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# POST PRESS OPERATIONS (Packaging)

## Trainer Guide

### National Vocational Certificate Level 2

Version 1 - December 2019



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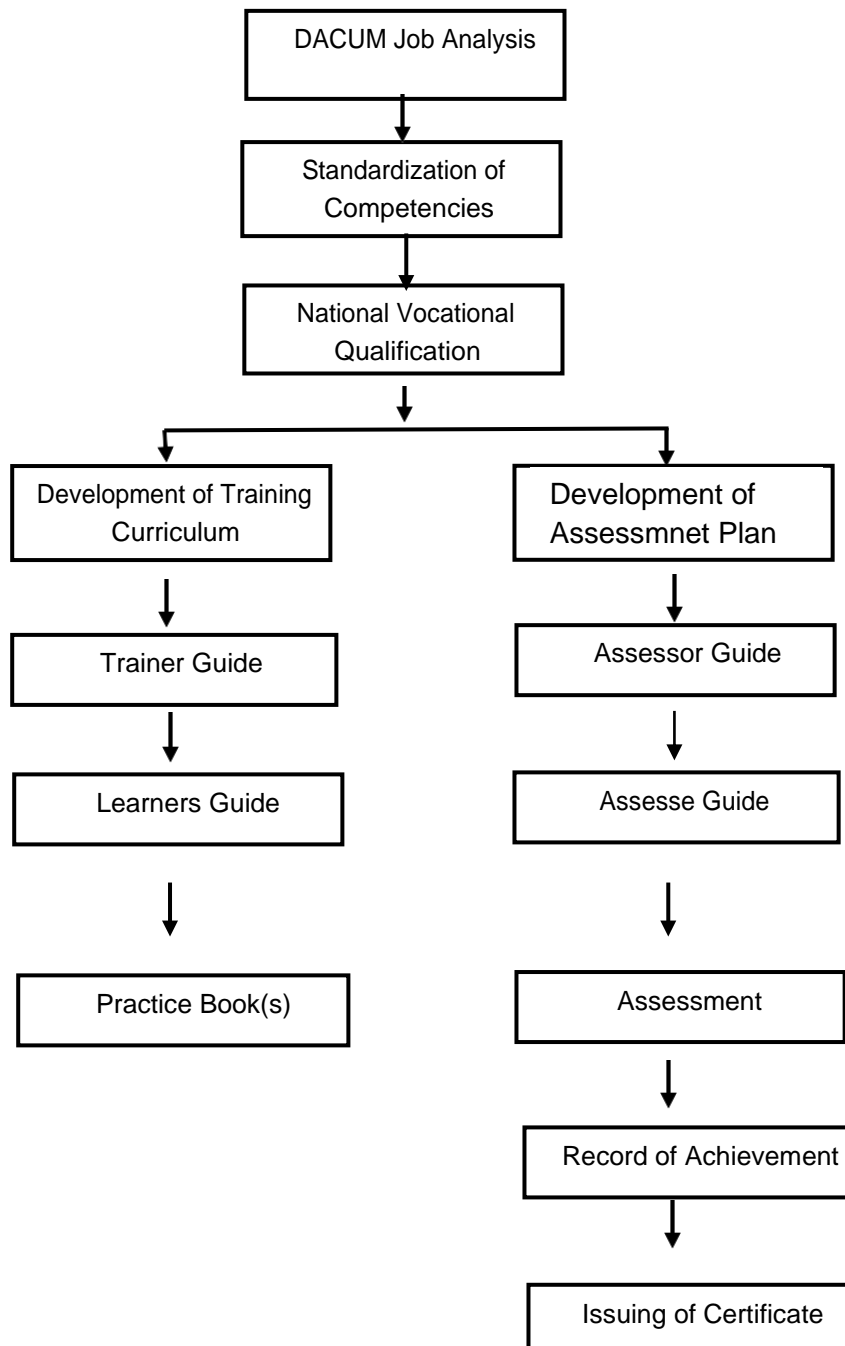
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# INTRODUCTION

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 Qualification Development Committee (QDC).

Below figure outlines the process of developing the competencies, curriculum, assessment requirements, delivering the training program and the assessments guide to certify achievement of the competencies.



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

## Curriculum

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

The curriculum is organized 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            |                                       |   |  |
| Practice Book            |                                       |   |  |
|                          |                                       |   |  |
| Trainer Name:            |                                       | Training Centre:                                    |  |
| Signature of Trainer:    |                                       | Date:   |  |
|                          |                                       |   |  |



## LESSON PLANS

Dear Instructors/Trainers,

Model Lesson Plans for one module have been provided in this trainer's 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: A</b>  | Perform Pre run operation  |   |          |
| <b>Learning Unit: 1</b>                                 | Perform cleaning in press room   |   |          |
| <b>Learning Outcome</b>                                 |  |   |          |
| At the end of the session the learners will be able to: | <ul style="list-style-type: none"> <li>• Perform daily cleaning surrounding post press machine as per instruction.</li> <li>• Perform cleaning of the machine as per OEM manual.</li> <li>• Perform cleaning of associated tools as per press room instruction.</li> <li>• Perform periodic cleaning as per duty chart.</li> </ul>   |   |          |
| Methods   | Key Notes  | Media                                       | Time     |
| <b>Introduction</b>                                     |  |   |          |
| Lecture   | <p>Introduce the Learning Unit.</p> <p>Motivate the learners to create interest.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• State history and types of printing and post press operations.</li> <li>• Enlist main parts of post press machine.</li> <li>• Describe the importance of tidiness in press room.</li> <li>• Define the procedure of work place cleaning</li> </ul> | Multimedia/<br>White board                  | 30 min   |
| <b>Main Body</b>  |  |   |          |
| Lecture   | Brief learners about methods of cleaning of press room   | Learner Guide/<br>Projector/<br>White board | 60 min   |
| -do-<br><br>Group discussion                            | <p>Explain types of printing and history of printing.</p> <p>Describe main parts of post press machines.</p> <p>Describe the importance and methods of tidiness in press room</p> <p>List work place cleaning equipment and consumable</p>   |   |          |
| Field visit   | Conduct a visit to press workshop  |   | 10 min   |
| Group practice  | Allow the learners to clean the press room in groups   |   | 10 min   |
| <b>Conclusion</b>                                       |  |   |          |
| Lecture   | Summarize the lesson by reviewing important facts.   |   | 10 min   |
| Question and Answers                                    | Ask questions to ensure that the learners acquired relevant knowledge.   |   |          |
| <b>Total time:</b>                                      |  |   | 02 hours |

