacing a unit wheel with a repeat wheel. In Step Two, candidates must print jobs requiring numbering and scoring. In Step One, generally speaking, no more than two candidates can be evaluated at the same time. The suggested duration of the two steps together is four hours.

#### 2 EXAMINATION PROCEDURE

##### STEP ONE: CHANGE THE ROLLER OF THE NUMBERING UNIT

Candidates must disassemble a numbering unit and replace the unit roller with a repetition roller. The examiner should ensure that the numbering unit functions perfectly and prepare the necessary equipment. Candidates are allotted 30 minutes for Step One and any time left over may be added to Step Two.

##### STEP TWO: PRODUCING A PRINT JOB INVOLVING NUMBERING AND PERFORATING

Candidates must print, number and perforate sheets of carbonless copy paper with text. The examiner should provide candidates with specifications, including instructions as to quantity and size of impression, ink colour, imposition, type of paper to be used and finishing instructions.

Using the information indicated in the specifications, candidates must print 250 invoice sheets preassembled in triplicate and printed on one side only. The image could comprise a pale flat tint, with text and solids. Candidates are allowed 1,000 carbonless copy sheets in triplicate and a maximum of 500 wastage sheets preprinted on both sides. The surplus carbon copy sheets should be recovered and packaged in the original paper. The examiner should ensure that the feed system not be adjusted for the size of paper to be used and that the pressure of the numbering cylinder be at its lowest. Although candidates are provided with ink, they must prepare their own ink fountain solution.

Before proceeding to print, candidates must have the examiner verify the installation of the numbering and perforating units. Candidates must produce an OK to print proof for position, register and colour and, in order to have the proofs made official, the examiner must countersign them.

Candidates must not hand in their work before having tidied up their workstation, so that the cleanliness of the copies can be evaluated.

### **3 MATERIALS**

**The following materials are required for the examination:**

- specifications
- an offset plate
- an offset press with MONA accessories
- a numbering unit, strikers and assembly and disassembly tools
- a perforating unit
- sheets of carbonless copy paper in triplicate for 1,000 216 mm x 279 mm (8 1/2 in. x 11 in.) press sheets
- 500 140 mm x 216 mm (5 1/2 in. x 8 1/2 in.) printed bond wastage sheets
- concentrate for dampening solution
- ink
- cleaning product for the numbering unit
- cleaning products, sponge and eight rags
- tools
- gloves and protective goggles (supplied by the candidate)

### **4 SPECIAL INSTRUCTIONS**

If, during Step One, candidates fail to complete the adjustments within 30 minutes, the examiner may adjust the numbering unit correctly to allow candidates to proceed with the examination. However, candidates will lose the points allotted to this aspect.

Candidates must reassemble the numbering unit and wash the press at the end of the examination.

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to evaluate certain aspects of the job, candidates must hand in the missing numbers that are written in the specifications if the order cannot be completed.

A minimum of 185 numbered and perforated invoices are required for the evaluation.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.



## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
12 – Numbering and Perforating	Module code: 982 324
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

OBSERVATION		RESULT
	YES    NO	
1    ACCURATE INTERPRETATION OF SPECIFICATIONS		
1.1    Verification of supplies:		
-    plate, paper, ink	<input type="checkbox"/> <input type="checkbox"/>	
-    perforating and numbering units	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
2    NUMBERING AND PERFORATING		
2.1    Placement of perforating rules at designated stops:		
-    positions in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>	
-    perforating unit squared	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
2.2    Accurate adjustment of cylinder and counterpressure wheels:		
-    accurate perforation, without pressure	<input type="checkbox"/> <input type="checkbox"/>	0    or    5
	Start: _____	
2.3    Modification of a numbering unit:		
-    proper installation of skip wheel	<input type="checkbox"/> <input type="checkbox"/>	0    or    10
	Finish: _____	
2.4    Accurate positioning of numbering unit		0    or    5

OBSERVATION		RESULT		
		YES	NO	
2.5	Proper installation of strikers			0 or 5
2.6	Proper installation of inking unit:			
	- proper inking of numbers	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
3	PRINTING A PROOF			
3.1	OK to print proof in conformity with specifications:			
	- OK to print position in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>	
	- accurate identification of side guides	<input type="checkbox"/>	<input type="checkbox"/>	
	- constant register	<input type="checkbox"/>	<input type="checkbox"/>	
	- colour in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>	
	- signed and dated by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
4	PRODUCTION			
4.1	Quality control related to:			
	- constant register on all copies	<input type="checkbox"/>	<input type="checkbox"/>	
	- no double or damaged sheets	<input type="checkbox"/>	<input type="checkbox"/>	
	- constant inking of numbers	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
	Error tolerance: very slight differences in the entire run			
4.2	Observance of the qualities of sheets of carbonless paper	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
4.3	Correct balance of inking and dampening between OK to print proof and all the copies:			
	- non-image areas free from tinting and set-off	<input type="checkbox"/>	<input type="checkbox"/>	
	- no trace of wash out	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
4.4	Continuous quality control of perforation:			
	- consistent position of perforation	<input type="checkbox"/>	<input type="checkbox"/>	
	- clean-cut perforations on all copies	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
4.5	Complete sequence of numbers: - presence of all numbers according to specifications - changing of numbers in the correct places	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
			0 or 15
5	<b>CLEANING OF THE PRESS AND THE NUMBERING UNIT</b>		
5.1	Cleanliness of numbering unit and inking unit: - no trace of ink or solvent on numbering unit and perforating rule - no trace of ink, solvent, gumming tape or solution on casings and components	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
6	<b>STORING AND CLEANING</b>		
6.1	Proper cleaning of work station: - proper storing of numbering and perforating units - cleaning and gumming of plate - neat, clean work station	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
		Total:	/ 100
In order to have criterion components 4.1, 4.2, 4.3 and 4.4 evaluated, candidates must hand in a quantity equal to 75 % of the amount indicated in the specifications.			
Minimum performance standard: 85 points			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 336 – TWO-COLOUR PRINTING (Module 13)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs in two colours simultaneously</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY (Block 1)</i></b>					<b><i>Duration: 5 %</i></b>		
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Be concerned about observing health and safety rules.	Functional link with Module 2 Review of Module 3					
2	Distinguish between the various types of two-colour presses.	Specific characteristics of different types of presses Production possibilities according to type of press					
<b><i>A. PLAN AND ORGANIZE THE JOB (Block 2)</i></b>					<b><i>Duration: 5 %</i></b>		
2	A.1 Interpret specifications.	All data and information required to print an offset job in two colours simultaneously Review of Module 7, A.1		Accurate interpretation of instructions			
2	A.2 Explain the phenomenon of ink contamination on a two-colour press.	Contamination risk factors Importance of ink tack when superimposing colours					
2	A.3 Determine sequence for printing different colours.	Evaluation of the impact of the contamination with respect to the possible sequencing of colours Functional link with Module 9, C and D		Correct determination of sequence for printing in different colours			

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PRINTING (5746)

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COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
3	A	Plan and organize the job.							
<b>B. PREPARE THE JOB (Block 3)</b>							<b>Duration: 10 %</b>		
2	B.1	Prepare supplies.	Review of Module 10, B, 1, 2 and 3			Proper preparation of supplies			
2	B.2	Verify plates.	Verification of the quality of the plates Review of Module 10, C			Proper verification of quality of plates			
2	B.3	Set up work area.	Adaptation of work area in order to print offset jobs in two colours simultaneously			Methodical setup of work area			
3	B	Prepare the job.							
<b>C. PREPARE THE PRESS (Block 4)</b>							<b>Duration: 5 %</b>		
2	C.1	Adjust the different systems.	Review of Module 10, D			Proper verification that the press is in good working condition Careful verification of safety devices Proper verification of anti-setoff system Proper mounting of plate			
3	C	Prepare the press.				<b>1 Preparation of the press</b> 1.1 Accurate adjustment of feeding system 1.2 Accurate adjustment of printing system	<b>10</b>	5 5	P P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

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Statement of the competency: <i>Print offset jobs in two colours simultaneously</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
<b>D. PREPARE ADDITIONAL INKING UNIT (Block 5)</b>					<b>Duration: 10 %</b>		
2	D.1 Identify the specific characteristics of the additional printing unit.	Specific characteristics and operating principles of the additional printing unit		Proper mounting of plate			
2	D.2 Install the additional printing unit.	Installation and removal techniques		Proper installation of unit			
2	D.3 Adjust the printing unit.	Adjustment of dampening and inking systems according to the primary unit  Evaluation of quality of colour overlap  Review of Module 9, C and D  Review of Module 10, D.2					
2	D.4 Adjust the mechanisms of the various systems.	Adjustment of the mechanism holding the unit in place  Proper adjustment of plate cylinders  Review of Module 6, B, C and D					
3	<b>D Prepare additional inking unit.</b>			<b>2 Preparation of additional inking unit</b>  2.1 Accurate adjustment of contact between the rollers of the dampening system  2.2 Accurate adjustment of contact between the rollers of the inking system  2.3 Accurate adjustment of the printing system	<b>15</b>	5	P

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<b>982 336 – TWO-COLOUR PRINTING (Module 13)</b>						<b>Duration: 90 hours</b>				
<b>Statement of the competency: <i>Print offset jobs in two colours simultaneously</i></b>										
<b>COMPETENCY</b>			<b>LEARNING</b>			<b>EVALUATION</b>				
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>		<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>E. PRINT A PROOF (Block 6)</i></b>						<b><i>Duration: 5 %</i></b>				
2	E.1	Verify that the OK to print proof is in conformity with the specifications.	Review of Module 7, C Identification of side guides Verification of points particular to printing two colours simultaneously							
3	E	<b>Print a proof.</b>				<b>3</b>	<b>Conformity of OK to print proof with specifications</b>	<b>20</b>		
						3.1	Position and register proofs in conformity with specifications		10	P
						3.2	Colour proof in conformity with specifications		10	P
<b><i>F. PRINT THE TWO-COLOUR JOB (Block 7)</i></b>						<b><i>Duration: 10 %</i></b>				
2	F.1	Supervise the printing operation.	Review of Module 7, D.1 Verification of strategic points with respect to common problems arising when printing offset jobs in two colours simultaneously							
2	F.2	Solve common printing problems.	Identification of common problems and application of corrective measures when printing offset jobs in two colours simultaneously				Quick reorganization of work after solving a problem			

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<b>Statement of the competency: <i>Print offset jobs in two colours simultaneously</i></b>								
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b>3</b>	<b>F</b> <b>Print the two-colour job.</b>			<b>4    Production</b> 4.1 Continuous quality control 4.2 Conformity with quality standards 4.3 Clean copies 4.4 Observance of quantity indicated in specifications	<b>30</b>		10    P 5    P 5    P 10    P	
<b>G. CLEAN THE PRESS AND THE ADDITIONAL INKING UNIT (Block 8)</b>						<b>Duration: 10 %</b>		
2	G.1    Clean the various systems and components of the press.	Specific aspects for cleaning the additional unit Review of Module 7, E.2						
3	<b>G</b> <b>Clean the press and the additional inking system.</b>	Link with pedagogical aim 2		<b>5    Clean the press</b> 5.1 Proper cleaning of the press	<b>5</b>		5    P	
<b>H. PERFORM MAINTENANCE TASKS (Block 9)</b>						<b>Duration: 10 %</b>		
2	H.1    Perform maintenance tasks.	Specific aspects for maintaining the additional unit Review of Module 3, I, J and K		Proper maintenance of the various systems Proper lubrication of the various mechanical parts				
3	<b>H</b> <b>Perform maintenance tasks.</b>							

