
Case for Change Printing and Graphic Arts Industry

1d Review print and post-press
technical units of competency

*ICP 1d Review
print and post-
press technical
units of
competency*

*Case for Change
(Resubmission
with additional
information)*

January 2019



Administrative information

Name of IRC: Printing and Graphic Arts Industry Reference Committee (IRC)

Name of SSO: PwC's Skills for Australia

Name of Training Package: Printing and Graphic Arts (ICP) Training Package

Name of Project: 1d Review print and post-press technical units of competency

This Case for Change was agreed to by the Printing and Graphic Arts IRC.

Andrew Macaulay

A handwritten signature in black ink, appearing to read 'Andrew Macaulay', written over a horizontal line.

29/01/2019

Name of chair

Signature of chair

Date

This Case for Change was established as a result of initial research and consultations outlined in the Printing and Graphic Arts Industry Skills Forecast and Proposed Schedule of Work 2018 which was compiled for the Printing and Graphic Arts IRC, and subsequently endorsed by the Australian Industry and Skills Committee (AISC).

The Case for Change

This Case for Change is proposed in response to the following industry drivers for change:

Industry drivers

A. There have been **significant advancements in technology** in the industry that have not been reflected in native ICP or imported units of competency. In addition to creating new job roles in areas such as 3D printing and digital printing, technological advancements mean that processes in many areas of print have changed in the past five to ten years. Many of the current units of competency require learners to demonstrate proficiency in operations that are now obsolete or dramatically different due to improvements in technology, machinery and techniques. Employees are now often required to undertake fewer steps in the production process than what has historically been required, which means they are now assigned more tasks and are working across multiple areas as part of their job role.

B. Many organisations in the industry are **transitioning to digital printing** due to advancements in the machinery, both wide format and sheet fed, which allows for faster production and increased offerings. As organisations transition, they are experimenting with innovative products including an increasing focus on printing flexible packaging and sustainable products. Digital print operators are often required to undertake a wider variety of tasks as part of their role including processing print orders, providing customer service, operating digital printing equipment, troubleshooting printer issues, and maintaining consumable stock levels. Employers have therefore highlighted a need for training to cover a wider range of skills and offerings for employees in digital print roles.

C. Some traditional **sectors of the industry are shrinking in size**, such as screen printing and mail house, as new technology provides the same or similar offerings with more efficiency. As a result, fewer units of competency are required for these specialisms. Employers have highlighted that the skills required for screen printing job roles in particular could therefore be better met with a skill set to support this niche area in the future. In addition, many individuals employed in declining sectors are looking to reskill in other areas of printing to remain in the industry, and would favour training in specialist skills as the best way of broadening their expertise.

D. There are currently **limited options for qualified individuals to gain skills in additional specialist areas**. Skill sets that allow individuals to undertake training in a specific area of the industry would allow individuals to gain expertise in the skills required by employers either in addition to, or alongside, qualifications. Skill sets would benefit employers in recognising the skills of potential and current employees and allow for **upskilling and reskilling**, particularly in instances where organisations look to expand their service offering in response to market demand, or to transition to different types of printing due to technological advancements.

E. Employers in the industry have **difficulty identifying the specialist skills** that individuals have gained while undertaking printing and graphic arts training due to the generalist nature of the qualifications. As a result of the consolidation of the qualifications in the training package in 2015, there is confusion in the industry regarding outcomes of

qualifications. Industry have stated that **greater clarity is needed** in terms of specialisations and the specific skills outcomes of learners graduating with qualifications to ensure that they are sufficiently competent in the type of printing the organisation requires.

F. Significant **duplication of units of competency** has been identified in the Training Package, which is believed to be due to the 2015 consolidation of qualifications. The 2015 consolidation combined a number of specialised qualifications while keeping all units of competency, which has led to multiple units of competency with similar content included in single qualifications.

Recommended changes

The recommended changes are in response to the industry drivers and the key issues identified by stakeholders. Where applicable, specific links between the recommended changes, key drivers and issues identified are indicated in brackets.