## Lesson Plan – 2

| <b>Module: A</b>  | Perform Pre run operation  |   |          |
|---|--|---|----------|
| <b>Learning Unit: 2</b>                                 | Maintain oil level   |   |          |
| <b>Learning Outcome</b>                                 |  |   |          |
| At the end of the session the learners will be able to: |  | <ul style="list-style-type: none"> <li>• Check oil level in machine as recommended in machine manual.</li> <li>• Maintain oil level as per machine manual.</li> </ul> |          |
| Methods   | Key Notes  | Media   | Time     |
| <b>Introduction</b>                                     |  |   |          |
| Lecture   | Introduce the Learning Unit.<br><br>Motivate the learners to create interest.<br><br>Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Describe disadvantage of using low quality oil in machine.</li> <li>• Determine capacity of oil tank in post press machine.</li> <li>• List reasons to maintain oil level in machines.</li> </ul> | Multimedia/<br>White board  | 30 min   |
| <b>Main Body</b>  |  |   |          |
| Lecture<br><br>-do-<br><br>Group discussion             | Brief learners about methods of cleaning of press room<br><br>Explain demerits of using low quality oil<br>Describe capacity of oil tank<br>Describe importance of maintaining oil level in machines   | Learner Guide/<br>Projector/<br>White board   | 60 min   |
| <b>Conclusion</b>                                       |  |   |          |
| Lecture   | Summarize the lesson by reviewing important facts.   |   | 30 min   |
| Question and Answers                                    | Ask questions to ensure that the learners acquired relevant knowledge.   |   |          |
| <b>Total time:</b>                                      |  |   | 02 hours |

### Lesson Plan - 3

|   |  |   |          |
|---|--|---|----------|
| <b>Module: A</b>  | Perform Pre run operation  |   |          |
| <b>Learning Unit: 2</b>                                 | Perform Dry run  |   |          |
| <b>Learning Outcome</b>                                 |  |   |          |
| At the end of the session the learners will be able to: | <ul style="list-style-type: none"> <li>• Perform Dry run procedure on post press machine as per instruction.</li> <li>• Verify dry run through test run</li> </ul>   |   |          |
| Methods   | Key Notes  | Media                                       | Time     |
| <b>Introduction</b>                                     |  |   |          |
| Lecture   | Introduce the Learning Unit.<br><br>Motivate the learners to create interest.<br><br>Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Define dry run</li> </ul> | Multimedia/<br>White board                  | 30 min   |
| <b>Main Body</b>  |  |   |          |
| Lecture<br><br>-do-<br>Group discussion                 | Brief learners about methods of cleaning of press room<br><br>Explain dry run<br>Describe speeds of dry run (Low, Medium, High)  | Learner Guide/<br>Projector/<br>White board | 60 min   |
| <b>Conclusion</b>                                       |  |   |          |
| Lecture<br><br>Question and Answers                     | Summarize the lesson by reviewing important facts.<br><br>Ask questions to ensure that the learners acquired relevant knowledge.   |   | 30 min   |
| <b>Total time:</b>                                      |  |   | 02 hours |

| Lesson Plan - 4   |   |   |          |
|---|---|---|----------|
| Module: A   | Perform Pre run operation   |   |          |
| Learning Unit: 2  | Manage humidity in press room   |   |          |
| <b>Learning Outcome</b>                                 |   |   |          |
| At the end of the session the learners will be able to: | <ul style="list-style-type: none"> <li>• Verify humidity of press room as per instruction.</li> <li>• Apply humidity management techniques in press room.</li> </ul>  |   |          |
| Methods   | Key Notes   | Media                                       | Time     |
| Introduction  |   |   |          |
| Lecture   | <p>Introduce the Learning Unit.</p> <p>Motivate the learners to create interest.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Describe humidity &amp; importance of manage humidity in press room environment.</li> <li>• Enlist method of humidity management in press room</li> </ul> | Multimedia/<br>White board                  | 30 min   |
| Main Body   |   |   |          |
| Lecture   | Brief learners about methods of cleaning of press room  | Learner Guide/<br>Projector/<br>White board | 60 min   |
| Group discussion  | Explain humidity and its importance<br>Describe humidity management   |   |          |
| Conclusion  |   |   |          |
| Lecture   | Summarize the lesson by reviewing important facts.  |   | 30 min   |
| Question and Answers                                    | Ask questions to ensure that the learners acquired relevant knowledge.  |   |          |
| <b>Total time:</b>                                      |   |   | 02 hours |

## GUIDELINES FOR WRITING LESSON PLAN

The template for lesson plan has been provided at next page. These guidelines are for trainers, to write their own lesson plans 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 e.g. handouts, practice book, 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.

