

# COMPUTER GRAPHICS - PRINT



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## TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - July 2013



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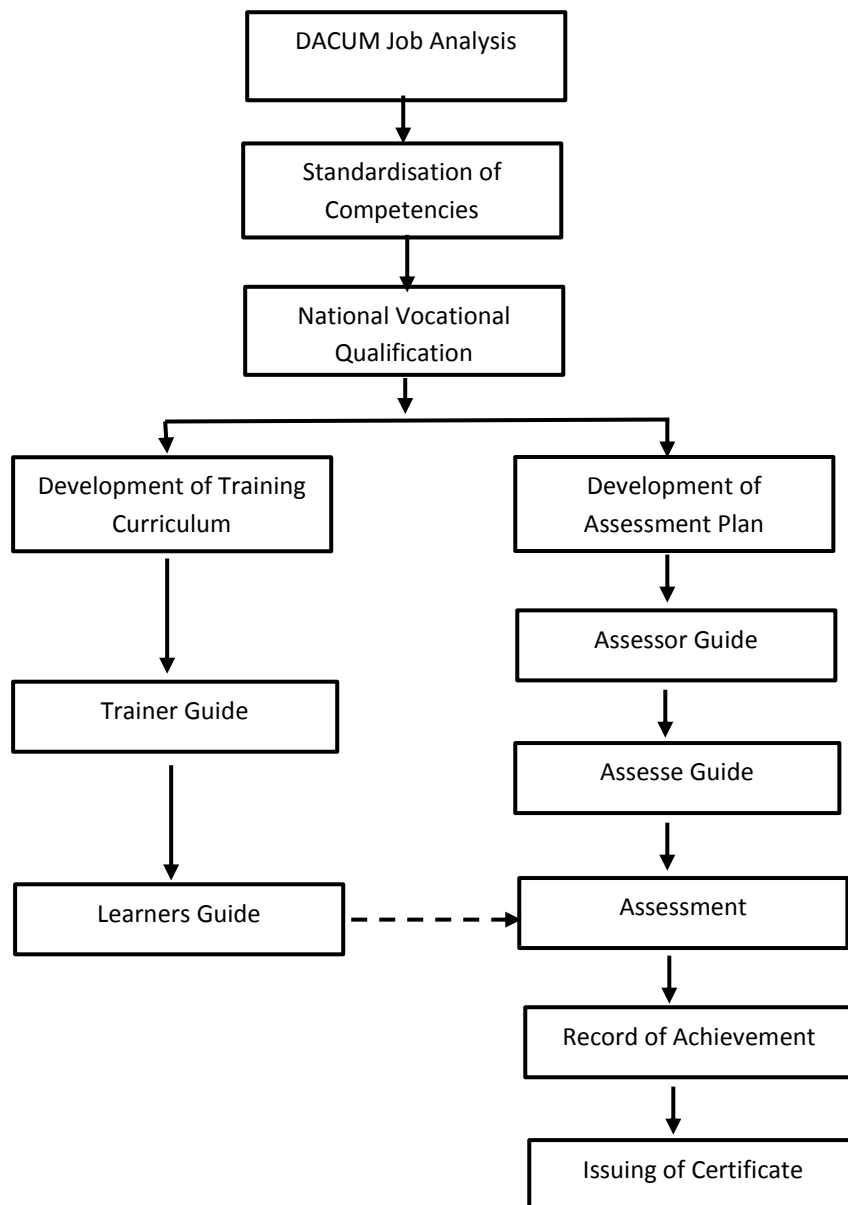
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# INTRODUCTION

This Guide supports the Competency-Based Training Curricula that will enable the trainees to achieve the competency standards that have been set by the relevant industry group.

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry Advisory Group (IAG).

Figure 1 outlines the process of developing the competencies, developing the curriculum and the assessment requirements, and delivering the training program and the assessments necessary to certify achievement of the competencies.



The Trainer Guide provides guidelines and instructions to Trainers on the approaches that are required and on the organisation and delivery of the curriculum training program.

### *Curriculum*

The Curriculum Manual is included in the Training and Learning Materials Package.