Recommended changes

This Case for Change proposes to complete the update to the ICP Training Package following the consolidation of qualifications in 2015. As units of competency in the eight ICP qualifications are already being updated as part of current projects, this review seeks to update the content of the remaining units of competency which relate to print and post-press technical roles in the same timeframe for the reasons outlined below. It will also complete the review of skill sets by updating the remaining three skill sets in digital print to support growing demand for skills in this area, and by creating a skill set in screen printing to sit alongside skill sets in seven other specialist areas outlined in the approved Printing and Graphic Arts projects; 1b – Printing and Graphic Arts industry knowledge and employability skills, and 1c - Design, marketing and other pre-press technical units of competency, to meet the demand from industry for training to facilitate upskilling and reskilling into new areas.

Despite issues with the current training, there is industry demand for individuals to undertake qualifications, particularly if they are updated to meet industry requirements for print and post-press technical roles. The NCVER data for *Apprentices and trainees - June 2018* shows that between April and June of 2018 there were 644 individuals undertaking the three ICP certificate III qualifications through an apprenticeship or trainee program. In addition, Paul Ross, Programme Manager for Printing at Holmesglen Institute of TAFE in Victoria, highlighted the demand from industry stating that they are currently speaking to a dozen organisations who are interested in taking on Certificate II students for work placements with the intention of offering them a pathway to apprenticeships. Holmesglen are also working with a large multinational to train 25 of its Victorian employees in Certificate III qualifications, with a view to expanding this training to its staff around Australia. Furthermore, according to joboutlook.gov.au, there is predicted to be 3000 job openings for printing assistants and table workers between 2017-2022, with an additional 1000 job openings for binders, finishers and screen printers and 1000 for printers in the same period. This industry demand for print and post-press workers demonstrates the need for this Case for Change to update the units of competency related to the skills needed for these roles.

Given the structure of the ICP Training Package review and the demonstrated industry need for these skills, there is a strong imperative to undertake the updates proposed in this Case for Change now alongside the existing Cases for Endorsement to complete the review of the ICP Training Package. There is strong support from the Printing and Graphic Arts IRC and industry representatives for this approach for a number of reasons: it is easier for industry to understand and discuss changes to the Training Package when considering it as a whole due to the related nature of the skills; it limits the risk of industry fatigue with the consultation process by enabling all changes to the ICP Training Package to be discussed at the same time; it is more efficient to make changes to the units at the same time as qualifications, particularly as there is considerable duplication across the eight qualifications in the ICP Training Package following the 2015 consolidation of qualifications; and it allows for a single training package release, minimising confusion and the administrative burden for the industry to implement changes, thereby avoiding the risk of the industry disregarding nationally-recognised training due to the disruption caused by updates. There is also a strong view in industry that the confusion arising from the previous consolidation of qualifications without updating the units of competency is harming the perception of nationally-recognised training in the sector, reinforcing the need to update the ICP Training Package as a whole now.

1. Update 118 of 179 units of competency (UoCs) related to print and post-press technical skills based on the following criteria:

- a. Update the content of UoCs for currency where units do not match the skills needs of current technology due to advancements in the industry. (*Drivers A, B, Issues I*)
- b. Update of content of UoCs where there will be an amalgamation of multiple UoCs due to changes in processes in the industry leading to changed employee skill requirements. (*Drivers A, C, F, Issues III*)
- c. Update of content of UoCs where there will be an amalgamation of multiple UoCs due to units not being required at multiple levels of difficulty. (*Drivers A, F, Issues III*)

2. Delete 27 of 179 units of competency (UoCs) related to print and post-press technical skills based on the following criteria:

- d. Deletion of UoCs that have been rendered obsolete due to new technology being used in the industry. (*Drivers A, B, C, Issues I, III*)
- e. Deletion of UoCs that are being combined with existing units due to changes in processes in the industry. (*Drivers A, C, F, Issues III*)

3. Update the content of the three current skill sets relating to digital printing (listed below) to support this growth area and create one new screen printing skill set to better meet the needs of this specialism. (*Drivers A, B, C, D, E, Issues I, II*)

- ICPSS00002 Advanced Digital Colour Skill Set
- ICPSS00003 Digital Colour Skill Set
- ICPSS00001 Digital Fundamentals Skill Set

Summary of Proposed Changes

Proposed Changes to Training Products	Number of Training Products
Existing qualifications to be updated	0
Existing units of competency to be updated	118
Existing units of competency to be deleted	27
New units of competency to be created	0
Existing skill sets to be updated	3
New skill sets to be created	1

See also Attachment A – *Training Package components to change*

Industry support for change

Industry views were captured via targeted stakeholder interviews, focus groups and an IRC workshop. The method and scale of stakeholder consultation undertaken in building the Case for Change, and stakeholders' outstanding issues and dissenting views are outlined in Attachment B – *Stakeholder consultation method and scale*.