## FORMAT FOR LESSON PLAN

|  |           |       |                    |
|--|-----------|-------|--------------------|
| <b>Module</b>  |           |       |                    |
| <b>Learning Unit</b>                                 |           |       |                    |
| <b>Learning Outcomes</b>                             |           |       |                    |
| <input type="checkbox"/><br><input type="checkbox"/> |           |       |                    |
| Methods  | Key Notes | Media | Time               |
| <b>Introduction</b>                                  |           |       |                    |
|  |           |       |                    |
| <b>Main Body</b>                                     |           |       |                    |
|  |           |       |                    |
|  |           |       |                    |
| <b>Conclusion</b>                                    |           |       |                    |
|  |           |       |                    |
|  |           |       | <b>Total time:</b> |

## DEMONSTRATION OF SKILL

Demonstration or modelling a skill is a powerful tool which is used in vocational training. For any practical demonstration, it is important for a Trainer to follow the given instructions:

1. Trainer must be competent enough and practice the skill before demonstration to learners, if possible.
2. Arrange all tools, equipment and consumable material which are required for demonstration of a skill
3. Introduce the competence to learners clearly at the commencement of demonstration.
4. Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
5. Ensure that all the learners are attentive at the time of practical demonstration.
6. Carry out demonstration in a way that it can be seen by all learners.
7. Perform each step slowly and speak out loudly so that all learners can hear and understand.
8. During the demonstration, guide the learners individually, whenever needed.
9. Mention critical/complex steps and ensure safety precautions
10. Explain theoretical knowledge where applicable and ask questions to learners to check their learning skills.
11. Repeat critical steps in demonstration, if required.
12. Summarize the demonstration and discuss the result of demonstration.



## OVERVIEW OF PROGRAMME

**Course: Assistant Post Press Operator**

**Total Duration: 500 hours**

### Course Overview:

The purpose of this training program is to develop skills of those learners who want to pursue their careers in Post Press – Packaging industry. After successfully achieving the qualification the **Assistant Post press operator** can work in Post press packaging sector.

| Module  | Learning Units   | Theory hours | Workplace hours |
|---|--|--------------|-----------------|
| A- Perform Pre run operation                      | LU1: Perform cleaning in press room<br>LU2: Maintain oil level<br>LU3: Perform Dry run<br>LU4: Manage humidity in press room   | 06 Hrs       | 24 Hrs          |
| B- Interpret instructions on Docket for packaging | LU1: Determine job order details<br>LU2: Verify art work/sample for packaging<br>LU3: Verify material quality for packaging<br>LU4: Verify substrate sizing<br>LU5: Verify die as per docket<br>Verify Block as per docket               | 08 Hrs       | 12 Hrs          |
| C- Perform Lamination                             | LU1: Perform Substrate handling<br>LU2: Verify Lamination films as per docket<br>LU3: Make ready workstation for lamination operation<br>LU4: Perform lamination operation<br>LU5: Perform post production activity<br>Maintain log Book | 36 Hrs       | 144 Hrs         |

|  |   |        |         |
|--|---|--------|---------|
| D- Perform Pasting Operation               | LU1: Perform Substrate handling<br>LU2: Make ready workstation for pasting operation<br>LU3: Perform pasting operation<br>LU4: Perform post production activity<br>LU5: Maintain Log book   | 36 Hrs | 144 Hrs |
| E- Perform health and safety at work place | LU1: Practice safe work habit to ensure safety<br>LU2: Use Personal Protective Equipment (PPE)<br>LU3: Identify hazards in press environment.<br>LU4: Comply with Occupational Health and Safety (OHS)precautions<br>LU5: Carryout firefighting techniques. | 15 Hrs | 15 Hrs  |
| F- Develop computer application skills     | LU1: Apply Basic computer operation<br>LU2: Prepare Word document<br>LU3: Prepare spread sheet as per required information<br>LU4: Prepare power point presentation.<br>LU5: Perform email communication  | 15 Hrs | 45 Hrs  |



## TRAINER'S GUIDELINE

### Module-1: Perform pre-run operation

| Learning Unit                       | Suggested Teaching/<br>Learning Activities  | Delivery<br>Context | Media                                 |
|-------------------------------------|---|---------------------|---------------------------------------|
| LU-1 Perform cleaning in press room | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• State history and types of printing and post press operations.</li><li>• Enlist main parts of post press machine.</li><li>• Describe the importance of tidiness in press room.</li><li>• Define the procedure of work place cleaning</li></ul> <p>Arrange visit to workshop</p> | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-2 Maintain Oil level             | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Describe disadvantage of using low quality oil in machine.</li><li>• Determine capacity of oil tank in post press machine.</li><li>• List reasons to maintain oil level in machines.</li></ul>  | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-3 Perform dry run                | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Define dry run.</li></ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |

|                                    |  |   |                                       |
|------------------------------------|--|---|---------------------------------------|
| LU-4 Manage Humidity in press room | Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li>• Describe humidity &amp; importance of manage humidity in press room environment.</li><li>• Enlist method of humidity management in press room</li></ul> | Classroom<br><br>Press room lab/ industry | Learner's Guide/ Hand Outs<br>Visuals |
|------------------------------------|--|---|---------------------------------------|

**Practical Activity 1/2:**

|  |   | <b>Perform Pre-run Operation</b>   |  |
|--|---|--|--|
| <b>Module: A</b>   | <b>Learning Unit: 1</b>   | Perform Cleaning in Press Room   |  |
|  | <b>Practical Description:</b>   | Perform cleaning surrounding post press machine as per instruction.                  |  |
| <b>Time:</b>   | 3 Hours   |  |  |
| <b>Equipment</b>   | Lamination & Pasting machine  |  |  |
| <b>Tools</b>   | Instruction manual, Cleaning brush, Cleaning cloth  |  |  |
| <b>PPE</b>   | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>   | Cleaning Cloth, Cleaning brush, Dust bin  |  |  |
| <b>Key Point</b>   | A clean workplace ensures the safety and health of employees and visitors.  |  |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Perform daily cleaning surrounding post press machine as per instruction.</li> <li>• Perform cleaning of the machine as per OEM manual.</li> </ul> |  |  |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| <b>Instructions</b>  |   | <b>Illustrations</b>   |  |
| 1. Inspect entire surrounding areas of printing machine thoroughly |   |  |  |
| 2. Clean floor of surrounding areas of the machine with brush      |   |  |  |