The curriculum is organised as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes Learning Outcomes, Learning Elements, an estimate of the time needed, a list of materials required and the location for the learning to take place.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials needed	Location

### *Lesson Plans*

The Trainer will need to develop a coherent set of lesson plans for each module of the curriculum. This Guide includes a Lesson Plan Template. The Lesson Plans must be filed for later review if necessary.

### *Assessment*

It is necessary to assess the knowledge and skills of the trainees at the completion of each module.

(See the Assessment Guide for further details)

### *Evaluation of Training Material*

Trainers are invited to evaluate the Training Materials based on their experience of delivering the training. A template is provided to assist.

## EVALUATION OF TRAINING MATERIAL

*The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities.*

Format

<b>Trade:</b>			
<b>Training Material</b>	<b>Module Title &amp; Module Code</b>	<b>Learning Unit Title &amp; Learning Unit Code</b>	<b>Suggested amendments/ feedback/proposal</b>
Trainer Guide			
Learner Guide			
<b>Trainer Name:</b>		<b>Training Centre:</b>	
<b>Signature of Trainer:</b>		<b>Date:</b>	

## GUIDELINES FOR WRITING LESSON PLAN

The template for lesson plan has been provided at next page. These guidelines are for trainers for writing their own lesson plans which are as follows:

1. Introduce yourself and the Learning Unit, and state the Learning Outcomes of the session clearly to activate attention of learners.
2. In **Introduction** part of lesson plan state the Learning Objectives of the lesson. This allows the learners to organize their thoughts on what they will learn and to perform. Also state some questions to recall prior knowledge of learners to arouse their interest and motivation.
3. In **Body** part of lesson plan present the new information or material that is to be learned. Demonstration of a skill relevant with the Learning Unit is also stated here. Also mention the teaching and learning methods for each learning element from *Trainer Guidelines*, the relevant media including handouts, power-point slides, videos, white board and time duration for each activity in the relevant columns.
4. In **Conclusion** part list the strategies used for summarizing and reviewing the lesson delivered. Also mention the strategies for formative assessment to ensure that the transfer of knowledge and skill has been achieved.



## LESSON PLANS

*Dear Instructors,*

*Model Lesson Plans for one module have been provided in this trainer guide. A format and guidelines for writing Lesson Plans have also been provided in the succeeding pages. You are advised to prepare your own lesson plans for the remaining Learning Units using the suggested format and guidelines.*

## Lesson Plan - 1

<b>Module: 1</b>	Familiarisation with Terminologies & Tools		
<b>Learning Unit: 1</b>	Elements of design		
<b>Learning Outcomes</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>• Understand the elements of design and their application in different designs</li> <li>• Select respective elements of designs.</li> <li>• Produce designs concept for any given product/ service appropriately</li> <li>• Know colour theory and composition</li> <li>• Select colours based on requirements or branding guidelines</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand the elements of design and their application in different designs</li> <li>• Select respective elements of designs.</li> <li>• Produce designs concept for any given product/ service appropriately</li> <li>• Know colour theory and composition</li> <li>• Select colours based on requirements or branding guidelines</li> </ul>	<p>White board</p> <p>Multi media</p>	10 min
<b>Main Body</b>			

Illustrative talk	<p>Explain following design elements</p> <ul style="list-style-type: none"> <li>• Dot/ Point</li> <li>• Characteristics and Types of Lines</li> <li>• Categories of Shapes</li> <li>• Direction of lines</li> <li>• Size</li> <li>• Texture</li> <li>• Value/ Tone</li> <li>• Positive/ Negative Space</li> </ul>	Learner Guide	40 min
<b>Conclusion</b>			
<p>Illustrative talk</p> <p>Question and answer</p>	<p>Summarize the lesson by reviewing important facts.</p> <p>Ask questions to ensure that the learners acquire relevant knowledge.</p>		10 min
<b>Total time:</b>			02 hrs