\*\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 336 – TWO-COLOUR PRINTING (Module 13)</b>							<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs in two colours simultaneously</i></b>									
COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St		
<b><i>I. TIDY UP THE WORK AREA (Block 10)</i></b>							<b><i>Duration: 10 %</i></b>		
3	<b>I</b>	<b>Tidy up the work area.</b>	Review of Module 10, H		<b>6</b>	<b>Cleanliness of the work area</b>	<b>5</b>		
					6.1	Proper cleaning and gumming of plates		5	P
<b><i>J. NOTE THE TECHNICAL DATA (Block 11)</i></b>							<b><i>Duration: 5 %</i></b>		
3	<b>J</b>	<b>Note the technical data.</b>	Review of Module 10, I		<b>7</b>	<b>Noting the data</b>	<b>10</b>		
					7.1	Completion of time sheet according to procedure		5	P
					7.2	Clear indication of finishing instructions		5	P
<b><i>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY (Block 12)</i></b>							<b><i>Duration: 5 %</i></b>		
2		Be concerned about the possible consequences of adjustments made when printing offset jobs in two colours simultaneously.	Use of method of overall verification of quality with respect to modifications made when printing  Adjustments according to the possibilities and limits of the adjustments made during the printing process  Functional link with Module 4						
3		<b>Print offset jobs in two colours simultaneously.</b>				Observance of safety rules	<b>5</b>	5	P

\*\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 336 – TWO-COLOUR PRINTING (Module 13)</b>					<b>Duration: 90 hours</b>		
<b>Statement of the competency: <i>Print offset jobs in two colours simultaneously</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY (Block 13)</i></b>					<b><i>Duration: 5 %</i></b> <b>(including evaluation for the purpose of certification)</b>		
2	Adapt to specific conditions.	Images with different colour combinations and colour trapping values Use of different printing supports Link with pedagogical aim 2					
4	<b>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY</b>						
<b><i>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY (Block 14)</i></b>					<b><i>Duration: 5 %</i></b>		
5	<b>PRINT OFFSET JOBS IN TWO COLOURS SIMULTANEOUSLY</b>	Experimenting on other types of two-colour presses					

\*\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



# PRINTING (5746)

## 982 336 – TWO-COLOUR PRINTING (Module 13)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to print jobs in two colours simultaneously. The examination is divided into two steps. In Step One, candidates must adjust the additional printing unit and the transfer to the blanket cylinder, while, in Step Two, candidates must produce a two-colour printed document according to specifications. Several candidates can be evaluated at the same time. The suggested duration of the examination is four hours.

#### 2 EXAMINATION PROCEDURE

##### STEP ONE: ADJUSTMENT OF THE ADDITIONAL PRINTING UNIT

In Step One, candidates must adjust the parallelism and the general pressure of the dampening and inking systems, as well as the contact between the different rollers so as to ensure a proper transfer. Finally, candidates must adjust the parallelism and the general pressure of the plate cylinder. Therefore, before the examination, the examiner must ensure that the various mechanisms that command the adjustments are slightly incorrect. Candidates are allotted a maximum of 30 minutes to complete Step One. Any time remaining can be added to Step Two.

##### STEP TWO: PRODUCTION OF AN OFFSET JOB IN TWO COLOURS SIMULTANEOUSLY

In Step Two, candidates must print 900 sheets on one side only. The image shall comprise a combination of text, lines and solids using black ink and ink of another basic colour. Candidates should be provided with specifications including instructions as to quantity, paper, ink colours to be used and the position of the image on the sheet. Candidates should also be given instructions concerning the identification of the side guides of the stack as well as the inscription of the quantity of sheets at the end of the printing procedure.

The product could resemble a shooting target, a publicity stand cover sheet or any other product that includes all of the above-mentioned difficulties.

Candidates are allowed 1,000 blank sheets and 500 wastage sheets. The examiner must ensure that the feeding system is not adjusted for a 216 mm x 279 mm (8 ½ in. x 11 in.) size of paper, and that the pressure between the blanket cylinder and the impression cylinder has been reduced. Although candidates are provided with paper and ink, they must prepare their own fountain solution.

Before starting to print the job, candidates must produce two OK to print proofs for position and colour, and a ten-sheet register. To be official, the proofs must be signed by the candidates and countersigned by the examiner.

Adjustments to the feed system should be evaluated during the run or at the end, reusing waste sheets, since candidates have the right to refine their adjustments at any point, up until the end of the run.

### **3 MATERIALS**

The following materials are required for the examination:

- specifications
- two offset plates
- an offset press equipped with an additional printing unit
- a Pantone chart or colour samples
- 1,000 216 mm x 279 mm (8 ½ in. x 11 in.) 20 lb. blank bond paper
- 500 wastage sheets
- concentrate for the dampening solution
- inks
- additives
- cleaning products, a sponge and ten rags
- tools
- gloves and protective goggles (supplied by the candidate)

### **4 SPECIAL INSTRUCTIONS**

If, during Step One, candidates fail to complete the adjustments within 30 minutes, the examiner should set the adjustments correctly to allow candidates to proceed with the examination. However, candidates will lose the points allotted to this task.

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to have certain aspects of their work evaluated, candidates must hand in a quantity equal to half that indicated in the specifications.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
13 – Two-colour printing	Module code: 982 336
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                      FAIL <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		YES	NO	
<b>1 PREPARATION OF THE PRESS</b>				
1.1 Accurate adjustment of feeding system:				
- proper adjustment of feeding table		<input type="checkbox"/>	<input type="checkbox"/>	
- proper adjustment of feed board		<input type="checkbox"/>	<input type="checkbox"/>	
- proper adjustment of delivery table		<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
1.2 Accurate adjustment of printing system:				
- proper adjustment of the general pressure between the impression cylinder and the blanket cylinder		<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
<b>2 PREPARATION OF THE ADDITIONAL INKING UNIT</b>				
2.1 Accurate adjustment of contacts between the rollers of the dampening system:				
- proper pressure of the roller on the plate		<input type="checkbox"/>	<input type="checkbox"/>	
- proper pressure of the other rollers of the system		<input type="checkbox"/>	<input type="checkbox"/>	
- position of all the rollers in conformity with specifications		<input type="checkbox"/>	<input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
2.2	Accurate adjustment of contact between the rollers of the inking system:		
	- uniform width of the ink bands on the plate	<input type="checkbox"/>	<input type="checkbox"/>
	- width of ink bands on plate in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- proper pressure of the other rollers of the system	<input type="checkbox"/>	<input type="checkbox"/>
	- position of all the rollers in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
			0 ou 5
2.3	Accurate adjustment of the printing system:		
	- proper adjustment of the general pressure between the impression cylinder and the blanket cylinder	<input type="checkbox"/>	<input type="checkbox"/>
			0 ou 5
3	<b>CONFORMITY OF PROOFS WITH SPECIFICATIONS</b>		
3.1	Position and register proofs in conformity with specifications:		
	- image position in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- squareness of image	<input type="checkbox"/>	<input type="checkbox"/>
	- clear identification of side guides	<input type="checkbox"/>	<input type="checkbox"/>
	- no variation in the position	<input type="checkbox"/>	<input type="checkbox"/>
	- signed and dated by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: variation in register no greater than the thickness of a 0.5 pt cut mark		0 or 10
3.2	Colour proof in conformity with specifications:		
	- ink density in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- signed and dated by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: no variation in densities with colour samples visible to the naked eye		0 or 10
4	<b>PRODUCTION</b>		
4.1	Continuous quality control:		
	- uniform ink density on all copies	<input type="checkbox"/>	<input type="checkbox"/>
	- constant register throughout the run	<input type="checkbox"/>	<input type="checkbox"/>

<b>OBSERVATION</b>				<b>RESULT</b>
		YES	NO	
	- consistent quality related to the overlapping of colours throughout the run	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
4.2	Conformity with quality standards:			
	- ink density in conformity with OK to print proof	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
4.3	Clean copies:			
	- non-image area free from tinting and setoff	<input type="checkbox"/>	<input type="checkbox"/>	
	- verso side free from setoff	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
4.4	Observance of quantity indicated in specifications:			
	- quantity in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
5	CLEANING THE PRESS			
5.1	Proper cleaning of the press:			
	- complete cleaning of dampening systems	<input type="checkbox"/>	<input type="checkbox"/>	
	- complete cleaning of inking systems	<input type="checkbox"/>	<input type="checkbox"/>	
	- rollers mounted correctly	<input type="checkbox"/>	<input type="checkbox"/>	
	- complete cleaning of printing system	<input type="checkbox"/>	<input type="checkbox"/>	
	- complete cleaning of protective casings	<input type="checkbox"/>	<input type="checkbox"/>	
	- proper maintenance of washing equipment	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
6	CLEANLINESS OF WORK AREA			
6.1	Proper cleaning and gumming of plates:			
	- proper gumming of plates	<input type="checkbox"/>	<input type="checkbox"/>	
	- complete cleaning of back of plates	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
7	NOTING THE DATA			
7.1	Completion of time sheet according to procedure:			
	- method in accordance with shop policy	<input type="checkbox"/>	<input type="checkbox"/>	
	- total time noted accurately	<input type="checkbox"/>	<input type="checkbox"/>	

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
- legible information	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
7.2 Clear indication of finishing instructions:		
- noting of quantity at end of run	<input type="checkbox"/> <input type="checkbox"/>	
- clear identification of side guides	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
<b>Observance of safety rules</b>		0 or 5
Total:		/ 100
In order to have criterion components 4.1, 4.2 and 4.3 evaluated, candidates must hand in a quantity equal to half the amount indicated in the specifications.		
Minimum performance standard: 85 points		

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 362 – JOB-SEARCH TECHNIQUES (Module 14)</b>					<b>Duration: 30 hours</b>	
<b>Statement of the competency: <i>Apply job-search techniques</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>	
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 1: PREPARATION FOR A JOB SEARCH (Block 1)</i></b>					<b><i>Duration: 20 %</i></b>	
1.1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies				
1.2	Learn the steps to follow in order to find a job.	Steps to follow in a job search				
1.3	Consult various sources of information.	Information to be consulted during the preparation of documents used in a job search				
1.4	Learn about employers' hiring criteria.	Main hiring criteria in different types of companies Links between the requirements of the job and hiring criteria				
1.5	List potential employers.	Source of reference used to identify and select employers Choice of companies according to student's own tastes, values and interests		<b>1</b> <b>Consult the information made available to them.</b> 1.1 Made a list of companies likely to correspond to their fields of interest. 1.2 Described the specific characteristics of these companies.	<b>10</b>	5 5