Issues identified by stakeholders

- I. Stakeholders highlighted that current training does not reflect technological advancements that have occurred over the past five to ten years, particularly in regards to machinery and software.
- II. There is a need for an option for training in the industry that allows for employees to upskill in specialist areas without significantly impacting employers' operations. This is a particular issue for employers looking to hire skilled workers for specialisms within the industry, such as flexographic, gravure, and digital printing, as potential employees may be skilled in other areas of the industry.
- III. Peak bodies, IRC members and Registered Training Organisation (RTO) representatives have stated that the current number of units in the Training Package is causing confusion and that a number of units of competency are superfluous to the needs of the industry.

Impacts of change

Throughout the Case for Change process we have sought to gather multiple perspectives on the impacts of the proposed changes to the Training Package. Expected impacts relative to stakeholders for this project are outlined below.

Stakeholder	Impact
Industry / Employers	<ul style="list-style-type: none"> • Improved alignment of training products to the needs of industry • Increased relevant skills to organisations • Increased efficiency in business operations • Reduced skills shortages • Increased staff retention
Registered Training Organisations	<ul style="list-style-type: none"> • Clearer links between training and specific occupations • Potential increases in enrolments and completion rates
Learners	<ul style="list-style-type: none"> • Less confusion when deciding on qualifications and electives due to clearer links between training and specific occupations • Skills and knowledge relevant to industry demands • Improved employment outcomes

Implications of not implementing proposed changes

The base case (the 'do nothing') option must be considered as an alternative to the proposed changes in order to enable effective comparison between the two scenarios. This option negates the need for investment in training products, however it does not address the current state issues identified. Likely impacts of this option are outlined below:

Existing issue	Likely impacts of not being addressed
<i>Existing training in these areas requires a review for currency and suitability for the needs of the printing and graphic arts industry.</i>	Choosing not to review training in printing for its currency and relevance now may mean not reviewing it for another four years. It is likely that the skills learners require in these occupations will have progressed even further away from the skills provided through training today, particularly with regard to technology in the industry.
<i>There is a need within the sector for various skills that are not fully reflected in the current training in these areas.</i>	Choosing not to review the current Training Package to address skills gaps in printing may result in learners being unable to meet industry requirements and will therefore lead to a greater reliance on "on the job" training. Learner employment outcomes may also be negatively impacted if the skills and knowledge in demand by employers are not reflected in training. If no options exist in the Training Package for learners to complete shorter skill sets where employees require specific additional skills, the training will continue to be underutilised by the industry.

Timeframes

PwC's Skills for Australia anticipates that the Case for Endorsement for this project will be submitted to the Australian Industry and Skills Committee (AISC) secretariat by December 2019.

Implementing the COAG Industry and Skills Council reforms for Training Packages

The table below outlines how the changes recommended in this Case for Change support the AISC reforms for Training Packages:

Reform	Evidence of reform being addressed
<i>Removing obsolete and superfluous qualifications from the training system</i>	Although the eight printing qualifications meet the needs of industry, units of competency will be reviewed and deleted where they are shown to be obsolete or superfluous. Reasons for deletion of units of competency in the training package include changes in technology and skills needs, and the amalgamation of multiple units of competency.
<i>Making more information available about industry's expectations of training delivery</i>	A Companion Volume Implementation Guide will be released with the updated ICP Training Package, containing information about industry expectations for training delivery.
<i>Ensuring the training system better supports individuals to move easily from one related occupation to another</i>	The proposed new training package components will focus on the printing and graphic arts industries but will also provide learners with broader skills that are transferable across industries and occupations outside the printing industry, particularly in areas relating to production management and workflow. Skills sets in the training package will support workers looking to transition to related job roles within the industry, for example screen printers who may be looking to reskill to undertake a digital printing role, in addition to supporting workers in other industries to transition into a position in the printing and graphic arts industry
<i>Improving the efficiency of the training system by creating units that can be owned and used by multiple industry sectors and housing these units in a work and participation bank</i>	ICP units of competency will be amended to ensure they provide training which is relevant across multiple industries where appropriate. Skills that may be relevant for learners in other areas include producing and managing digital files, waste management and machine maintenance. Units of competency from other training packages, such as the CUA and BSB Training Packages, will be considered for inclusion in training relevant to the ICP qualifications.
<i>Fostering greater recognition of skill sets</i>	Project work will review three of the current skill sets in the training package that relate to digital printing skills which has been identified as a growth area for the industry. It will also look to create a new skill set in screen printing.