## Lesson Plan - 2

<b>Module: 1</b>	Familiarization with terminologies and tools		
<b>Learning Unit: 2</b>	Principles of Design		
<b>Learning Outcomes</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>• Understand applications of design principles</li> <li>• Differentiate in a good or bad design</li> <li>• Use design principles</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand applications of design principles</li> <li>• Differentiate in a good or bad design</li> <li>• Use design principles</li> </ul>	<p>White board</p> <p>Multi media</p>	10 min
<b>Main Body</b>			
Illustrative talk	<p>Explain following design principles:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Gradation</li> <li>• Repetition</li> <li>• Contrast</li> <li>• Harmony</li> <li>• Dominance</li> <li>• Unity</li> </ul>	Learner Guide	40 min
<b>Conclusion</b>			

Illustrative talk	Summarize the lesson by reviewing important facts.		10 min
Question and answer	Ask questions to ensure that the learners acquire relevant knowledge.		
<b>Total time:</b>			02 hrs

## Lesson Plan - 3

<b>Module: 1</b>	Familiarization with Terminologies and Tools
<b>Learning Unit: 3</b>	Understanding the concept of perspective

### Learning Outcomes

At the end of the session the learners will be able to:

- Understand perspective is used to introduce the illusion of depth in an image.
- Use perspective in a design to make the design appear real by altering of size, location of objects on a canvas.
- Use perspective to draw attention to certain objects of interest or concept.

Methods	Key Notes	Media	Time
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### Introduction

Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand perspective is used to introduce the illusion of depth in an image</li> <li>• Use perspective in a design to make the design appear real by altering of size, location of objects on a canvas</li> <li>• Use perspective to draw attention to certain objects of interest or concept</li> </ul>	White board  Multi media	10 min
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### Main Body

Illustrative talk	<p>Explain perspective.</p> <p>Explain perspective as relationship between different objects.</p> <p>Explain use of perception to draw audience to a visual.</p> <p>Explain achieving perception in the design</p>	Learner Guide	40 min
<b>Conclusion</b>			
Illustrative talk	Summarize the lesson by reviewing important facts.		10 min
Question and answer	Ask questions to ensure that the learners acquire relevant knowledge.		
<b>Total time:</b>			02 hrs

## Lesson Plan - 4

<b>Module: 1</b>	Familiarization with Terminologies and Tools		
<b>Learning Unit: 4</b>	Colour theory and the meaning of colour in a design		
<b>Learning Outcomes</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>• Understand colour in a design is very subjective</li> <li>• Know changing the exact hue or saturation of a colour can evoke a completely different feeling</li> <li>• Interpret importance of certain colours with respect to culture and mood depiction</li> <li>• Use appropriate colour combination</li> <li>• Select and apply relevant colour scheme and theme</li> <li>• Understand colour job for printing</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand colour in a design is very subjective</li> <li>• Know changing the exact hue or saturation of a colour can evoke a completely different feeling</li> <li>• Interpret importance of certain colours with respect to culture and mood depiction</li> <li>• Use appropriate colour combination</li> <li>• Select and apply relevant colour scheme and theme</li> <li>• Understand colour job for printing</li> </ul>	<p>White board</p> <p>Multi media</p>	10 min
<b>Main Body</b>			



Illustrative talk	Explain Warm Colors, Cool Colors, Neutral Colors, Concepts and Terminologies of Color	Learner Guide	40 min
<b>Conclusion</b>			
Illustrative talk	Summarize the lesson by reviewing important facts.		10 min
Question and answer	Ask questions to ensure that the learners acquire relevant knowledge.		
<b>Total time:</b>			02 hrs

## Lesson Plan - 5

<b>Module: 1</b>	Familiarization with Terminologies and Tools		
<b>Learning Unit: 5</b>	Typography		
<b>Learning Outcomes</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>• Choose appropriate fonts relating or reflecting the design concept</li> <li>• Understand the anatomy of Typeface</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Choose appropriate fonts relating or reflecting the design concept</li> <li>• Understand the anatomy of Typeface</li> </ul>	<p>White board</p> <p>Multi media</p>	10 min
<b>Main Body</b>			
Illustrative talk	<p>Explain Typography Anatomy, the expression of different fonts, their families and its use in graphics design</p> <p>Explain choose typeface and how you make it work with the layout, grid, colour scheme, design theme</p>	Learner Guide	40 min
<b>Conclusion</b>			
Illustrative talk	Summarize the lesson by reviewing important facts.		10 min
Question and answer	Ask questions to ensure that the learners acquire relevant knowledge.		
<b>Total time:</b>			02 hrs