3. Use cloth to clean oil leakage



4. Re-inspect the whole surrounding area and make sure that it has been cleaned properly



5. Dispose of used article and place the brush at its respective place



6. Wash your hands properly with soap/detergent



## Practical Activity 2/2:

|  |   | Perform Pre-run Operation  |  |
|--|---|--|--|
| <b>Module: A</b>   | <b>Learning Unit: 1</b>   | <b>Perform Cleaning in Press Room</b>  |  |
|  | <b>Practical Description:</b>   | Arranging and cleaning of used tools.  |  |
| <b>Time:</b>   | 3 Hours   |  |  |
| <b>Equipment</b>   | Lamination and Pasting machine  |  |  |
| <b>Tools</b>   | Instruction manual, Cleaning brush, Cleaning cloth  |  |  |
| <b>PPE</b>   | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>   | Cleaning Cloth, Cleaning brush, Dust bin  |  |  |
| <b>Key Point</b>   | A clean workplace ensures the safety and health of employees and visitors.  |  |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Perform cleaning of associated tools as per press room instruction.</li> <li>• Perform periodic cleaning as per duty chart.</li> </ul> |  |  |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| Instructions   |   | Illustrations  |  |
| 1. Arrange all used tools in order   |   |  |  |
| 2. Pick tools one by one, and clean it with cloth and cleaning solvent thoroughly. |   |  |  |

3. Place clean tools to its respective place



4. Dispose of used articles in dustbin.



5. Place unused cloth and solvent agents to their respective places

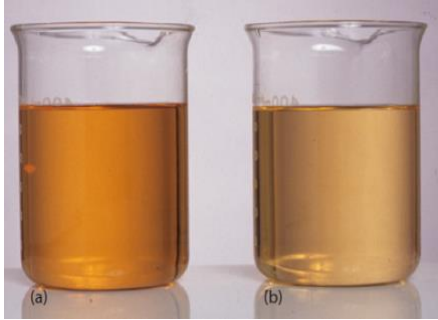



6. Wash your hands properly with soap/detergent





**Practical Activity: 1/1**

|   |  | <b>Perform Pre-run Operation</b>   |  |
|---|--|--|--|
| <b>Module: A</b>  | <b>Learning Unit: 2</b>  | <b>Maintain oil level</b>  |  |
|   | <b>Practical Description:</b>  | Check and maintain oil level in machine as recommended in machine manual.            |  |
| <b>Time:</b>  | 4 hours  |  |  |
| <b>Equipment</b>  | Lamination and Pasting Machine   |  |  |
| <b>Tools</b>  | Funnel, Spanner set, Allen Key set   |  |  |
| <b>PPE</b>  | Proper dress, Safety shoes, safety gloves  |  |  |
| <b>Materials</b>  | Standard oil, substandard oil, OEM manual  |  |  |
| <b>Key Point</b>  | Always use good quality oil  |  |  |
| <b>Learning Outcome:</b>  | <ul style="list-style-type: none"> <li>• Check oil level in machine as recommended in machine manual.</li> <li>• Maintain oil level as per machine manual</li> </ul> |  |  |
| <b>Precautions:</b>   | Avoid cleaning during operation.   |  |  |
| <b>Instructions</b>   |  | <b>Illustrations</b>   |  |
| 1. Put both oils in separate beakers and check the viscosity of both oils |  |  |  |
| 2. Check the lubrication of both oils                                     |  |  |  |
| 3. And finally put the standard oil in the machine oil tank.              |  | N/A  |  |

4. Remove the substandard oil.



5. Check the oil level of machine through magic eye.




6. Open the oil tank cap, fill the tank and check the oil level again carefully



7. Wash hands properly



**Practical Activity:1/1**

|   |   | <b>Perform Pre-run Operation</b>  |  |
|---|---|---|--|
| <b>Module: 1</b>  | <b>Learning Unit: 3</b>   | <b>Perform dry run</b>  |  |
|   | <b>Practical Description:</b>   | Perform Dry run procedure on post press machine as per instruction and verify dry run through test run. |  |
| <b>Time:</b>  | 8 hours   |   |  |
| <b>Equipment</b>  | Lamination and Pasting Machines   |   |  |
| <b>Tools</b>  | Allen Key Set, Spanner Set  |   |  |
| <b>PPE</b>  | Proper dress, safety shoes, safety gloves   |   |  |
| <b>Materials</b>  | N/A   |   |  |
| <b>Key Point</b>  | Inspect Glue Viscosity  |   |  |
| <b>Learning Outcome:</b>                                  | <ul style="list-style-type: none"> <li>• Perform Dry run procedure on post press machine as per instruction.</li> <li>• Verify dry run through test run.</li> </ul> |   |  |
| <b>Precautions:</b>                                       | Ensure safety   |   |  |
| <b>Instructions</b>                                       |   | <b>Illustrations</b>  |  |
| 1. Check the oil level of machine through magic eye       |   |                     |  |
| 2. Run the machine at different speed (Low-Medium-High)   |   |   |  |
| 3. Check the vibration of the machine at different speeds |   |   |  |

**Practical Activity: 1/1**

|   |  | Perform Pre-run Operator   |  |
|---|--|--|--|
| <b>Module: 1</b>  | <b>Learning Unit: 4</b>  | <b>Manage humidity in press room</b>   |  |
|   | <b>Practical Description:</b>  | Verify humidity of press room as per instruction.                                    |  |
| <b>Time:</b>  | 4 hours  |  |  |
| <b>Equipment</b>  | Digital Humidity meter   |  |  |
| <b>Tools</b>  | N/A  |  |  |
| <b>PPE</b>  | Proper dress code, safety shoes  |  |  |
| <b>Materials</b>  |  |  |  |
| <b>Key Point</b>  | The quality of printing improves due to proper humidity levels   |  |  |
| <b>Learning Outcome:</b>  | <ul style="list-style-type: none"> <li>• Verify humidity of press room as per instruction.</li> <li>• Apply humidity management techniques in press room.</li> </ul> |  |  |
| <b>Precautions:</b>   | Printing substrate should be packed properly   |  |  |
| Instructions  |  | Illustrations  |  |
| <p>1. Check the humidity of the press room</p>  |  |  |  |
| <p>2. If the humidity is in between 40 to 60, it is ideal for the printing press room</p> |  |  |  |