Appendix A - Training Package components to change

Project	1d Review of technical and post press units of competency
Training Package Code	ICP
Training Package Name	Printing and Graphic Arts
IRC Name	Printing and Graphic Arts Industry Reference Committee
Review status	Progress to Project
Number of existing qualifications to be reviewed as part of the project	0
Number of new qualifications to be created	0
Number of existing skill sets to be updated as part of the project	3
Number of new skill sets to be created	1
Number of existing NATIVE units to be updated as part of the project	145
Number of new NATIVE units to be created	0
Total number of NATIVE units (X new plus Y existing) that are likely to attract training package development work costs	<p>Of the total 145 existing UoCs that are being proposed for training product development work 118 are being proposed to be updated and 27 are being proposed for deletion.</p> <p>118 existing UoCs to be updated</p> <p>ICPCBF211 Set up and run machine for sewing ICPCBF214 Set up single-faced web ICPCBF216 Set up double-faced web ICPCBF218 Produce basic folded and glued cartons ICPCBF222 Set up and operate in-line cutter ICPCBF223 Set up machine for cutting (trimming) ICPCBF224 Produce cut (trimmed) product ICPCBF228 Produce basic rotary die cut or embossed product ICPCBF235 Set up machine for basic rotary cutting ICPCBF236 Produce basic rotary cut product ICPCBF245 Set up and produce hand-collated or inserted product ICPCBF262 Produce basic adhesive, mechanical or thermal fastened product ICPCBF263 Set up and produce hand-fastened product ICPPRN283 Use digital media consumables ICPPRN285 Use digital workflow ICPPRN286 Finish a digital product ICPPRN287 Use digital processes ICPPRN314 Produce complex flexographic printed product ICPPRN393 Set up for basic relief printing ICPSUP321 Pack and dispatch (advanced) ICPCBF225 Set up machine for basic flat-bed die cutting or embossing ICPCBF231 Set up machine for basic flat-bed cutting ICPCBF232 Produce basic flat-bed cut product ICPCBF281 Set up machine for basic laminating ICPPRN261 Set up for foil stamping ICPPRN262 Produce foil stamped product ICPPRN271 Set up for basic coating ICPPRN272 Produce basic coated product ICPSUP201 Prepare, load and unload reels and cores on and off machine ICPSUP221 Pack and dispatch product ICPSUP236 Shift loads mechanically ICPSUP241 Undertake warehouse or stores materials processing ICPPRN288 Produce basic relief printed product ICPPRN313 Set up for basic flexographic printing ICPCBF261 Set up machine for basic adhesive, mechanical or thermal fastening ICPCBF294 Set up profile cutting for envelope manufacture ICPCBF298 Run and monitor sack and bag machines ICPCBF305 Produce single-faced web ICPCBF307 Produce double-faced web ICPCBF306 Set up machine for basic carton folding and gluing ICPCBF309 Produce complex folded and glued cartons ICPCBF320 Produce complex converted or finished product ICPCBF326 Undertake pre make-ready for die cutting ICPCBF327 Set up machine for complex rotary die cutting or embossing ICPCBF328 Produce complex rotary die cut or embossed product ICPCBF344 Produce complex collated or inserted product ICPCBF369 Set up and produce hand-made box ICPCBF371 Decorate paper ICPCBF398 Set up in-line bottom making machine for sack or bag manufacture ICPCBF410 Set up machine for complex carton folding and gluing ICPCBF426 Produce complex flat-bed die cut or embossed product ICPPRN386 Troubleshoot digital media</p>