## Lesson Plan - 6

<b>Module: 1</b>	Familiarization with Terminologies and Tools		
<b>Learning Unit: 6</b>	Study tools and software for graphics and artwork creation		
<b>Learning Outcomes</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>Study and make use of graphics development software</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Illustrative talk	<p>Introduce the learning unit.</p> <p>Motivate the learner to create interest by asking some questions.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>Study and make use of graphics development software</li> </ul>	<p>White board</p> <p>Multi media</p>	10 min
<b>Main Body</b>			
Illustrative talk	<p>Demonstrate Tools in Adobe Photoshop for creating and editing images, graphics, pictures, etc.</p> <p>Demonstrate Tools in Adobe Illustrator for creating and editing type, and text.</p> <p>Demonstrate Tools in Adobe InDesign for creating and editing type, text, and layout</p> <p>Demonstrate Tools in Corel Draw</p>	<p>Learner Guide, Multimedia</p>	40 min
<b>Conclusion</b>			

<p>Illustrative talk</p> <p>Question and answer</p>	<p>Summarize the lesson by reviewing important facts.</p> <p>Ask learners to practice in small groups.</p> <p>Ask questions to ensure that the learners acquire relevant knowledge.</p>	<p>Learner Guide, Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility.</p>	<p>10 min</p>
<p><b>Total time:</b></p>			<p>02 hrs</p>

## DEMONSTRATION OF SKILL

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration are as under:

1. Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
2. Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
3. Practice the skill before demonstration to learners, if possible.
4. Introduce the skill to learners clearly at the commencement of demonstration.
5. Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
6. Carry out demonstration in a way that it can be seen by all learners.
7. Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.
8. Identify critical or complex steps, or steps that involve safety precautions to be followed.
9. Explain theoretical knowledge where applicable and ask questions to learners to test their understanding.
10. Repeat critical steps in demonstration, if required.
11. Summarize the demonstration by asking questions to learners.

## OVERVIEW OF PROGRAMME

### Course: Motion Graphics (Print Media)

#### Course Overview:

Introducing learners to the Graphics Design (Print Media) and imparting knowledge that will guide them to

- Understand the basics used to create art work.
- Develop the initial design and its sketches and taking it to the end product based on the product/ service's USP, knowledge of target market and requirements of the client.
- Compute the optimal cost based on client requirement and designer's experience.
- Develop various editing techniques and skills in order to capture the essence of people, places, or objects.
- Prepare the completed design for printing purposes, by adding the registration mark and cropping marks.
- Develop concepts regarding how to prepare the computer for a designer.
- Develop the skills necessary for communication.
- Develop code of ethics and professional conduct, improve planning capabilities, and awareness to provision of employment rights.

Module	Learning Unit	Duration
<b>1: Familiarization with Terminologies and Tools</b>	<b>LU1:</b> Elements of design <b>LU2:</b> Principles of design <b>LU3:</b> Understanding the concept of perspective <b>LU4:</b> Understanding colour theory, and its relevance in design <b>LU5:</b> Typography <b>LU6:</b> Learn the usage of tools in graphics software starting with Adobe Photoshop, Adobe Illustrator, In design,	200 hours

	and introduction to Corel Draw.	
<b>2: Develop design concept</b>	<p><b>LU1:</b> Identify Unique Selling Point (USP) of the product/service</p> <p><b>LU2:</b> Define particular branding guidelines/theme</p> <p><b>LU3:</b> Visualize layout of the concept following brand guidelines</p>	80 hours
<b>3: Analyze cost effective solution</b>	<p><b>LU1:</b> Determine suitable size of the document</p> <p><b>LU2:</b> Determine the number of pages and colour jobs for printing</p> <p><b>LU3:</b> Understand the usage of appropriate printing material and textures</p>	80 hours
<b>4: Editing of Photo and Development of Graphics</b>	<p><b>LU1:</b> Photo Editing and Scanning</p> <p><b>LU2:</b> Create layout of design</p>	180 hours
<b>5: Prepare for pre-press job</b>	<p><b>LU1:</b> Bleed the layout for cropping</p> <p><b>LU2:</b> Apply cropping and registration marks</p> <p><b>LU3:</b> Apply ups</p> <p><b>LU4:</b> Publish the art work</p> <p><b>LU5:</b> Prepare (burn) CD or DVD</p>	60 hours
<b>6: Perform software and hardware maintenance</b>	<p><b>LU1:</b> Install graphics software</p> <p><b>LU2:</b> Install/ Uninstall operating system</p> <p><b>LU3:</b> Install and configure drivers, Input/ Output devices</p> <p><b>LU4:</b> Connect devices/ ports/ cables</p>	60 hours