3. If the humidity of the press room is less than 40, inform supervisor




## TRAINER'S GUIDELINE

### Module-2: Interpret instructions on docket for packaging

| Learning Unit                              | Suggested Teaching/<br>Learning Activities  | Delivery<br>Context | Media                                 |
|--|---|---------------------|---------------------------------------|
| LU-1 Determine job order details           | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Importance of docket/job card and its interpretation</li> <li>• Enlist information available on docket/job card.</li> </ul>  | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-2 Verify art work/sample for packaging  | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Define artwork in printing industry.</li> <li>• State importance of maintaining viscosity of glue</li> </ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-3 Verify material quality for packaging | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Define applications of coatings.</li> <li>• Define traceability marks.</li> <li>• Define GSM values.</li> <li>• Describe effects of variation in GSM values.</li> </ul>  | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-4 Verify substrate sizing               | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Describe substrate.</li> <li>• State method of checking substrate sizes.</li> <li>• Describe effect of size variation on substrate.</li> <li>• State substrate trimming procedure.</li> <li>• Define grain of substrate and its importance.</li> </ul> | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |

|                                 |   |  |                                       |
|---------------------------------|---|--|---------------------------------------|
| LU-5 Verify die as per docket   | Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• Define die and block</li> </ul>                                     | Classroom                                    | Learner's Guide/ Hand Outs<br>Visuals |
| LU-6 Verify Block as per docket | Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• State precautions to be taken in die and block handling.</li> </ul> | Classroom<br><br>Press room<br>lab/ industry | Learner's Guide/ Hand Outs<br>Visuals |

## Practical Activity 1/1:

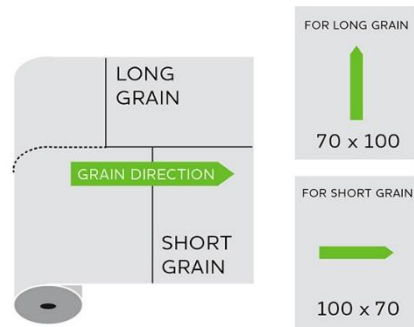
|  |  |  |
|--|--|--|
| <b>Module: 2</b>                                     | <b>Interpret instructions on docket for packaging</b>  |  |
|  | <b>Learning Unit: 1</b>  | Determine job order details  |
|  | <b>Practical Description:</b>  | Interpret docket/job card as per instructions  |
| <b>Time:</b>   | <b>2 hours</b>   |  |
| <b>Equipment</b>                                     | N/A  |  |
| <b>Tools</b>   | Measuring scale, weighing scale with cutter, micro meter, Vernier caliper  |  |
| <b>PPE</b>   | Proper dress code, safety shoes  |  |
| <b>Materials</b>                                     | job card/docket, dummy sample, log book  |  |
| <b>Key Point</b>                                     | Always check material specification before binding<br>Prepare specimen as per dummy  |  |
| <b>Learning Outcome:</b>                             | <ul style="list-style-type: none"> <li>• Determine job title from docket/job card.</li> <li>• Verify availability of reference specimen in docket/job card.</li> <li>• Determine quantity of job as per docket/job card requisition.</li> <li>• Determine coating applications on from docket/job card.</li> </ul> |  |
| <b>Precautions:</b>                                  | Ensure personal and environmental safety.<br>Verify front lay and side lay before binding process  |  |
| <b>Instructions</b>                                  |  | <b>Illustrations</b>   |
| 1. Verify the printed substrate with measuring scale |  |  |



1. Verify the substrate  
GSM/thickness by weighing  
scale with cutter/ micro meter



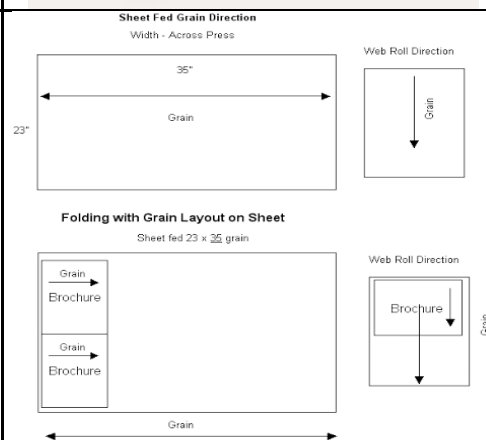
2. Verify the grain of substrate



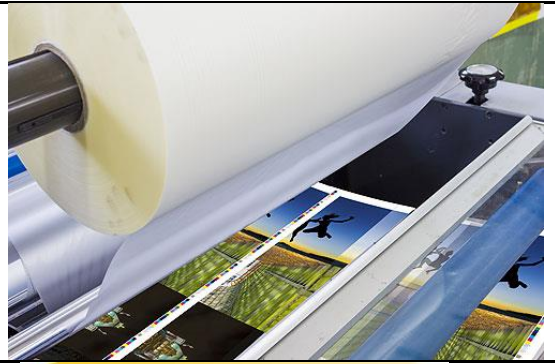
3. Verify artwork/specimen



4. Verify availability of reference  
specimen in docket/job card




5. Verify coating applications



6. Note down the verifications in log book



## Practical Activity 1/1:

|                                  |   | Interpret instructions on docket for packaging   |  |
|----------------------------------|---|--|--|
| <b>Module: 2</b>                 | <b>Learning Unit: 2</b>   | Verify material quality for packaging  |  |
|                                  | <b>Practical Description:</b>   | Determine type, grain and Gram per Square Meter (GSM) value of substrate as per docket/job card. |  |
| <b>Time:</b>                     | <b>1 hour</b>   |  |  |
| <b>Equipment</b>                 | Round Cutter, Weighing scale  |  |  |
| <b>Tools</b>                     | N/A   |  |  |
| <b>PPE</b>                       | Proper dress code, safety shoes   |  |  |
| <b>Materials</b>                 | Substrate as per job card, Note book, Pen/Pencil  |  |  |
| <b>Key Point</b>                 | Verify the material quality   |  |  |
| <b>Learning Outcome:</b>         | The learner will be able to:<br>Determine type of substrate as per docket/job card<br>Determine grain of substrate as per docket/job card.<br>Determine Gram per Square Meter (GSM) value of substrate as per docket/job card |  |  |
| <b>Precautions:</b>              | Carefully check the quality of material   |  |  |
| <b>Instructions</b>              |   | <b>Illustrations</b>   |  |
| 1. Collect the desired substrate |   |              |  |