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 362 – JOB-SEARCH TECHNIQUES (Module 14)</b>					<b>Duration: 30 hours</b>	
<b>Statement of the competency: <i>Apply job-search techniques</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>	
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
1.6	Be aware of the importance of being well prepared for the interview.	Importance of first impressions Demonstration of their interest, highlighting their strengths Recognition of their weaknesses		<b>2 Participate in simulated interviews.</b>  2.1 Gave adequate answers to questions.  2.2 Came to the interview with all relevant documents.  2.3 Demonstrated their clear knowledge of the nature of the job and its requirements.  2.4 Showed interest in the position sought.	<b>35</b>	10   5  10  10
1.7	Experiment with interview techniques.	Steps to be taken for an interview, such as common questions, telephone calls, review of personal documents  Basic rules of the interview procedure  Differentiation between the various types of interviews  Possibility of a practical evaluation during an interview				
<b>PHASE 2: IMPLEMENTATION OF A JOB-SEARCH PLAN (Block 2)</b>					<b>Duration: 70 %</b>	
2.1	Plan the steps to be taken in a job search.	Steps to be taken in a job search, such as consulting a list of companies, writing a cover letter and a résumé, preparing for the interview				

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 362 – JOB-SEARCH TECHNIQUES (Module 14)</b>					<b>Duration: 30 hours</b>	
<b>Statement of the competency: <i>Apply job-search techniques</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>	
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
2.2	Write a résumé and a cover letter.	Different types of résumés Types of information, such as personal information, work experience, training Conventions for the presentation and layout of a résumé		<b>3 Write a résumé and a cover letter.</b> 3.1 Wrote a résumé in conformity with common standards. 3.2 Wrote a cover letter in conformity with common standards.	<b>30</b>	15  15
2.3	Follow the procedures outlined in their job-search plan.					
2.4	Keep a log.	Usefulness of log Structure and contents of log		<b>4 Write a log.</b> 4.1 In their log, noted the steps in their job-search plan and the steps they have taken.	<b>10</b>	10
<b>PHASE 3: EVALUATION OF THEIR JOB SEARCH (Block 3)</b>					<b>Duration: 10 %</b>	
3.1	Identify their strengths and weaknesses to be overcome in their preparation.			<b>5 Present an account of their experience.</b>	<b>15</b>	
3.2	Present an account of the steps they have taken.			5.1 Targeted the companies that correspond to their fields of interest. 5.2 Identified a minimum of two strengths and two weaknesses to be overcome in their job-search plan.		5  10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria



# PRINTING (5746)

## 982 362 – JOB-SEARCH TECHNIQUES (Module 14)

### INFORMATION ON THE EVALUATION

#### INFORMATION AND INSTRUCTIONS

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

#### PHASE 1: PREPARATION FOR A JOB SEARCH

##### 1 CONSULT THE INFORMATION MADE AVAILABLE TO THEM

The examiner should provide students with reference materials likely to help them in their job search. Students must make a list of companies likely to correspond to their fields of interest. For each company, students must indicate the source used and be able to compare the different types of companies.

##### 2 PARTICIPATE IN SIMULATED INTERVIEWS

Candidates must participate in setups, as well as a simulated interview, having previously answered the common questions posed during interviews.

At the end of the simulated interview, candidates must discuss with the examiner their strengths and weaknesses and attempt to find ways to overcome the latter.

#### PHASE 2: IMPLEMENTATION OF A JOB-SEARCH PLAN

##### 3 WRITE A RÉSUMÉ AND A COVER LETTER

Candidates must write a résumé and a cover letter in conformity with common standards. The examiner could provide candidates with the following scenario: apply for a job in printing that requires the competencies acquired during the training process, such as colourist or press operator in complementary printing processes.

The documents must be complete and printed. Candidates are expected to have taken care in laying out the page and to have corrected their spelling mistakes by seeking the help of resource persons, where necessary.

The evaluation should not focus on the accuracy of the information but rather on the relevance of the elements and arguments contained in the cover letter.

#### 4 WRITE A LOG

In their log, candidates must note the information related to the steps in their job-search plan and describe the steps they have taken.

The examiner could provide candidates with a model log.

### **PHASE 3: EVALUATION OF THEIR JOB SEARCH**

#### 5 PRESENT AN ACCOUNT OF THEIR EXPERIENCE

Candidates must reflect on their job-search plan.

In a written account, candidates must highlight two strengths and two weaknesses that they must overcome in their search for a job corresponding to their aspirations. Also, candidates must indicate how the companies targeted correspond to their fields of interests.

## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
14 – Job-search techniques	Module code: 982 362
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

<b>PARTICIPATION COMPONENTS</b>	<b>RESULT</b>	
	<b>YES</b>	<b>NO</b>
<b>PHASE 1: PREPARATION FOR A JOB SEARCH</b>		
1    CONSULT THE INFORMATION MADE AVAILABLE TO THEM		
1.1    Made a list of companies likely to correspond to their fields of interest	<input type="checkbox"/>	<input type="checkbox"/>
1.2    Described the specific characteristics of these companies	<input type="checkbox"/>	<input type="checkbox"/>
2    PARTICIPATE IN SIMULATED INTERVIEWS		
2.1    Gave adequate answers to questions	<input type="checkbox"/>	<input type="checkbox"/>
2.2    Came to the interview equipped with all relevant documents	<input type="checkbox"/>	<input type="checkbox"/>
2.3    Demonstrated their clear knowledge of the nature of the job and its requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.4    Showed interest in the position sought	<input type="checkbox"/>	<input type="checkbox"/>

<b>PARTICIPATION COMPONENTS</b>		<b>RESULT YES NO</b>	
<b>PHASE 2: IMPLEMENTATION OF A JOB-SEARCH PLAN</b>			
3	WRITE A RÉSUMÉ AND A COVER LETTER		
3.1	Wrote a résumé in conformity with common standards: <ul style="list-style-type: none"> <li>- training</li> <li>- experience</li> <li>- quality of page layout</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Wrote a cover letter in conformity with common standards: <ul style="list-style-type: none"> <li>- likely to arouse interest</li> <li>- coherent, relevant arguments related to the position sought</li> <li>- quality of page layout</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4	WRITE A LOG		
4.1	In their log, noted the steps in their job-search plan and the steps they have taken	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 3: EVALUATION OF THEIR JOB SEARCH</b>			
5	PRESENT AN ACCOUNT OF THEIR EXPERIENCE		
5.1	Targeted those companies that correspond to their fields of interest	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Identified a minimum of two strengths and two weaknesses to be overcome in their job-search plan	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Pass/fail conditions:</b> Eight YESes out of a possible eleven, and a YES for components 3.1 and 3.2.</p>			

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 278 – TINTS AND HALFTONES (Module 15)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Use tints and halftones in offset printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRINT OFFSET JOBS INVOLVING TINTS AND HALFTONES (Block 1)</i></b>							
<b><i>Duration: 5 %</i></b>							
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Situate the technical characteristics of a job involving tints and halftones.	Specific characteristics of a job involving tints and halftones with respect to a job involving solids and letters					
2	Distinguish between the various tints and halftones.	Specific characteristics of tints Specific characteristics of halftones					
2	Distinguish between the different types of screens.	Different shapes and applications					
2	Identify the screen ruling.	Use of screen-ruling identification tools					
<b><i>A. PLAN AND ORGANIZE THE JOB (Block 2)</i></b>							
<b><i>Duration: 10 %</i></b>							
2	A.1 Interpret specifications.	Gathering of data and information required to use tints and halftones in printing Functional link with Module 7, A		Accurate interpretation of specifications			
2	A.2 Verify the coherence of the data with respect to the task to be performed.	Review of Module 7, A.3 Link with pedagogical aim 4					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 278 – TINTS AND HALFTONES (Module 15)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Use tints and halftones in offset printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	A.3 Use a densitometer.	Functions and use of a densitometer Verification of the calibration Evaluation techniques of the dot from film to plate					
2	A.4 Verify plates.	Verification of plate exposure: - reading of grey scale - verification of dot gain Detection of off-contact in the image area of the plate Functional link with Module 10, C		Thorough verification of plates			
2	A.5 Choose supplies.	Identification of common problems related to choice of ink and use of additives in printing tints and halftones Functional link with Module 9		Appropriate choice of supplies			
<b>3</b>	<b>A Plan and organize the job.</b>						
<b>B. CHECK THE PRINTING UNIT (Block 3)</b>					<b>Duration: 10 %</b>		
2	B.1 Identify the visual aspects of various defects.	Specific characteristics of dots and possible distortion introduced by the transfer process Visual aspect of defects with respect to adjustments of the inking, dampening and printing systems					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 278 – TINTS AND HALFTONES (Module 15)							Duration: 120 hours		
Statement of the competency: <i>Use tints and halftones in offset printing</i>									
COMPETENCY		LEARNING				EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)		Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St	
	B.2 Verify the various systems.	Links between the defects and the adjustment systems involved Links between the defects and the supplies used Method of verification of the systems according to the types of defects			Accurate verification and adjustment of the inking, dampening and printing systems				
2	B.3 Adjust the various systems.	Review of Module 6, B, C and D							
3	<b>B Check the printing unit.</b>				<b>1 Adjustment of the printing unit</b> 1.1 Accurate adjustment of the printing unit	<b>10</b>	10	P	
<b>C. PRINT A PROOF (Block 4)</b>							Duration: 5 %		
2	C.1 Check the quality of the print job.	Method of verification of density and dot gain using a densitometer and a colour bar Review of Module 7, C							
3	<b>C Print a proof.</b>				<b>2 Conformity of OK to print proofs with specifications</b> 2.1 Position proof in conformity with specifications 2.2 Register proof in conformity with specifications 2.3 Colour proof in conformity with specifications	<b>25</b>	10	P	
							5	P	
							10	P	

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 278 – TINTS AND HALFTONES (Module 15)</b>							<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Use tints and halftones in offset printing</i></b>									
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b>D. PRINT THE JOB (Block 5)</b>							<b>Duration: 20 %</b>		
2	D.1 Supervise the printing procedure.	Review of Module 7, D  Strategic points with respect to common problems occurring during printing operations involving tints and halftones  Method of verification of quality, visible with a magnifier and a densitometer			Sheets fed regularly and squarely  Sheets piled squarely on delivery table				
2	D.2 Solve common problems occurring when printing, using tints and halftones.	Identification of common problems and their possible causes  Application of corrective measures  Evaluation of results obtained							
2	D.3 Control the count of printed documents.	Review of Module 10, F. 3							
3	<b>D Print the job.</b>				<b>3 Conformity of the print job with specifications</b>  3.1 Inking in conformity with proofs  3.2 Close monitoring of quality of dots  3.3 Observance of quantity indicated in specifications	<b>40</b>		10	P
								15	P
								15	P
<b>E. CLEAN THE PRESS (Block 6)</b>							<b>Duration: 5 %</b>		
2	E.1 Clean the various systems and components of the press	Review of Module 7, E. 2			Proper cleaning of feeding system and press casings				