<p><b>7: Communicate with others</b></p>	<p><b>LU1:</b> Communicate with client/owner/boss</p> <p><b>LU2:</b> Communicate with senior/junior/peers</p> <p><b>LU3:</b> Communicate with concerned office/ stakeholder</p>	<p>60 hours</p>
<p><b>8: Duties and rights at the workplace</b></p>	<p><b>LU1:</b> Ethics and professional conduct</p> <p><b>LU2:</b> Planning of business process activities</p> <p><b>LU3:</b> Awareness to rights</p> <p><b>LU4:</b> Copyrights and Piracy</p>	<p>60 hours</p>



## TRAINER GUIDELINES

### Module-01: Familiarization with Terminologies and Tools

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>1: Elements of design</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Dot/ Point</li> <li>• Characteristics and Types of Lines</li> <li>• Categories of Shapes</li> <li>• Direction of lines</li> <li>• Size</li> <li>• Texture</li> <li>• Value/ Tone</li>   <li>• Positive/ Negative Space</li> </ul> <p>Ask learners to perform a class activity related to elements of design.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p style="text-align: center;">Class Room</p>	<p style="text-align: center;">Learner's Guide, Handouts, Computer, Multimedia.</p>
<b>2: Principles of design</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Gradation</li> <li>• Repetition</li> <li>• Contrast</li> <li>• Harmony</li> <li>• Dominance</li> <li>• Unity</li> </ul> <p>Ask learners to perform a class activity related to principle of design.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p style="text-align: center;">Class Room</p>	<p style="text-align: center;">Learner's Guide, Handouts, Computer, Multimedia.</p>
<b>3: Concept of perspective</b>	<p>Give illustrative talk on the following learning element:</p> <ul style="list-style-type: none"> <li>• Perspective.</li> <li>• Perspective as relationship between different objects.</li> </ul>	<p style="text-align: center;">Class Room</p>	<p style="text-align: center;">Learner's Guide, Handouts, Computer, Multimedia.</p>

	<ul style="list-style-type: none"> <li>• Use of perception to draw audience to a visual.</li> <li>• Achieving perception in the design</li> </ul> <p>Ask learners to perform a class activity related to perspective.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
<b>4: Colour theory, and its relevance in design</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Warm Colors,</li> <li>• Cool Colors,</li> <li>• Neutral Colors,</li> <li>• Concepts and Terminologies of Color</li> </ul> <p>Ask learners to perform a class activity related to Colour Theory.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia.
<b>5: Typography</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Typography anatomy,</li> <li>• The expression of different fonts, their families and its use in graphics design</li> <li>• Choosing typeface and how you make it work with the layout,</li> <li>• Grid,</li> <li>• Colour scheme,</li> <li>• Design theme</li> </ul> <p>Ask learners to perform a class activity related to typography.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia.
<b>6: Learn the usage of tools in graphics software starting with Adobe</b>	<p>Demonstrate Tools in Adobe Photoshop for creating and editing images, graphics, pictures, etc.</p> <p>Demonstrate Tools in Adobe Illustrator for</p>	Computer Lab	Learner's Guide, Handouts, Computer, Multimedia.

**Photoshop,  
Adobe  
Illustrator, In  
design, and  
introduction  
to Corel Draw**

creating and editing type, and text.  
Demonstrate Tools in Adobe InDesign for  
creating and editing type, text, and layout  
Demonstrate Tools in Corel Draw  
Ask learners to practice in small groups.  
Summarize the lecture.  
Arrange Question/Answer Session.