2. Adjust substrate on round cutter
3. Cut the required substrate on round cutter.




4. Transfer the cut piece on substrate weighing scale
5. Perform weighing of substrate on scale



6. Maintain record of weighing



## Practical Activity 1/1:

|                                  |   | Interpret instructions on docket for packaging   |  |
|----------------------------------|---|--|--|
| <b>Module: 2</b>                 | <b>Learning Unit: 3</b>   | Verify material quality for packaging  |  |
|                                  | <b>Practical Description:</b>   | Determine type, grain and Gram per Square Meter (GSM) value of substrate as per docket/job card. |  |
| <b>Time:</b>                     | <b>1 hour</b>   |  |  |
| <b>Equipment</b>                 | Round Cutter, Weighing scale  |  |  |
| <b>Tools</b>                     | N/A   |  |  |
| <b>PPE</b>                       | Proper dress code, safety shoes   |  |  |
| <b>Materials</b>                 | Substrate as per job card, Note book, Pen/Pencil  |  |  |
| <b>Key Point</b>                 | Verify the material quality   |  |  |
| <b>Learning Outcome:</b>         | <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Determine type of substrate as per docket/job card</li> <li>• Determine grain of substrate as per docket/job card.</li> <li>• Determine Gram per Square Meter (GSM) value of substrate as per docket/job card</li> <li>• Determine thickness of substrate as per docket</li> </ul> |  |  |
| <b>Precautions:</b>              | Carefully check the quality of material   |  |  |
| <b>Instructions</b>              |   | <b>Illustrations</b>   |  |
| 1. Collect the desired substrate |   |              |  |

2. Adjust substrate on round cutter
3. Cut the required substrate on round cutter.



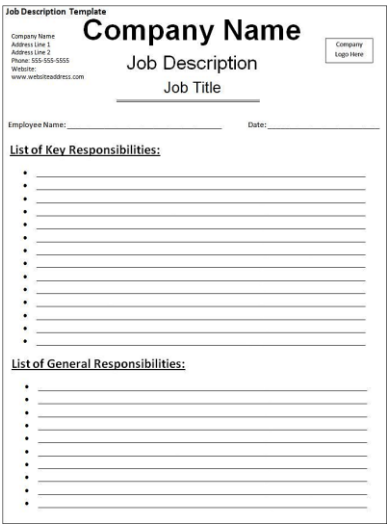
4. Transfer the cut piece on substrate weighing scale
5. Perform weighing of substrate on scale



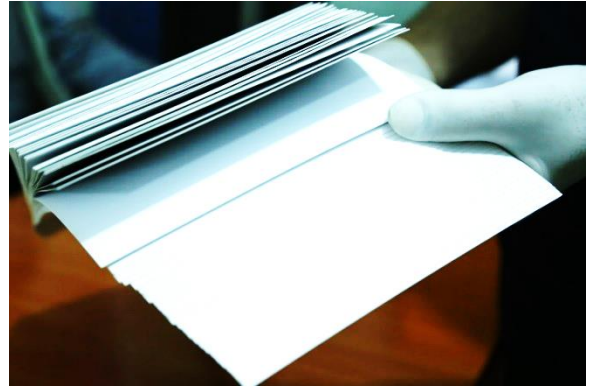
6. Maintain record of weighing



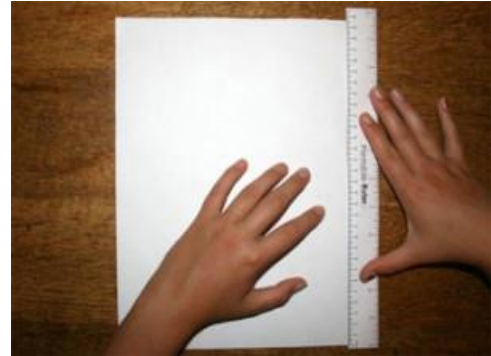
**Practical Activity 1/1:**

|  |   |   |
|--|---|---|
| <b>Module: 2</b>                                   | <b>Interpret printing instructions on docket</b>                                    |   |
|  | <b>Learning Unit: 4</b>   | Verify substrate sizing   |
|  | <b>Practical Description:</b>   | Checking of substrate size  |
| <b>Time:</b>                                       | <b>1 hour</b>   |   |
| <b>Equipment</b>                                   | N/A   |   |
| <b>Tools</b>                                       | Measuring ruler   |   |
| <b>PPE</b>   | Proper dress code, safety shoes   |   |
| <b>Materials</b>                                   | Substrate, Docket/job card  |   |
| <b>Key Point</b>                                   | Verify the substrate size   |   |
| <b>Learning Outcome:</b>                           | The learner will be able to check size of the substrate                             |   |
| <b>Precautions:</b>                                | Ensure to wear safety shoes and other safety equipment before starting this process |   |
| <b>Instructions</b>                                |   | <b>Illustrations</b>  |
| <p>1. Collect the desired docket/<br/>Job card</p> |   |  <p>The illustration shows a 'Job Description Template' form. It includes fields for Company Name, Address Line 1, Address Line 2, Phone, Website, and a Company Logo placeholder. Below these are fields for Job Description and Job Title. There are also fields for Employee Name and Date. The form contains two sections for listing responsibilities: 'List of Key Responsibilities' and 'List of General Responsibilities', each with a bulleted list and horizontal lines for text entry.</p> |