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 278 – TINTS AND HALFTONES (Module 15)</b>							<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Use tints and halftones in offset printing</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	E	Clean the press.				4 <b>Cleaning of press</b> 4.1    Proper washing of the various systems	5	5	P
<b>F. TIDY UP THE WORK AREA (Block 7)</b>							<b>Duration: 5 %</b>		
2	F.1	Store inks according to their conditioning.	Review of Module 3, G. 2			Cleaning and storing of plates, ink conditioners, ink knives, tools, cleaners and other products in accordance with shop policy  Placement of rags and wastage in appropriate containers  Clean, neat work table  Clean floor			
2	F.2	Maintain the densitometer.	Observance of manufacturer's recommendations						
3	F	<b>Tidy up the work area.</b>	Review of Module 7, F						
<b>G. RECORD THE TECHNICAL DATA (Block 8)</b>							<b>Duration: 5 %</b>		
2	G.1	Use the machine log.	Review of Module 10, I.1			Observance of shop policy on general maintenance, mechanical adjustments and repairs			
2	G.2	Complete time sheet.	Review of Module 10, I.3						
3	G	<b>Record the technical data.</b>				5 <b>Accurate recording of technical data</b> 5.1    Completion of time sheet according to procedures	5	5	P

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 278 – TINTS AND HALFTONES (Module 15)</b>							<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Use tints and halftones in offset printing</i></b>									
<b>COMPETENCY</b>		<b>LEARNING</b>				<b>EVALUATION</b>			
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>	
<b><i>USE TINTS AND HALFTONES IN OFFSET PRINTING (Block 9)</i></b>							<b><i>Duration: 20 %</i></b>		
2	Be concerned about the possible consequences of adjustments made during the printing procedure.	Method of overall verification of the quality of modifications made during the printing procedure  Possibilities and limits of adjustments made during the printing procedure							
3	<b>Use tints and halftones in offset printing.</b>				Observance of safety rules  Clean copies  Job performed within the specified time limit	5  5  5	5  5  5	P  P  P	
<b><i>USE TINTS AND HALFTONES IN OFFSET PRINTING (Block 10)</i></b>							<b><i>Duration: 15 %</i></b>		
<b>(including evaluation for the purpose of certification)</b>									
2	Adjust to specific conditions.	Images comprising the superimposition of tints and small back slants  Multicoloured illustrations  Use of different printing supports  Link with pedagogical aims 2 and 3							
4	<b>USE TINTS AND HALFTONES IN OFFSET PRINTING</b>								
<b><i>USE TINTS AND HALFTONES IN OFFSET PRINTING (Block 11)</i></b>									
5	<b>USE TINTS AND HALFTONES IN OFFSET PRINTING</b>	Printing of Pantone tones using cyan, magenta, yellow and black							

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

# PRINTING (5746)

## 982 278 – TINTS AND HALFTONES (Module 15)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to use tints and halftones in offset printing. The examination is divided into two steps. In Step One, candidates must adjust the rollers and the cylinder that comprise the printing unit, while in Step Two, candidates must print a job according to specifications. For Step One, a maximum of five candidates should be evaluated at the same time, depending on the availability of the equipment. The suggested duration of the examination for the two steps is four hours.

#### 2 EXAMINATION PROCEDURE

##### STEP ONE: ADJUSTMENT OF ROLLERS AND CYLINDER OF THE PRINTING UNIT

Candidates must adjust the parallelism and the general pressure of the dampening and inking rollers. Candidates must also adjust the parallelism and general pressure of the plate cylinder and the printing cylinder. Therefore, beforehand, the examiner should position the various mechanisms that regulate the adjustments at a slightly incorrect setting. Any time remaining can be added to Step Two.

##### STEP TWO: PRINT A JOB INVOLVING TINTS AND HALFTONES

Candidates must print sheets of coated paper comprising tints of different values with text and a large halftone. Candidates should be provided with a specification sheet containing instructions as to quantity, print size, ink colour, imposition and type of paper to be used.

Using the specifications, candidates are asked to print 1,000 technical cards on one side only. The image could involve a low value flat tint with text and a 102 mm x 152 mm (4 in. x 6 in.) highly contrasting halftone. Candidates are allowed 1,250 blank press sheets and a quantity equal to a quarter of wastage. Candidates must cut the press sheets according to specifications. The examiner should ensure that the feeding system is not adjusted to the size of paper to be used and that the pressure between the blanket cylinder and the impression cylinder corresponds at least to the thickness of a ten-point cardboard cover. Also, the inking and dampening rollers and the plate cylinder should be incorrectly set. Although candidates are provided with ink, they should prepare their own fountain solution.

Before starting the printing process, candidates must produce OK to print proofs for the position, register and colour. To be official, the proofs must be signed by the candidates and countersigned by the examiner.

Candidates must not hand in their work before tidying up their work area, so that the cleanliness of their copies can be evaluated.

### **3 MATERIALS**

The following materials are required for the examination:

- specifications
- an offset plate
- an offset press
- a Pantone chart or colour samples
- 70 lb. coated paper for 1,250 press sheets, size 229 mm x 311 mm (9 in. x 12 ¼ in.)
- 250 wastage sheets of the same type of paper
- concentrate for dampening solution
- ink
- additives
- cleaning products, a sponge and ten rags
- tools
- gloves and protective goggles (supplied by the candidate)

### **4 SPECIAL INSTRUCTIONS**

If, during Step One, candidates fail to complete the adjustments within 45 minutes, the examiner should set the adjustments correctly to allow candidates to proceed with the examination. However, candidates will lose the points allotted to this task.

Candidates who fail to complete the examination within the time limit can be given an extra hour, but lose the points related to that requirement.

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to have certain aspects of their work evaluated, candidates must hand in a quantity equal to half that indicated in the specifications.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
15 – Tints and halftones	Module code: 982 278
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                      FAIL <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		RESULT
	YES NO	
Start:		_____
1    ADJUSTMENT OF PRINTING UNIT		
1.1   Accurate adjustment of printing system:		
- accurate adjustment of the parallelism and the general pressure of the dampener form roller on the plate cylinder	<input type="checkbox"/> <input type="checkbox"/>	
- accurate adjustment of the parallelism and the general pressure of the ink form rollers on the plate cylinder	<input type="checkbox"/> <input type="checkbox"/>	
- accurate adjustment of the parallelism and the general pressure between the plate cylinder and the blanket cylinder	<input type="checkbox"/> <input type="checkbox"/>	
- proper adjustment of the general pressure between the impression cylinder and the blanket cylinder	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
Finish:		_____
2    CONFORMITY OF OK TO PRINT PROOFS WITH SPECIFICATIONS		
2.1   Position proof in conformity with specifications:		
- position of image in conformity with specifications	<input type="checkbox"/> <input type="checkbox"/>	
- squareness of image	<input type="checkbox"/> <input type="checkbox"/>	
- clear identification of side guides	<input type="checkbox"/> <input type="checkbox"/>	
- signed and dated by candidate and examiner	<input type="checkbox"/> <input type="checkbox"/>	0 or 10

<b>OBSERVATION</b>				<b>RESULT</b>
		YES	NO	
2.2	Register proof in conformity with specifications:			
	- no variation in image height	<input type="checkbox"/>	<input type="checkbox"/>	
	- no variation in image width	<input type="checkbox"/>	<input type="checkbox"/>	
	- number of sheets comprising the register proof in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>	
	- signed and dated by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>	0 or 5
	Error tolerance: variation no greater than the thickness of a 0.5 point cut mark			
2.3	Colour proof in conformity with specifications:			
	- ink intensity in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>	
	- signed and dated by candidate and examiner	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
	Error tolerance: no variation in density with the colour sample visible to the naked eye			
3	<b>CONFORMITY OF PRINT JOB WITH SPECIFICATIONS</b>			
3.1	Inking in conformity with OK to print proofs:			
	- non-image areas free from bleeding and setoffs	<input type="checkbox"/>	<input type="checkbox"/>	
	- no trace of washout	<input type="checkbox"/>	<input type="checkbox"/>	
	- constant register on all copies	<input type="checkbox"/>	<input type="checkbox"/>	
	- no double or damaged sheets	<input type="checkbox"/>	<input type="checkbox"/>	
	- no variation in ink intensity between the colour proof and the run of copies	<input type="checkbox"/>	<input type="checkbox"/>	0 or 10
	Error tolerance: very slight differences in the run			
3.2	Close monitoring of quality of halftones:			
	- good coverage of paper	<input type="checkbox"/>	<input type="checkbox"/>	
	- no ghosting	<input type="checkbox"/>	<input type="checkbox"/>	0 or 15
3.3	Observance of quantity indicated in specifications:			
	- required quantity of sheets handed in	<input type="checkbox"/>	<input type="checkbox"/>	0 or 15

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
4	<b>CLEANING THE PRESS</b>	
4.1	Proper washing of the various systems:	
	- no trace of ink or solvent on rollers or fountain of inking system	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of ink, solvent or dampening solution on rollers or on fountain of dampening system	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of ink, solvent or dampening solution on cylinders of printing system	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of ink, solvent or dampening solution on press casings and components	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
5	<b>ACCURATE RECORDING OF TECHNICAL DATA</b>	
5.1	Completion of time sheet according to procedure:	
	- recording of duration of each step	<input type="checkbox"/> <input type="checkbox"/>
	- accurate recording of total duration	<input type="checkbox"/> <input type="checkbox"/>
	- clear, legible data	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
	<b>Observance of safety rules</b>	0 or 5
	<b>Clean copies</b>	0 or 5
	<b>Job performed within the specified time limit</b>	0 or 5
Total:		/ 100
In order to have criterion components 3.1 and 3.2 evaluated, candidates must hand in a quantity equal to half the amount indicated in the specifications.		
Minimum performance standard: 80 points		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 372 – TEAMWORK (Module 16) <span style="float: right;">Duration: 30 hours</span>					
Statement of the competency: <i>Work as a team to print documents</i>					
COMPETENCY	LEARNING		EVALUATION		
Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
<b>PHASE 1: PREPARATION FOR TEAMWORK (Block 1)</b>				<b>Duration: 15 %</b>	
1.1 Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies				
1.2 Situate this competency with respect to practising the occupation.	Links between the competency and the work environment				
1.3 Identify the main elements of good communication skills.	Elements of good communication skills, such as self-confidence, open-mindedness, attitude toward and respect for others				
1.4 Describe factors that influence teamwork.	Factors facilitating teamwork, such as commitment, leadership, impartiality, behaviour with respect to colleagues		<b>1 Learn about teamwork.</b> 1.1 Participated in discussions. 1.2 Took the necessary steps to become part of the team.	<b>25</b>	10
1.5 Analyze their ability to work as part of a team.	Awareness of their strengths and weaknesses with respect to teamwork				15
1.6 Participate in forming teams.	Complementarity of their strengths and weaknesses with respect to printing documents as team members Consideration of personality traits and skills in interpersonal relationships				
1.7 Discuss the attitudes and behaviours to adopt in order to facilitate teamwork.					