## Module-02: Develop Design Concept

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>1: Identify Unique Selling Point (USP) of Product/ Service</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Extraction of USP</li> <li>• Analyze requirements/ needs of target market/ audience</li> <li>• Decide what emotional need is being specifically met by your product or service</li> <li>• Identify motivation to your customers' behaviour and buying decisions</li> <li>• Identify unique aspects of product</li> <li>• Create design about your unique product or service</li> </ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia.
<b>2: Define particular branding guidelines and themes</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Pick up the big idea which permeates the brand</li> <li>• Live the brand; design the guidelines</li> <li>• Create brand guidelines, brand manual and themes according to design principles and color theory.</li> </ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia.
<b>3: Visualize the Layout of the Concept Following Brand Guidelines</b>	<p>Give illustrative talk on the following learning element:</p> <ul style="list-style-type: none"> <li>• Develop thumbnails of objects and design</li> <li>• Identify the composition of elements</li> </ul>	Class Room / Computer Lab	Learner's Guide, Handouts, Computer, Multimedia.

	<p>following other concepts</p> <ul style="list-style-type: none"><li>• Collection, organization and application of material in the layout</li></ul> <p>Demonstrate designing the page or canvas layout based on brand guidelines</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
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**Module-03: Analyse Cost Effective Solution**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>1: Determine suitable size of the document</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Paper Sizes Available For Printing</li><li>• Page Orientation</li><li>• Offset printing process</li><li>• Digital printing process</li><li>• Screen printing process</li></ul> <p>Demonstrate procedures of creating custom Paper Sizes in Graphic Software</p> <p>Demonstrate selection of appropriate orientation and size of paper or document</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room/ Computer Lab</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>
<b>2: Determine number of pages and colours for printing</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Selection of appropriate colour mode</li><li>• Difference between spot and offset printing</li><li>• Number of pages verses cost effective solution</li><li>• Number of colors sufficient for print job verses cost effective solution</li></ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>
<b>3: Understand the Usage of Appropriate Printing Material and</b>	<p>Give illustrative talk on the following learning element:</p>	<p>Class Room</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>

<b>Texture</b>	<ul style="list-style-type: none"><li>• Printing material</li><li>• Paper weights</li><li>• Paper textures</li><li>• Laminations</li></ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
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**Module-04: Photo editing and graphics development**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>1: Photo Editing and Scanning</b>	<p>Demonstrate color correction techniques</p> <p>Demonstrate adjustment of brightness, contrast, color tint, color saturation of the image as a whole</p> <p>Demonstrate sharpening, retouching, removing dust specks and scratches</p> <p>Demonstrate use of visual effects</p> <p>Explain transformation and styles</p> <p>Demonstrate correcting lens aberrations</p> <p>Demonstrate adjusting the geometry by crop, rotate, correct perspective, distortion</p> <p>Demonstrate photo enhancement/manipulation through the use of filters</p> <p>Demonstrate two or more photos can be merged together to form one photo</p> <p>Demonstrate Importing photos through scanning them in a layout</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room/ Computer Lab</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>
<b>2: Create Layout</b>	<p>Demonstrate creation of objects (media elements, graphics, graphs, tables, diagrams, etc.) on canvas</p> <p>Demonstrate Application of colors into objects</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room/ Computer Lab</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>



## Module-05: Preparing pre-press job

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>1: Setting bleed, margins, gutter and slug for cropping (printing)</b>	<p>Explain bleed and type of documents that require bleed</p> <p>Demonstrate procedure of applying Bleed</p> <p>Demonstrate procedure of applying Margins</p> <p>Demonstrate gutter setting for the document to be printed</p> <p>Demonstrate setting of slug</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room/ Computer lab	Learner's Guide, Handouts, Computer, Multimedia.
<b>2: Apply cropping marks and registration marks</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Use of crop marks or trim marks</li> <li>• Benefits of using crop marks</li> <li>• Using trim marks to set the final intended size of the document or design</li> </ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia
<b>3: Apply ups guidance</b>	<p>Give illustrative talk on the following learning element:</p> <ul style="list-style-type: none"> <li>• Use of rulers</li> <li>• Document size and paper size for ups</li> </ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts, Computer, Multimedia.
<b>4: Prepare and publish artwork</b>	<p>Demonstrate saving artwork on CD/DVD or other storage media</p> <p>Give illustrative talk on the following learning</p>	Class Room/ Computer lab	Learner's Guide, Handouts, Computer, Multimedia.