ICPPRN341	Set up for basic pad printing
ICPPRN390	Generate a proof for digital production
ICPSCP215	Prepare screen
ICPSCP221	Prepare substrate
ICPSCP233	Manually prepare direct emulsion stencil
ICPSCP270	Manually prepare and produce screen prints
ICPSCP271	Manually produce basic screen prints
ICPSCP273	Semi-automatically produce basic screen prints
ICPSCP275	Automatically produce basic screen prints
ICPSCP281	Finish screen print products
ICPSCP282	Prepare film for basic screen printing
ICPSCP311	Reclaim screen manually
ICPSCP383	Prepare film for complex screen printing
ICPPRN214	Produce basic flexographic printed product
ICPPRN222	Produce basic gravure printed product
ICPPRN242	Produce basic pad printed product
ICPPRN322	Produce complex gravure printed product
ICPPRN331	Set up for basic lithographic printing
ICPPRN332	Produce complex lithographic printed product
ICPPRN342	Produce complex pad printed product
ICPPRN394	Produce complex relief printed product
ICPSCP371	Manually produce complex screen prints
ICPSCP373	Semi-automatically produce complex screen prints
ICPSCP376	Operate an automatic screen printing machine
ICPPRN494	Apply advanced software applications to digital production
ICPPRN497	Work with digital information
ICPPRN498	Adapt digital content for publication on different devices
ICPPRN495	Set up and use complex colour management for production
ICPPRN387	Use colour management for production
ICPCBF465	Set up and produce hand-bound book
ICPPRN413	Set up for complex flexographic printing
ICPPRN421	Set up for complex gravure printing
ICPPRN441	Set up for complex pad printing
ICPPRN451	Set up for complex relief printing
ICPPRN411	Mount and demount flexographic plates for complex printing
ICPCBF341	Set up machine for complex sequenced or multiple folding
ICPCBF343	Set up machine for complex collating or inserting (sheet/section/reel)
ICPCBF392	Produce product on window gluer
ICPCBF395	Set up and operate folder gluer machine
ICPCBF396	Set up in-line scoring, folding and gluing machine for envelope manufacture
ICPCBF406	Set up and load in-line smart card machine
ICPSUP243	Reconcile process outputs
ICPCBF393	Set up machine for envelope manufacture
ICPPRN383	Prepare for personalised digital printing
ICPCBF381	Set up machine for complex laminating
ICPCBF382	Produce complex laminated product
ICPSCP351	Prepare machine and drying/curing unit
ICPPRN496	Set up and produce complex digital print
ICPPRN442	Produce specialised pad printed product
ICPPRN484	Prepare for variable data printing
ICPPRN493	Set up and monitor in-line printing operations
ICPPRN471	Set up for complex coating
ICPPRN472	Produce complex coated product
ICPPRN414	Produce specialised flexographic printed product
ICPPRN422	Produce specialised gravure printed product
ICPPRN432	Produce specialised lithographic printed product
ICPPRN452	Produce specialised relief printed product
ICPPRN513	Set up for specialised flexographic printing
ICPPRN521	Set up for specialised gravure printing
ICPPRN531	Set up for specialised lithographic printing
ICPPRN541	Set up for specialised pad printing
ICPPRN551	Set up for specialised relief printing
ICPPRN382	Produce and manage complex digital print
ICPCBF391	Use electronic monitoring systems (converting and finishing)
ICPCBF302	Set up and monitor in-line scoring, folding and gluing machine for sack or bag manufacture
ICPCBF399	Set up in-line tube making machine for sack or bag manufacture

27 existing UoCs to be deleted

ICPCBF105	Operate in-line mail machine
ICPCBF202	Handline mail
ICPCBF203	Collate and insert mail manually
ICPCBF204	Operate addressing machine
ICPCBF208	Set up and operate a cheque mailer machine
ICPCBF209	Set up and operate in-line mail machine
ICPCBF297	Clean sack and bag machines
ICPCBF301	Run and monitor in-line bottom making machine for sack or bag manufacture
ICPSUP120	Pack product
ICPSUP222	Pack and dispatch solid waste
ICPSUP235	Lift loads mechanically
ICPCBF300	Run and monitor in-line tube making machine for sack or bag manufacture
ICPCBF311	Prepare for cutting forme and stripper making
ICPCBF312	Set cutting forme and strippers
ICPSUP417	Perform laboratory quality tests of materials and finished product
ICPSCP211	Reclaim screen automatically
ICPSCP222	Prepare and cut screen print substrate
ICPSCP235	Prepare stencil using photographic indirect method
ICPSCP333	Automatically prepare direct emulsion stencil
ICPSCP337	Prepare stencil using photographic capillary method
ICPSCP339	Prepare stencil using direct projection method
ICPSCP341	Prepare stencil using direct electronic imaging method