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 372 – TEAMWORK (Module 16)</b>					<b>Duration: 30 hours</b>	
<b>Statement of the competency: <i>Work as a team to print documents</i></b>						
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>	
<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
<b><i>PHASE 2: PREPARATION FOR PRINT JOB (Block 2)</i></b>					<b><i>Duration: 75 %</i></b>	
2.1	Plan the work.	Determination of steps to be completed and duration of work Setting-up of deadlines Assignment of tasks to team members according to their personal interests and aptitudes		<b>2 Plan the work.</b> 2.1 Presented the planning carried out as a team.	<b>10</b>	10
2.2	Carry out the tasks assigned.	Importance of the quality of their work for team productivity Application of work methods acquired during the training process		<b>3 Participate in teamwork.</b> 3.1 Consulted the other team members throughout the project.	<b>40</b>	10
2.3	Participate in team meetings to determine the progress of the project.	Attitudes to adopt during production meetings Observance of rules pertaining to attendance at team project meetings		3.2 Worked at a pace suitable for the rest of the team. 3.3 Carried out the work assigned to them.		10 20
<b><i>PHASE 3: EVALUATION OF WORK AND TEAM EXPERIENCE (Block 3)</i></b>					<b><i>Duration: 10 %</i></b>	
3.1	Evaluate the quality of the work done by the team.	Evaluation of the quality of the work done with respect to the specification sheet Positive criticism of the progress of the project		<b>4 Evaluate the work.</b> 4.1 Participated in verifying the work.	<b>10</b>	10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 372 – TEAMWORK (Module 16)</b>		<b>Duration: 30 hours</b>			
<b>Statement of the competency: <i>Work as a team to print documents</i></b>					
<b>COMPETENCY</b>		<b>LEARNING</b>		<b>EVALUATION</b>	
<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>
3.2 Assess their experience.	Aspects of teamwork that they valued Strengths and weaknesses with respect to the way they work in a team Difficulties encountered and measures taken by the team to overcome them Suggestions related to teamwork strategies that would improve productivity and production quality		<b>5 Assess teamwork.</b> 5.1 Recognized their strengths and weaknesses to be overcome with respect to the way they work in a team.	<b>15</b>	15

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria



# PRINTING (5746)

982 372 – TEAMWORK (Module 16)

## INFORMATION ON THE EVALUATION

### INFORMATION AND INSTRUCTIONS

It is suggested that the examiner use an observation checklist to evaluate the candidates' participation throughout the three phases of Module 16. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation or at the end of the last printing project, where applicable.

Throughout the module, the evaluation should not focus on the accuracy of candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

The examiner should intervene to indicate to the candidates the attitudes and behaviours to emphasize in order to facilitate their entry into the work force and to perform their work efficiently.

Prior to the start of the evaluation, the examiner should assign members to their teams.

### PHASE 1: PREPARATION FOR TEAMWORK

#### 1 LEARN ABOUT TEAMWORK

The examiner should suggest activities and discussions illustrating the main elements of good communication skills as well as working as a team to print documents. The group discussion should be prepared and led in such a way that all candidates have the opportunity to express their views.

Each candidate must be allowed the chance to speak and to participate in the discussions stating the main conditions that enable a team to perform efficiently. Candidates should explain the importance of maintaining harmonious relationships with team members.

The examiner should ask candidates to reflect on their behaviour as part of a team, referring to past experiences and to aspects such as their degree of participation in large and small groups, difficulties encountered and attitudes with respect to team members.

Candidates must complete a questionnaire, supplied by the examiner, in which they state their strengths and weaknesses with respect to communication skills and working as part of a team. While participating in an exchange of views, team members learn about their team's strengths and weaknesses.

## **PHASE 2: PREPARATION FOR PRINT JOB**

### **2 PLAN THE WORK**

Candidates are given certain tasks to perform as well as a copy of a work sheet and a blank checklist to be completed.

The examiner should ensure that all candidates participate in setting their individual, as well as collective, objectives.

### **3 PARTICIPATE IN TEAMWORK**

Candidates must also consult with one another throughout the project and the examiner must invite the teams to periodically give an account of the progress of their project.

Candidates are expected to demonstrate autonomy and creativity in problem-solving, while respecting team spirit.

Candidates are expected to carry out all tasks assigned to them and to be available when asked to help should unexpected situations occur.

## **PHASE 3: EVALUATION OF WORK AND TEAM EXPERIENCE**

### **4 EVALUATE THE WORK**

Candidates are expected to express their views on the work carried out with respect to quality, observance of instructions, time limits indicated in the work sheet and the achievement of the team's objectives.

### **5 ASSESS TEAMWORK**

Candidates must produce a written report of their experiences, stating their strengths and weaknesses to be overcome as part of a team. Also, candidates could suggest ways to improve team productivity or the quality of the production.

## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
16 – Teamwork	Module code: 982 372
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

<b>PARTICIPATION COMPONENTS</b>	<b>RESULT</b>	
	<b>YES</b>	<b>NO</b>
<b>PHASE 1: PREPARATION FOR TEAMWORK</b>		
1    LEARN ABOUT TEAMWORK		
1.1   Participated in discussions	<input type="checkbox"/>	<input type="checkbox"/>
1.2   Took the necessary steps to become part of the team	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 2: PREPARATION FOR PRINT JOB</b>		
2    PLAN THE WORK		
2.1   Presented the planning carried out as a team	<input type="checkbox"/>	<input type="checkbox"/>
3    PARTICIPATE IN TEAMWORK		
3.1   Consulted with the other team members throughout the project	<input type="checkbox"/>	<input type="checkbox"/>
3.2   Worked at a pace suitable for the rest of the team	<input type="checkbox"/>	<input type="checkbox"/>
3.3   Carried out the work assigned to them	<input type="checkbox"/>	<input type="checkbox"/>

PARTICIPATION COMPONENTS	RESULT YES NO
<b>PHASE 3: EVALUATION OF WORK AND TEAM EXPERIENCE</b>	
4 EVALUATE THE WORK	
4.1 Participated in verifying the work	<input type="checkbox"/> <input type="checkbox"/>
5 ASSESS TEAMWORK	
5.1 Recognized their strengths and weaknesses to be overcome with respect to the way they work in a team	<input type="checkbox"/> <input type="checkbox"/>
Pass/fail conditions: Six YESes out of a possible eight, and a YES for components 1.2, 3.3 and 5.1	

Comments: \_\_\_\_\_

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\_\_\_\_\_

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>				<b>Duration: 120 hours</b>			
<b>Statement of the competency: <i>Produce offset four-colour prints</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRODUCE OFFSET FOUR-COLOURS PRINTS (Block 1)</i></b>							
<b><i>Duration: 5 %</i></b>							
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Situate the technical characteristics of four-colour printing with respect to other types of offset printing.	Phenomena of additive and subtractive colour synthesis Principles of densitometry and applications to the press room Possibilities and limits of four-colour printing with respect to the type of press and the support used Application principles of screen angles Link with pedagogical aim 3					
2	Situate the role of four-colour printing in the printing process.	Identification of possibilities and limits of four-colour printing with respect to results sought Functional link with Module 4					
<b><i>A. PREPARE THE JOB (Block 2)</i></b>							
<b><i>Duration: 10 %</i></b>							
2	A.1 Interpret production specifications.	All data and information required to print an offset job in four colours Functional link with Module 7, A		Correct interpretation of production specifications			
2	A.2 Distinguish between the different types of colour proofs.	Specific characteristics of the main types of proofs and their uses					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>				<b>Duration: 120 hours</b>			
<b>Statement of the competency: <i>Produce offset four-colour prints</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	A.3 Determine the printing sequence with respect to standards for colour separation.	Different types of standards for colour separation and conditions for their application  Possible consequences of not following the proper printing sequence		Correct interpretation of production specifications  Efficient planning and organization of job			
2	A.4 Prepare supplies.	Influence of relative humidity on the stability of different types of paper  Evaluation of the conditioning of the paper prior to use  Identification of common problems related to the choice of ink and the use of additives in four-colour printing  Review of Module 9					
2	A.5 Verify plates.	Review of Module 15, A. 4  Identification of screen angles					
<b>3</b>	<b>A Prepare the job.</b>			<b>1 Preparation of the job</b> 1.1 Proper preparation of supplies 1.2 Thorough verification of plates	<b>10</b>	5  5	P  P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce offset four-colour prints</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>B. PREPARE THE PRESS (Block 3)</i></b>					<b><i>Duration: 5 %</i></b>		
2	B.1 Be concerned about the accuracy of the adjustments related to printing in four colours.	Link with pedagogical aim 2					
2	B.2 Verify the working condition of the press.	Review of Module 6		Proper verification of working condition of the press			
2	B.3 Adjust the various systems.	Review of Module 15, B Functional link with Module 7, B		Correct start-up of feeding, dampening, inking and printing systems  Verification and accurate adjustment of the printing unit			
<b>3</b>	<b>B Prepare the press.</b>			<b>2 Preparation of the press</b> 2.1 Verification and accurate adjustment of the feeding system	<b>5</b>	5	P
<b><i>C. PRINT A PROOF (Block 4)</i></b>					<b><i>Duration: 5 %</i></b>		
2	C.1 Produce a progressive proof.	Utility of a progressive proof and steps in the production process					
2	C.2 Calibrate the densitometer.	Rules for calibrating, according to manufacturer's specifications					
2	C.3 Verify the quality of the printing.	Method of verification of density, dot gain, grey balance and ink covering power using a densitometer and a colour bar  Review of Module 7, C					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>						<b>Duration: 120 hours</b>				
<b>Statement of the competency: <i>Produce offset four-colour prints</i></b>										
<b>COMPETENCY</b>			<b>LEARNING</b>			<b>EVALUATION</b>				
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>		<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	C	<b>Print a proof.</b>				3	<b>Conformity of proof with specifications</b>	10		
						3.1	Proofs in conformity with specifications		10	P
<b>D. PRINT THE JOB (Block 5)</b>						<b>Duration: 15 %</b>				
2	D.1	Control the quality throughout the printing process.	Strategic points to supervise with respect to common problems occurring when printing in four colours  Methods of verification of the quality visible to the naked eye or using a magnifier and a densitometer with the colour proof and control bars				Continuous quality control using densitometer and colour control bars			
2	D.2	Solve common printing problems.	Recognition of common problems and identification of possible causes  Anticipation of the consequences of the corrective measures taken  Application of the corrective measures and assessment of results							
2	D.3	Start up the printing process after a stoppage.	Start-up method to maintain uniformity of production  Link with pedagogical aim 4				Quick reorganization of work after solving a problem			
2	D.4	Make the required verifications for transferring stacks to finishing department.	Verification of the various aspects of the print job according to quality sought  Identification of stacks of wastage and printed documents							