	<p>elements:</p> <ul style="list-style-type: none"><li>• Submission guidelines for artwork</li><li>• Formats used for preparing artwork for publishing</li></ul> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
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**Module-06: Perform software and hardware maintenance**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>1: Install Graphics Software</b>	<p>Demonstrate procedure of installation of Graphic Software</p> <p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Configuration Required by Software</li><li>• Work environment of Adobe Photoshop, Adobe Indesign and Adobe Illustrator</li><li>• Introduction to CorelDraw</li></ul> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room/computer Lab	Learner's Guide, Handouts, Computer, Multimedia.
<b>2: Install/ Uninstall Operating System</b>	<p>Demonstrate Installing Operating System on a computer/ laptop</p> <p>Demonstrate u-installing operating system on a computer/ laptop</p> <p>Explain upgrade and configuration of operating systems</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room/computer Lab	Learner's Guide, Handouts, Computer, Multimedia.
<b>3: Install/ Configure Drivers, Input/ Output Devices</b>	<p>Demonstrate installation of software and configuration of drivers</p> <p>Demonstrate installation and configuration of input/output devices</p> <p>Explain plug and play devices</p> <p>Ask learners to practice in small groups.</p>	Class Room/computer Lab	Learner's Guide, Handouts, Computer, Multimedia.

	<p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
<p><b>4: Connect devices to ports using appropriate cables</b></p>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"> <li>• Types of connector</li> <li>• Types of cables</li> <li>• Ports used for connection of various devices</li> </ul> <p>Demonstrate Installation of device drivers.</p> <p>Ask learners to practice in small groups.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room/computer Lab</p>	<p>Learner's Guide, Handouts, Computer, Multimedia.</p>

**Module-07: Communicate with others**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>1: Communicate with Client/Owner/Boss/stakeholder</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Communication and interpersonal communication</li><li>• Skills Needed to Interact in a Social Environment</li><li>• Gathering Requirements</li><li>• Applying of Communication Skills to Facilitate Understanding of Stakeholders</li><li>• Oral and Written Communication</li><li>• Synthesis and Presentation of Information</li></ul> <p>Ask learners to perform a class activity related to communication.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts
<b>2: Communicate with Senior/Junior/Peers</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Communicating Effectively with Colleagues, Peers and the Community</li><li>• Monitoring and Critically Reflecting your Communication Skills</li></ul> <p>Ask learners to perform a class activity related to communication with team members and colleagues.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide, Handouts

**Module-08: Duties and rights at a work place**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>1: Ethics and Professional Conduct</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Responsibility</li><li>• Respect</li><li>• Fairness</li><li>• Honesty</li></ul> <p>Ask learners to perform a class activity related to responsibility.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide
<b>2: Planning of Business-process activities</b>	<p>Give illustrative talk on the following learning elements:</p> <ul style="list-style-type: none"><li>• Provide due assistance to in-line manager</li><li>• Define activities</li><li>• Estimate time,</li><li>• Achieve work breakdowns</li><li>• Resource levelling due to work load</li></ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	Class Room	Learner's Guide
<b>3: Awareness to Rights</b>	<p>Give illustrative talk on the following learning element:</p> <ul style="list-style-type: none"><li>• Inform ourselves and uphold the workplace policies.</li><li>• Report Illegal Conduct to Appropriate Management.</li><li>• Protect proprietary or confidential</li></ul>	Class Room	Learner's Guide

	<p>information.</p> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>		
<p><b>4: Understanding of copyrights and piracy</b></p>	<p>Give illustrative talk on the following learning element:</p> <ul style="list-style-type: none"> <li>• Purchasing copy righted material.</li> <li>• Royalty Free Contents</li> <li>• What to use and what not to use from Internet</li> </ul> <p>Summarize the lecture.</p> <p>Arrange Question/Answer Session.</p>	<p>Class Room</p>	<p>Learner's Guide</p>