	ICPCBF303	Run and monitor envelope manufacturing machines
	ICPCBF407	Operate a smart card machine and pack product
	ICPPRN491	Use on-press monitoring of print quality
	ICPPRN492	Use on-press print control devices
	ICPSCP375	Automatically produce complex screen prints

Appendix B - Stakeholder consultation method and scale

Approach

The consultation approach for this Case for Change built upon on research and consultations undertaken in development of the Printing and Graphic Arts Industry Skills Forecast and Proposed Schedule of Work 2018. Consultations were targeted to include views from employers representing a range of printing specialisms, employees, peak bodies, industry associations, and training providers. These experts were consulted via focus groups, teleconferences, 1:1 phone interviews, or in person meetings. In addition a number of consultations occurred as part of the Visual Impact Sydney Exhibition event in September 2018 where PwC's Skills for Australia talked to over 100 industry representatives. Consultation for this project focused on ensuring that views were gained from a wide variety of states and territories, organisation types and industry members. The Printing and Graphic Arts IRC have agreed that the scale of consultation conducted during this Case for Change is appropriate for the project and proportionate to the size of the industry. Further targeted consultation will occur during the Case for Endorsement phase of this project.

IRC members also participated in a workshop regarding the recommendations proposed as part of this Case for Change during an IRC meeting held in September 2018.

This Case for Change was provided to STAs for review during October 2018. Tasmania, Victoria, New South Wales and the Northern Territory provided their support, while Queensland, Western Australia, the Australian Capital Territory and South Australia did not submit a response. We are unaware of any STA that objects to the Case for Change being submitted to the AISC.

Stakeholders who were consulted during the development of this Case for Change include:

Individual	Title	Organisation	Stakeholder Type	State/Territory
James Cryer	Director of Recruiting NSW/QLD	JDA Print Recruitment	Industry	NSW
Peter Munro	Committee Member	Lithographic Institute of Australia	Industry	NSW
Russell Kiefer	Sales and Technical Services	Kayell Australia	Industry	NSW
Peter Munro	Committee Member	Lithographic Institute of Australia	Industry	NSW
John Russo		Synergize Print and Media	Industry	NSW
Jamie Xuereb	Founder	Mediapoint	Industry	VIC
Margaret Hogan	Industrial Officer	AMWU	Industry	VIC
Oliver Horton	Illustrator	Node Illustration	Industry	VIC
Aaron Womersley	Owner	Easyaz	Industry	VIC
Marie Womersley	General Manager	Easyaz	Industry	VIC
Andrew Reynolds	Group Training Manager	Multi-colour Corporation	Industry	SA
Ian Andrews	Owner	Print DNA	Industry	SA
Gordon Wilson	Organiser/State President	AMWU/Lithographic Institute of Australia	Industry	SA
Craig Rollins	Head Teacher Printing	Tafe NSW	RTO	NSW
Jason Browne	Instructional Designer	Spectra Training	RTO	VIC
Paul Ross	Programme Manager, Printing	Holmesglen	RTO	VIC
Belinda Janetzki	Teacher / Trainer	Northern College of the Arts & Technology	RTO	VIC
Duncan Marsden	Printing Teacher	Tafe QLD	RTO	QLD
Cheryl Bridge	Director, Art and Design	North Metro TAFE	RTO	WA
Melinda Sandosham	Coordinator/Lecturer	North Metro TAFE	RTO	WA
Chris Schnell	Head of Program Higher Education Art & Design	North Metro TAFE	RTO	WA
Sarah Markland	Teacher	TasTAFE	RTO	TAS
Paul Saunders	Executive Officer	Curriculum Maintenance Management Service	Other	VIC

Steven Deer	Senior Project Manager	VET Development Centre	Other	VIC
Lee Jackson	Industry Manager – Sport, Recreation and Printing	FutureNow Creative and Leisure Industries Training Council	Other	WA

IRC members who participated in a workshop related to this Case for Change include:

Individual	Representation on IRC	State/ Territory
Andrew Macauley	Printing Industries Association of Australia	NSW
Julie Hobbs	Design Institute of Australia	WA
Robert Black	Flexible Packaging Label Manufacturers Association	VIC
Brett Maishman	Fuji Xerox Australia Pty. Ltd.	VIC
Michelle Lees	HP PPS Australia Pty. Ltd.	NSW
Peter Lane	Lane Print and Post Group	SA
Kerim El Gabaili	One Point Group	NSW
Ben Eaton	Visual Connections	NSW