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>					<b>Duration: 120 hours</b>		
<b>Statement of the competency: <i>Produce offset four-colour prints</i></b>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>	St
3	<b>D</b> Print the job.			<b>4</b> <b>Conformity of print job with specification requirements</b> 4.1 Inking density in conformity with that of proofs 4.2 Consistent quality of dots 4.3 Observance of quantities indicated in specifications 4.4 Register of copies 4.5 Clean copies	<b>40</b>	10	P
<b>E. CLEAN THE PRESS (Block 6)</b>							
<b>Duration: 5 %</b>							
2	E.1 Clean the various systems and components of the press.	Review of Module 7, E. 2		Performance of maintenance tasks on all systems			
3	<b>E</b> Clean the press.			<b>5</b> <b>Clean the press</b> 5.1 Proper washing of dampening, inking and printing systems 5.2 Proper cleaning of feeding system and press casings	<b>10</b>	5	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>							<b>Duration: 120 hours</b>		
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<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>F. TIDY UP WORK AREA (Block 7)</i></b>							<b><i>Duration: 5 %</i></b>		
2	F.1	Store the densitometer and accessories.	Technique for recharging densitometer batteries Method of storage for copyfitting tables			Placement of rags and wastage in appropriate containers			
3	F	<b>Tidy up work environment.</b>	Review of Module 7, F			<b>6 Cleanliness and organization of work area</b> 6.1 Proper cleaning and gumming of plates 6.2 Storage of supplies and accessories in accordance with shop policy	<b>10</b>	5	P
<b><i>G. RECORD THE TECHNICAL DATA (Block 8)</i></b>							<b><i>Duration: 5 %</i></b>		
2	G.1	Record the complementary data in the specification sheet.	Recording of densitometric data Information related to printing sequence			Completion of time sheet according to procedure			
3	G.	<b>Record the technical data.</b>	Review of Module 15, G			<b>7 Recording the technical data</b> 7.1 Proper completion of log or specification sheet: <ul style="list-style-type: none"> <li>• quantity of prints produced</li> <li>• densitometric values for each colour</li> </ul>	<b>10</b>	10	P

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 388 – FOUR-COLOUR PRINTING (Module 17)</b>					<b>Duration: 120 hours</b>		
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<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators and Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRODUCE OFFSET FOUR-COLOUR PRINTS (Block 9)</i></b>							<b><i>Duration: 20 %</i></b>
2	Be concerned about the application of densitometry standards.	Reproduction of a second printing in conformity with the first		Job performed within the specified time limit			
3	<b>Produce offset four-colour prints.</b>			Observance of safety rules	5	5	P
<b><i>PRODUCE OFFSET FOUR-COLOUR PRINTS (Block 10)</i></b>							<b><i>Duration: 15 % (including evaluation for the purpose of certification)</i></b>
4	<b>PRODUCE OFFSET FOUR-COLOUR PRINTS</b>	Printing on paper of varying whiteness and on various types of support					
<b><i>PRODUCE OFFSET FOUR-COLOUR PRINTS (Block 11)</i></b>							
5	<b>PRODUCE OFFSET FOUR-COLOUR PRINTS</b>	Printing on coloured paper					

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# PRINTING (5746)

982 388 – FOUR-COLOUR PRINTING (Module 17)

## INFORMATION ON THE EVALUATION

### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to produce offset four-colour prints. Candidates are expected to prepare and produce a print in conformity with a specification sheet. Generally speaking, only ten candidates may be evaluated at the same time, bearing in mind the need for a spectrodensitometer for five candidates and the availability of the machines. The suggested duration of the examination is six hours.

### 2 EXAMINATION PROCEDURE

#### PRODUCE AN OFFSET FOUR-COLOUR PRINT

Candidates must print offset sheets with four-colour images and typographical layout. The examiner should provide the candidates with specifications stating indications as to quantity, paper to be prepared, colour of inks to be used, imposition and degree of quality sought.

Using the information contained in the specifications, candidates must prepare and print 1,000 press sheets on one side only. The image should be mounted two per sheet, parallel to the gripper margin. The image should comprise four colours, parts with text of various sizes and text in reverse printing in a monochrome solid of small dimensions. Apart from the two images, cut marks, register marks and a colour control bar should make up the complete image to be printed.

Candidates must cut the press sheets according to specifications. The examiner must ensure that the feeding system is not adjusted for the type of paper to be used and that the pressures between the cylinders of the printing systems have been reduced.

Before starting the job, candidates must produce an OK to print proof for each colour. To have the proofs made official, the examiner must countersign them.

The specifications should include a space in which the candidates can record the dot gain percentage for each plate and the densitometer values for each production (density, dot gain and gumming percentage for each colour).

Candidates must not hand in their work before tidying up their work area, so that the examiner can evaluate their work methods, thus ensuring clean prints.

### 3 MATERIALS

The following materials are required for the examination:

- specifications
- offset plates
- an offset press
- a *colour key* colour proof
- 70 lb. base offset sheets for 1,500 press sheets, size 216 mm x 279 mm (8 ½ in. x 11 in.)
- 250 wastage sheets
- concentrate for the dampening solution
- ink
- additives
- cleaning products, a sponge and 20 rags
- tools
- gloves and protective goggles (supplied by the candidates)
- a multimode spectrodensitometer to be shared with no more than four other candidates
- a conductivity meter

### 4 SPECIAL INSTRUCTIONS

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to have certain aspects of their work evaluated, candidates must hand in a quantity equal to half that indicated in the specifications.

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
17 – Four-colour printing	Module code: 982 388
Candidate's name: _____	
School: _____	RESULT:
Permanent code: _____	PASS                  FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

OBSERVATION		RESULT
	YES   NO	
<b>1    PREPARATION OF THE JOB</b>		
1.1   Proper preparation of supplies:		
- number of sheets according to specifications	<input type="checkbox"/> <input type="checkbox"/>	
- observance of grain direction	<input type="checkbox"/> <input type="checkbox"/>	
- paper cut to required dimensions	<input type="checkbox"/> <input type="checkbox"/>	
- paper cut squarely	<input type="checkbox"/> <input type="checkbox"/>	0   or   5
1.2   Thorough verification of plates:		
- recording in log of dot gain condition for each plate	<input type="checkbox"/> <input type="checkbox"/>	0   or   5
<b>2    PREPARATION OF THE PRESS</b>		
2.1   Verification and accurate adjustment of the feeding system:		
- proper adjustment of feed board	<input type="checkbox"/> <input type="checkbox"/>	
- proper adjustment of feeding table	<input type="checkbox"/> <input type="checkbox"/>	
- proper adjustment of delivery table	<input type="checkbox"/> <input type="checkbox"/>	0   or   5

<b>OBSERVATION</b>		<b>RESULT</b>	
	YES NO		
3	CONFORMITY OF PROOFS WITH SPECIFICATIONS		
3.1	OK to print proofs in conformity with specifications:		
	- position of image in conformity with specifications with respect to height, width and squareness for each colour	<input type="checkbox"/>	<input type="checkbox"/>
	- ink intensity of each colour in conformity with specifications	<input type="checkbox"/>	<input type="checkbox"/>
	- signed and dated by candidate and examiner with respect to each colour and giving densitometer values	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: observance of standardized error tolerances		0 or 10
4	CONFORMITY OF PRINT JOB WITH REQUIREMENTS		
4.1	Ink density in conformity with that of OK to print proofs:		
	- non-image areas free from bleeding and setoffs	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of washout	<input type="checkbox"/>	<input type="checkbox"/>
	- no variation of ink intensity between the colour proof and the run	<input type="checkbox"/>	<input type="checkbox"/>
	Error tolerance: very slight variations in the entire print job		0 or 10
4.2	Continuous dot quality control:		
	- for each colour, good coverage of paper without screen dot distortion	<input type="checkbox"/>	<input type="checkbox"/>
	- no ghosting	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
4.3	Observance of quantity indicated in specifications:		
	- required quantity of sheets handed in	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10
4.4	Register of copies:		
	- constant register on all copies	<input type="checkbox"/>	<input type="checkbox"/>
	- no multi-sheets or damaged sheets	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 10

<b>OBSERVATION</b>		<b>RESULT</b>	
		YES	NO
4.5	Clean copies:		
	- no trace of fingerprints or setoffs on copies	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of fingerprints or setoffs on back of copies	<input type="checkbox"/>	<input type="checkbox"/>
	- no excess of anti-setoff spray powder	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
5	<b>CLEANING OF THE PRESS</b>		
5.1	Proper washing of dampening, inking and printing systems:		
	- no contamination of colours between changes caused by inadequate washing procedures	<input type="checkbox"/>	<input type="checkbox"/>
	- at the end of the print job, no trace of ink or solvent on rollers of fountain of the inking system	<input type="checkbox"/>	<input type="checkbox"/>
	- at the end of the print job, no trace of ink, solvent or dampening solution on roller or fountain of dampening system	<input type="checkbox"/>	<input type="checkbox"/>
	- at the end of the print job, no trace of ink or solvent, dampening or gumming solution on cylinders of the printing system	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
5.2	Proper cleaning of feeding system and press casings:		
	- no trace of ink, solvent or dampening solution on press casings and components	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
6	<b>CLEANLINESS AND TIDINESS OF WORKSTATION</b>		
6.1	Proper cleaning and gumming of plates:		
	- no trace of gum or ink on back of plate	<input type="checkbox"/>	<input type="checkbox"/>
	- no gum mark on image area of plate	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5
6.2	Storage of supplies and accessories in accordance with shop policy:		
	- storage of supplies in accordance with shop policy	<input type="checkbox"/>	<input type="checkbox"/>
	- storage of accessories in accordance with shop policy	<input type="checkbox"/>	<input type="checkbox"/>
	- tidiness of work area in accordance with shop policy	<input type="checkbox"/>	<input type="checkbox"/>
	- no trace of ink or cleaning product on work surfaces	<input type="checkbox"/>	<input type="checkbox"/>
			0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
7	<b>RECORDING THE TECHNICAL DATA</b>	
7.1	Proper completion of log or specification sheet:	
	- recording of duration of each step	<input type="checkbox"/> <input type="checkbox"/>
	- correct quantity of prints produced	<input type="checkbox"/> <input type="checkbox"/>
	- densitometric values for each colour	<input type="checkbox"/> <input type="checkbox"/>
	<b>Observance of safety rules</b>	0 or 10
		0 or 5
Total:		/ 100
In order to have criterion components 4.1, 4.2, 4.4 and 4.5 evaluated, candidates must hand in a quantity equal to half the amount indicated in the specifications.		
Minimum performance standard: 80 points		

Comments: \_\_\_\_\_

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>				<b>Duration: 60 hours</b>			
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b><i>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING (Block 1)</i></b>						<b><i>Duration:</i></b>	<b><i>5 %</i></b>
1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies					
2	Situate the technical characteristics of four-colour screen printing with respect to an offset four-colour print job.	Principles of densitometry and applications in screen printing Possibilities and limits of four-colour screen printing Principles of application of screen angles with respect to screen characteristics Link with pedagogical aim 3					
<b><i>A. PREPARE THE JOB (Block 2)</i></b>						<b><i>Duration:</i></b>	<b><i>10 %</i></b>
2	A.1 Verify data required for the print job.	Identification of technical data specific to four-colour jobs in screen printing Review of Module 11, A		Correct interpretation of production specifications			
	A.2 Plan and organize the job.	Determination of printing sequence Choice of type of ink Verification of the availability of all supplies necessary to carry out the task Review of Module 11, D. 2		Efficient planning and organization of job			

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	A.3 Prepare silk screens.	Application of screen angle method for positioning the films Review of Module 11, B					
2	A.4 Distinguish between the different types of products used in ink preparation.	Characteristics of inks used in four-colour screen printing Choice of additives according to properties sought Review of Module 11, C					
2	A.5 Prepare supplies.	Preparation of inks in accordance with densitometry standards Review of Module 11, C					
3	<b>A Prepare the job.</b>			<b>1 Preparation of the job</b> 1.1 Proper preparation of supplies	<b>5</b>	5	
<b>B. PREPARE SCREEN PRINTING PRESS (Block 3)</b>					<b>Duration: 10 %</b>		
2	B.1 Sharpen squeegee.	Evaluation of requirements to sharpen squeegee Choice and use of accessories Sharpening techniques					
2	B.2 Explain the impact of squeegee adjustments on the quality of four-colour screen printing jobs.	Establishment of links between the quality obtained and the squeegee adjustments made Causes linked to common problems such as screen angle distortion and image stretching					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>					<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	B.3 Install and adjust the screen press components.	Choice of squeegee and angle of use Adjustment of speed of draw and squeegee angle Review of Module 11, D		Appropriate choice of squeegee Careful pouring of ink			
3	<b>B Prepare screen printing press.</b>			<b>2 Preparation of the press</b> 2.1 Careful installation of screens 2.2 Accurate positioning of feed guides 2.3 Proper installation of flood bar 2.4 Accurate adjustment of screen printing press	<b>25</b>	5  10  5  5	
<b>C. PRINT A PROOF (Block 4)</b>					<b>Duration: 5 %</b>		
2	C.1 Produce a progressive proof.	Use of a progressive proof and steps involved in carrying out screen printing jobs					
2	C.2 Verify print quality.	Methods of verification of density, dot gain, grey balance and ink covering power, using a colour control bar  Optical and densitometric evaluations					

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ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

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<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
2	C.3	Verify the conformity of the proof with specifications.	Points of verification in accordance with characteristics sought of the product  Review of Module 7, C						
3	<b>C</b>	<b>Print a proof.</b>				<b>3    Printing a proof</b>  3.1    OK to print proofs in conformity with specifications	<b>10</b>	10	
<b>D. PRINT THE JOB (Block 5)</b>							<b>Duration: 20 %</b>		
2	D.1	Feed the screen printing press.	Adjustment of speed of production in automatic mode, according to the product			Sheets fed regularly			
2	D.2	Supervise the print job.	Method of verification of product with respect to proof and specifications, throughout the printing process  Supervision of strategic points with respect to common problems occurring during four-colour screen printing						
2	D.3	Solve common problems occurring during four-colour screen printing.	Recognition of common technical problems  Method of searching for and identifying causes  Application of corrective measures						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>D</b>	<b>Print the job.</b>				<b>4 Production of prints</b> 4.1 Density of inking in conformity with proofs 4.2 Accurate definition of screen dots 4.3 Constant register on all copies 4.4 Observance of quantities indicated in specifications	<b>35</b>	10	10
<b>E. CLEAN THE PRESS (Block 6)</b>							<b>Duration: 5 %</b>		
2	E.1	Remove inks used in four-colour screen printing.	Means of identification of inks according to the conditioning applied  Technical specifications required for their use			Removal of maximum amount of ink from screens  Return of microadjustments of table to initial values			
3	<b>E</b>	<b>Clean the press.</b>	Review of Module 11, G			<b>5 Cleaning of the screen printing press</b> 5.1 Complete cleaning of press	<b>5</b>	5	
<b>F. REMOVE STENCIL FROM SCREEN PRINTING FRAME (Block 7)</b>							<b>Duration: 5 %</b>		
3	<b>F</b>	<b>Remove stencil from screen printing frame.</b>	Review of Module 11, H			Proper storage of screens <b>6 Removal of stencils from screen printing frames</b> 6.1 Methodical use of screen-claiming products	<b>10</b>	10	

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
 A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
 W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>							<b>Duration: 60 hours</b>		
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>									
<b>COMPETENCY</b>			<b>LEARNING</b>				<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>		<b>Guidelines</b>	<b>Activities (References)</b>		<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
<b>G. TIDY UP THE WORK AREA (Block 8)</b>							<b>Duration: 5 %</b>		
3	<b>G Tidy up the work area.</b>		Review of Module 11, J Review of Module 17, F.1			Performance of complete maintenance tasks on equipment <b>7 Tidy up of work area</b> 7.1 Proper tidying up of work area	5	5	
<b>H. RECORD THE TECHNICAL DATA (Block 9)</b>							<b>Duration: 5 %</b>		
3	<b>H Record the technical data.</b>		Review of Module 17, G			Proper completion of log: - general maintenance - mechanical adjustments - repairs Clear explanation of finishing instructions Completion of time sheet according to procedure			
<b>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING (Block 10)</b>							<b>Duration: 15 %</b>		
2	Be concerned about the application of densitometric standards in screen printing.		Print job in conformity with standards						

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

<b>982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)</b>				<b>Duration: 60 hours</b>			
<b>Statement of the competency: <i>Print four-colour jobs in screen printing</i></b>							
<b>COMPETENCY</b>		<b>LEARNING</b>			<b>EVALUATION</b>		
<b>Ph*</b>	<b>Learning Focuses</b>	<b>Guidelines</b>	<b>Activities (References)</b>	<b>Evaluation Indicators And Criteria</b>	<b>W<sub>I</sub></b>	<b>W<sub>C</sub></b>	<b>St</b>
3	<b>Print four-colour jobs in screen printing.</b>			Observance of safety rules Neat and clean work area Observance of quantity indicated in specifications Documents in conformity with quality standards	5	5	
<b>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING (Block 11)</b>				<b>Duration: 15 %</b> <b>(including evaluation for the purpose of certification)</b>			
2	Propose solutions to common problematic situations.	Recognition of common problems and identification of possible causes Application of corrective measures Evaluation of results obtained Link with pedagogical aim 1					
4	<b>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING</b>	Printing on a variety of supports					
<b>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING (Block 12)</b>							
5	<b>PRINT FOUR-COLOUR JOBS IN SCREEN PRINTING</b>	Printing different types of dots					

\* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)  
A,B,C,...: elements of the competency (specifications of the first-level operational objective)  
W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria; St: evaluation strategies (P: practical; T: theory)



# PRINTING (5746)

## 982 384 – FOUR-COLOUR SCREEN PRINTING (Module 18)

### INFORMATION ON THE EVALUATION

#### 1 INFORMATION AND INSTRUCTIONS

This examination consists in evaluating the candidates' ability to print four-colour jobs in screen printing. Candidates are expected to prepare and produce a print in conformity with specifications for screen printing. Generally speaking, no more than four candidates may be evaluated at the same time, bearing in mind the need for one spectrodensitometer for four candidates. The examiner may form teams comprising two candidates. The suggested duration of the examination is five hours.

#### 2 EXAMINATION PROCEDURE

##### PRODUCTION OF A FOUR-COLOUR JOB IN SCREEN PRINTING

Candidates must print sheets of 10 pt. one-side coated paper including four-colour images. Candidates are to be provided with specifications containing instructions as to quantity, paper to be prepared, colour and density of inks to be used, imposition and standard of quality sought. The examiner should provide four pre-exposed and developed frames as well as a colour proof.

Using the information contained in the specifications, candidates must prepare and print 100 press sheets on one side only.

Candidates must prepare the frames, that is they must mask the surrounding area, verify pinholes or other defects of the screen and carry out the necessary repairs for the four colours.

Candidates must cut the press supports according to specifications.

Candidates must also prepare the inks, modifying their density, if needed, before having the colour OK to print proof accepted.

Before starting the job, candidates must produce an OK to print proof for each colour. To have the proofs made official, the examiner must countersign them.

The specifications should include a space in which the candidates can record the dot gain percentage for each colour as well as the densitometric values of each print job (density and dot gain, if the densitometer allows it).

Candidates must not hand in their work before tidying up their work area, thus allowing the examiner to evaluate their work methods and ensure the cleanliness of the print job as well as that of the frames used in the examination.

### 3 MATERIALS

The following materials are required for the examination:

- specifications
- a set of screens
- a screen printing press
- a *colour key* colour proof
- paper supports (according to specifications)
- 50 wastage sheets
- scales
- ink
- additives
- cleaning products and rags
- tools
- gloves and protective goggles (supplied by the candidates)
- a multimode spectrodensitometer to be shared with no more than four candidates

### 4 SPECIAL INSTRUCTIONS

Candidates who fail must redo the complete examination.

Candidates may use their course notes.

In order to have certain aspects of their work evaluated, candidates must hand in a quantity equal to half that indicated in the specifications.

Candidates must wash the ink off the screen and ensure that their frames are reusable. As for removing the stencil from the screen printing frame, it is proposed that candidates, using a frame other than those used in the evaluation, demonstrate how to use screen-claiming products and how to eliminate ghosting (unless otherwise indicated).

In the event of equipment malfunction (that is beyond the candidate's control), the examiner should take the necessary steps to allow the candidate to proceed with the examination.

Any accident or breakage resulting from the candidate's negligence automatically brings the examination to a halt and the candidate is deemed to have failed.

## EVALUATION FORM

<b>PRINTING</b>	Program code: 5746
18 – Four-colour screen printing	Module code: 982 384
Candidate's name: _____	
School: _____	<b>RESULT:</b>
Permanent code: _____	PASS                  FAIL <input type="checkbox"/> <input type="checkbox"/>
Date of examination: _____	
Examiner's signature: _____	

OBSERVATION		RESULT
	YES   NO	
<b>1    PREPARATION OF THE JOB</b>		
1.1   Proper preparation of supplies:		
- number of supports indicated in specifications	<input type="checkbox"/> <input type="checkbox"/>	
- screens	<input type="checkbox"/> <input type="checkbox"/>	
- inks according to densitometric standards	<input type="checkbox"/> <input type="checkbox"/>	
- support cut squarely	<input type="checkbox"/> <input type="checkbox"/>	0   or   5
<b>2    PREPARATION OF THE PRESS</b>		
2.1   Careful installation of screens		0   or   5
2.2   Accurate positioning of feed guides		0   or   10
2.3   Proper installation of flood bar		0   or   5
2.4   Accurate adjustment of screen printing press:		
- accurate adjustment of off-contact	<input type="checkbox"/> <input type="checkbox"/>	
- accurate adjustment of path of squeegee	<input type="checkbox"/> <input type="checkbox"/>	
- accurate adjustment of path of squeegee and flood bar	<input type="checkbox"/> <input type="checkbox"/>	0   or   5

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
3 PRINTING A PROOF		
3.1 OK to print proofs in conformity with specifications: <ul style="list-style-type: none"> <li>- position of image in conformity with specifications with respect to height, width and squareness for each colour</li> <li>- intensity of ink for each colour in conformity with specifications</li> <li>- each colour proof with densitometric values signed and dated by candidate and examiner</li> </ul> Error tolerance: observance of standardized error tolerances	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 10
4 PRODUCTION OF PRINTS		
4.1 Density of inking in conformity with OK to print proofs: <ul style="list-style-type: none"> <li>- image and non-image areas free from dirt</li> <li>- no change in ink intensity between proof and run of copies</li> </ul> Error tolerance: very slight variations in the entire print job	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 10
4.2 Accurate definition of screen dots: <ul style="list-style-type: none"> <li>- for each colour, good coverage of paper without screen dot distortion</li> <li>- no ghosting</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 10
4.3 Constant register on all copies		0 or 10
4.4 Observance of quantity indicated in specifications		0 or 5
5 CLEANING OF THE SCREEN PRINTING PRESS		
5.1 Complete cleaning of press: <ul style="list-style-type: none"> <li>- washing of squeegee and flood bar</li> <li>- cleaning of press bed</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 or 5

<b>OBSERVATION</b>		<b>RESULT</b>
	YES NO	
6	REMOVAL OF STENCILS FROM SCREEN PRINTING FRAMES	
6.1	Methodical use of screen-claiming products:	
	- complete elimination of ink from screen	<input type="checkbox"/> <input type="checkbox"/>
	- proper cleaning of screen	<input type="checkbox"/> <input type="checkbox"/>
	- complete elimination of ghosting	<input type="checkbox"/> <input type="checkbox"/>
		0 or 10
7	TIDYING UP OF WORK AREA	
7.1	Proper tidying up of work area:	
	- storage of supplies in accordance with shop policy	<input type="checkbox"/> <input type="checkbox"/>
	- storage of accessories in accordance with shop policy	<input type="checkbox"/> <input type="checkbox"/>
	- workstation neat and clean in accordance with shop policy	<input type="checkbox"/> <input type="checkbox"/>
	- no trace of ink or cleaning products on work surfaces or press casing	<input type="checkbox"/> <input type="checkbox"/>
		0 or 5
<b>Observance of safety rules</b>		0 or 5
Total:		/ 100
In order to have criterion components 4.1, 4.2 and 4.3 evaluated, candidates must hand in a quantity equal to half the amount indicated in the specifications.		
Minimum performance standard: 80 points		

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 398 – ENTERING THE LABOUR MARKET (Module 19)			Duration: 120 hours			
Statement of the competency: <i>Enter the labour market</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
<b>PHASE 1: PREPARATION FOR THE WORKPLACE PRACTICUM (Block 1)</b>					<i>Duration: 10 %</i>	
1.1	Situate this competency with respect to the program as a whole.	Reason for the competency Course outline Links with other competencies				
1.2	Situate this competency with respect to practising the occupation.	Links between the competency and the work environment Information about activities to which the company can contribute and that facilitate the students' entry into the workplace				
1.3	Learn about the terms and conditions of the practicum.	Conditions of the practicum: duration, supervision, practicum report and evaluation				
1.4	Describe their interests and apprehensions with respect to the practicum.	Description of their preferences, expectations, interests and apprehensions with respect to the practicum.				
1.5	Be concerned about searching for a practicum environment that encourages the integration of learning.	Review of the steps involved in searching for a practicum: - writing a letter of application for a practicum position - updating their résumé - preparing for the interview  Attitudes necessary when searching for a practicum, such as availability, enthusiasm, dynamism				

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 398 – ENTERING THE LABOUR MARKET (Module 19)			Duration: 120 hours			
Statement of the competency: <i>Enter the labour market</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
1.6	Identify companies likely to accept practicum students.	Sources of information, such as newspapers, personal contacts, and so on  List of potential companies  Review of Module 14, 1.5		<b>1 Identify the practicum company.</b>  1.1 Using a comparison chart, identified the practicum companies as well as the characteristics of three chosen companies.	5	5
1.7	Learn about the organizational structure of the company.	Characteristics of the company, such as type of printing shop, physical, material and human organization		<b>2 Negotiate the terms of the agreement.</b>	5	
1.8	Situate themselves in the organizational structure of the company with respect to their tasks and position.	Hierarchical structure, such as inter-personal relationships and their respective degrees of responsibility  Departmental organization  Task descriptions		2.1 Wrote an agreement with the company's practicum supervisor.		5
<b>PHASE 2: OBSERVATION OF AND PARTICIPATION IN OCCUPATIONAL ACTIVITIES (Block 2)</b>					Duration: 85 %	
2.1	Learn about the company work methods.	Schedules and tasks to be performed  Company expectations of practicum students		<b>3 Record the required information in their log book and practicum report.</b>  3.1 Recorded the information about the company and their practicum experience.  3.2 Described the tasks carried out in the company.	20	10  10

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 398 – ENTERING THE LABOUR MARKET (Module 19)			Duration: 120 hours			
Statement of the competency: <i>Enter the labour market</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
2.2	Observe the work context.	Observations of the work environment, such as interpersonal relationships, equipment and techniques employed, vocabulary, and so on		<b>4 Adopt a professional attitude with respect to carrying out assigned tasks.</b> 4.1 Followed company policy, traditions and requirements. 4.2 Participated actively in work-related tasks. 4.3 Showed concern about upholding company quality standards.	45	
2.3	Perform or participate in a variety of occupational tasks.	Performance of the different steps involved in printing documents Fine-tuning their work methods Participation in other printing-related tasks		<b>5 With the teacher, participate in assessing the practicum.</b> 5.1 Assessed their own qualities as employees. 5.2 Discussed their knowledge, skills and attitudes with their teacher.	10	
2.4	Ensure that the practicum supervisor is satisfied with their performance.	Ability to discuss their strengths and weaknesses to be overcome with the practicum supervisor				

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

ANALYSIS AND PLANNING TABLES  
PRINTING (5746)

982 398 – ENTERING THE LABOUR MARKET (Module 19)			Duration: 120 hours			
Statement of the competency: <i>Enter the labour market</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Evaluation Indicators and Criteria	W <sub>I</sub>	W <sub>C</sub>
2.5	Give an account of their observations with respect to the work environment and the tasks carried out during the practicum.	Use of logbook: <ul style="list-style-type: none"> <li>- description of company and initial perceptions</li> <li>- recording observations</li> <li>- list of activities</li> <li>- experience in a specific situation and their reactions</li> <li>- reflections about the strengths and weaknesses of the training program</li> </ul>				
<b>PHASE 3: RE-EVALUATION OF INITIAL PERCEPTIONS (Block 3)</b>					<b>Duration:</b>	<b>5 %</b>
3.1	Compare their perception of the occupation before and after the practicum.	Aspects of the occupation that differ from those observed during the training process, such as working conditions, techniques, equipment, organizational structure, delays, and so on		<b>6</b>	<b>Summarize their work experience, indicating what influence it will have on their future choice of a job.</b>	<b>15</b>
3.2	Assess the influence of this experience on their choice of a future job.	Links between the practicum experience and their preferences, aptitudes and interests as well as their expectations		6.1	Giving examples, demonstrated that their practicum experience allowed them to confirm their career choice or not.	15

\* W<sub>I</sub>: relative weighting of indicators; W<sub>C</sub>: relative weighting of criteria

# PRINTING (5746)

982 398 – ENTERING THE LABOUR MARKET (Module 19)

## INFORMATION ON THE EVALUATION

### INFORMATION AND INSTRUCTIONS

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

### PHASE 1: PREPARATION FOR THE WORKPLACE PRACTICUM

#### 1 IDENTIFY THE WORKPLACE PRACTICUM

Candidates must search for a practicum position and conclude an agreement with the company practicum supervisor. The collection of data and the analysis of the information should be supervised and followed up by the teacher.

For the component 1.1, candidates are expected to supply a coherent minimum amount of information on the subjects dealt with, without painting a complete and rigorously accurate picture of the situation.

#### 2 LEARN ABOUT TERMS AND CONDITIONS

Candidates must write a letter of agreement with the company practicum supervisor, stating assigned tasks that the trainees are expected to carry out.

**PHASE 2: OBSERVATION AND PARTICIPATION IN OCCUPATIONAL ACTIVITIES****3 RECORD THE REQUIRED INFORMATION IN THEIR LOGBOOK AND PRACTICUM REPORT**

Candidates must describe their participation in company activities, including tasks performed (their nature and frequency); work methods; equipment used as well as the responsibilities assigned. Candidates must record their perceptions of the work environment, their interests and aptitudes with respect to working in a print shop.

**4 ADOPT A PROFESSIONAL ATTITUDE WITH RESPECT TO CARRYING OUT ASSIGNED TASKS**

Candidates' evaluation should be based on their participation and not on their performance. The practicum supervisor should be provided with an observation checklist.

This evaluation is based on company policy with respect to working conditions and the rules of professional ethics. Occasional lapses related to policy and specific rules can be tolerated so long as they do not re-occur, once the trainee has been warned. However, no systematic or repetitive behaviour which contravenes such policies and rules can be tolerated.

**5 WITH THE TEACHER, PARTICIPATE IN ASSESSING THE PRACTICUM**

Candidates are expected to use the self-evaluation form completed beforehand, as well as the teacher's evaluation report in order to verify if the objectives have been attained.

**PHASE 3: RE-EVALUATION OF INITIAL PERCEPTIONS****6 SUMMARIZE THEIR WORK EXPERIENCE, INDICATING WHAT INFLUENCE IT WILL HAVE ON THEIR FUTURE CHOICE OF A JOB**

Candidates must compare their perception of the occupation before and after the practicum, explaining how the practicum experience will influence their future choice of a job.

## PARTICIPATION EVALUATION FORM

<b>PRINTING</b>	Program code:	5746
19 – Entering the Labour Market	Module code:	982 398
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT	
	YES	NO
<b>PHASE 1: PREPARATION FOR THE WORKPLACE PRACTICUM</b>		
1 IDENTIFY THE PRACTICUM COMPANY		
1.1 Using a comparison chart, identified the practicum company as well as the characteristics of three (3) chosen companies	<input type="checkbox"/>	<input type="checkbox"/>
2 NEGOCIATE THE TERMS OF AGREEMENT		
2.1 Wrote out an agreement with the company practicum supervisor	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 2: OBSERVATION AND PARTICIPATION IN OCCUPATIONAL ACTIVITIES</b>		
3 RECORD THE REQUIRED INFORMATION IN THEIR LOGBOOK AND PRACTICUM REPORT		
3.1 Recorded the information about the company and their practicum experience	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Described the tasks carried out in the company	<input type="checkbox"/>	<input type="checkbox"/>

<b>PARTICIPATION COMPONENTS</b>		<b>RESULT</b>	
		<b>YES</b>	<b>NO</b>
4	<b>ADOPT A PROFESSIONAL ATTITUDE WITH RESPECT TO CARRYING OUT ASSIGNED TASKS</b>		
4.1	Followed company policy, traditions and requirements	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Participated actively in work-related tasks	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Showed concern about upholding company quality standards	<input type="checkbox"/>	<input type="checkbox"/>
5	<b>WITH THE TEACHER, PARTICIPATE IN ASSESSING THE PRACTICUM</b>		
5.1	Assessed their own qualities as employees	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Discussed their knowledge, skills and attitudes with their teacher	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHASE 3: RE-EVALUATION OF INITIAL PERCEPTIONS</b>			
6	<b>SUMMARIZE THEIR WORK EXPERIENCE, INDICATING WHAT INFLUENCE IT WILL HAVE ON THEIR FUTURE CHOICE OF A JOB</b>		
6.1	Giving examples, demonstrated that their practicum experience allowed them to confirm their career choice or not	<input type="checkbox"/>	<input type="checkbox"/>
Pass/fail conditions: Seven YESes out of a possible ten, and a YES for components 3.2, 4.1, 4.2, 4.3 and 5.1			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