2. Collect the substrate.



3. Put the ruler to the substrate and verify if it is as per docket/job card, machine size




4. Immediately report to the Supervisor/Senior if there is an abnormality







## Practical Activity 1/1:

|   |   | Interpret printing instructions on docket  |  |
|---|---|--|--|
| <b>Module: 2</b>                        | <b>Learning Unit: 5</b>   | Verify die as per docket   |  |
|   | <b>Practical Description:</b>   | Checkups and its dimensions as per dummy   |  |
| <b>Time:</b>                            | <b>1 hour</b>   |  |  |
| <b>Equipment</b>                        | N/A   |  |  |
| <b>Tools</b>                            | Measuring ruler   |  |  |
| <b>PPE</b>                              | Proper dress code, safety shoes   |  |  |
| <b>Materials</b>                        | Docket/job card and Dummy   |  |  |
| <b>Key Point</b>                        | Carefully measure the dimensions of ups.  |  |  |
| <b>Learning Outcome:</b>                | <ul style="list-style-type: none"> <li>• Verify number of Ups as per docket</li> <li>• Verify dimension of Ups as per docket</li> </ul> |  |  |
| <b>Precautions:</b>                     | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| Instructions                            |   | Illustrations  |  |
| 1. Checkups as mentioned in the docket. |   |  |  |
| 2. Check dimension of ups as per dummy. |   |  |  |

## Practical Activity 1/1:

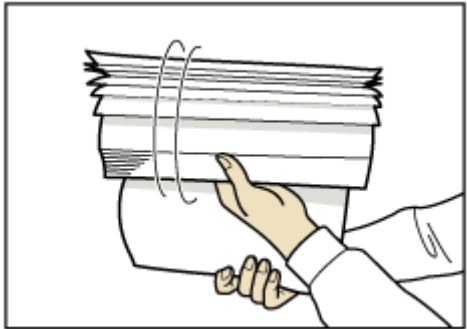
|  |  | Interpret printing instructions on docket  |  |
|--|--|--|--|
| <b>Module: 2</b>   | <b>Learning Unit: 6</b>  | Verify Block as per docket   |  |
|  | <b>Practical Description:</b>  | Verify block size, number of ups and types.  |  |
| <b>Time:</b>   | <b>1 hour</b>  |  |  |
| <b>Equipment</b>   | N/A  |  |  |
| <b>Tools</b>   | Measuring ruler  |  |  |
| <b>PPE</b>   | Proper dress code, safety shoes  |  |  |
| <b>Materials</b>   | Docket/job card  |  |  |
| <b>Key Point</b>   | Carefully measure the block size   |  |  |
| <b>Learning Outcome:</b>                                   | <ul style="list-style-type: none"> <li>• Verify block size as per specimen.</li> <li>• Verify number of Ups as per docket</li> <li>• Verify type of block as per docket</li> </ul> |  |  |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process  |  |  |
| Instructions   |  | Illustrations  |  |
| 1. Measure the block size with the help of measuring ruler |  | <br> |  |
| 2. Check the ups visually                                  |  |  |  |
| 3. Check the type of block by visual inspection            |  |  |  |

## TRAINER'S GUIDELINE

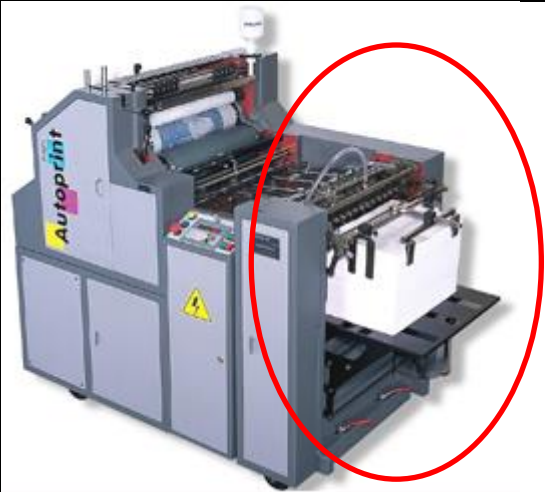
### Module-3: Perform Lamination

| Learning Unit  | Suggested Teaching/<br>Learning Activities  | Delivery<br>Context | Media                                 |
|--|---|---------------------|---------------------------------------|
| LU-1 Perform Substrate handling                      | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Define Importance of the substrate stacking</li> <li>Describe the Importance of the front-lay &amp; side-lay</li> </ul> <p>Arrange visit to workshop</p> | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-2 Verify Lamination films as per docket           | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Enlist the types of lamination film.</li> </ul>  | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-3 Make ready workstation for lamination operation | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Enlist the main parts of machine</li> <li>Importance of maintaining viscosity of the glue</li> </ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-4 Perform lamination operation                    | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Quality checks of the lamination process.</li> </ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-5 Perform post production activity                | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Importance of the cleaning after lamination</li> <li>Technique involved in sheet separation process</li> </ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-6 Maintain log Book                               | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Importance of record keeping</li> </ul>  | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |

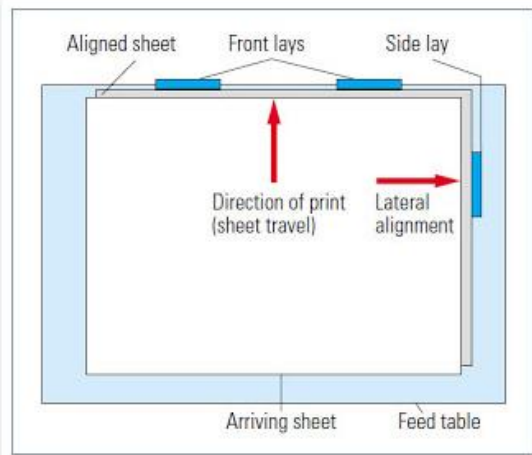
## Practical Activity 1/1:

|                          |   | <b>Perform Lamination</b>  |  |
|--------------------------|---|--|--|
| <b>Module: 3</b>         | <b>Learning Unit: 1</b>   | Perform substrate handling   |  |
|                          | <b>Practical Description:</b>   | Handle the substrate to verify side-lay & front-lay of the printed substrate and size for lamination |  |
| <b>Time:</b>             | 8 Hours   |  |  |
| <b>Equipment</b>         | N/A   |  |  |
| <b>Tools</b>             | N/A   |  |  |
| <b>PPE</b>               | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>         | Substrate (Paper / Box Board)   |  |  |
| <b>Key Point</b>         | Carefully handle the substrate.   |  |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"> <li>• Verify side-lay &amp; front-lay of the printed substrate</li> <li>• Perform Substrate Stacking</li> <li>• Verify the side of lamination</li> <li>• Verify the Substrate size for lamination</li> </ul> |  |  |
| <b>Precautions:</b>      | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| <b>Instructions</b>      |   | <b>Illustrations</b>   |  |
| 1. Fan the sheet.        |   |                  |  |




2. Fix the paper in the feed board



3. Run the sheet on the table up-to front-lay and set the side-lay






## Practical Activity 1/1:

|  |  | Perform Lamination   |  |
|--|--|--|--|
| <b>Module: 3</b>   | <b>Learning Unit: 2</b>  | Verify Lamination films as per docket  |  |
|  | <b>Practical Description:</b>  | Check the tearing strength of lamination film and verify the thickness of film       |  |
| <b>Time:</b>   | 8 Hours  |  |  |
| <b>Equipment</b>   | N/A  |  |  |
| <b>Tools</b>   | Vernier caliper and Measuring tape   |  |  |
| <b>PPE</b>   | Proper dress, safety shoes, safety gloves  |  |  |
| <b>Materials</b>   | Lamination film  |  |  |
| <b>Key Point</b>   | Properly handle the lamination film and carefully measure the thickness.   |  |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Verify the type of the lamination film</li> <li>• Verify the thickness of the lamination film</li> <li>• Verify size of the lamination film roll</li> </ul> |  |  |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process  |  |  |
| Instructions   |  | Illustrations  |  |
| 1. Check the tear strength of film to verify its type                        |  |  |  |
| 2. With the help of Vernier caliper measure the thickness of lamination film |  |  |  |
| 3. Measure the film roll width with the help of measuring tape               |  |  |  |


### Practical Activity 1/1:

|                          |   | Perform Lamination   |  |
|--------------------------|---|--|--|
| <b>Module: 3</b>         | <b>Learning Unit: 3</b>   | Make ready workstation for lamination operation                                      |  |
|                          | <b>Practical Description:</b>   | Adjust the feeder, mount the film roll on the machine and mount the conveyer blanket |  |
| <b>Time:</b>             | 20 Hours  |  |  |
| <b>Equipment</b>         | Manual Lamination Machine   |  |  |
| <b>Tools</b>             | <ul style="list-style-type: none"> <li>• Regulator</li> <li>• Rubber Roller</li> <li>• Steel Roller</li> <li>• Rewinding drums</li> </ul>   |  |  |
| <b>PPE</b>               | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>         | Lamination film   |  |  |
| <b>Key Point</b>         | Adjust the feeder carefully.  |  |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"> <li>• Adjust the feeder according to the job</li> <li>• Mount the film roll on to the machine</li> <li>• Mount the delivery drum on the machine</li> <li>• Mount the conveyer blanket as per instruction.</li> <li>• Adjust the viscosity of the glue in a container as per job requirement</li> <li>• Mount the glue pot &amp; fill-up with the glue</li> <li>• Adjust the front-lay &amp; the side-lay</li> <li>• Adjust the flow of glue</li> <li>• Perform test run</li> </ul> |  |  |
| <b>Precautions:</b>      | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| <b>Instructions</b>      |   | <b>Illustrations</b>   |  |


|  |   |
|--|---|
| <p>1. Adjust the feeder according to size of the job</p>         |   |
| <p>2. Mount the lamination film roll on the machine</p>          |   |
| <p>3. Mount the conveyer blanket as per machine manufacturer</p> |  |
| <p>4. Add the water to maintain the viscosity of glue.</p>       |   |
| <p>5. Adjust the front-lay and side-lay</p>                      |   |
| <p>6. Perform test run</p>                                       |   |



## Practical Activity 1/1:

|   |  | Perform Lamination   |  |
|---|--|--|--|
| <b>Module: 3</b>  | <b>Learning Unit: 4</b>  | Perform Lamination Operation   |  |
|   | <b>Practical Description:</b>  | Maintain the viscosity and level of the glue in glue pot.                            |  |
| <b>Time:</b>  | 62 Hours   |  |  |
| <b>Equipment</b>  | Manual Lamination Machine  |  |  |
| <b>Tools</b>  | Din cup, Speed switch  |  |  |
| <b>PPE</b>  | Proper dress, safety shoes, safety gloves  |  |  |
| <b>Materials</b>  | Glue   |  |  |
| <b>Key Point</b>  | Maintain the viscosity of glue by adding water.  |  |  |
| <b>Learning Outcome:</b>  | <ul style="list-style-type: none"> <li>• Maintain viscosity of the glue during the lamination</li> <li>• Adjust the speed as per substrate</li> <li>• Check &amp; maintain the quality of lamination</li> <li>• Maintain the Glue level in the glue pot</li> </ul> |  |  |
| <b>Precautions:</b>   | Ensure to wear safety shoes and other safety equipment before starting this process  |  |  |
| Instructions  |  | Illustrations  |  |
| 1. Maintain the viscosity of glue by din cup (Viscosity cup)    |  |  |  |
| 2. Adjust the speed of machine as per substrate by speed switch |  |  |  |
| 3. Continuously put glue in glue pot                            |  |  |  |

## Practical Activity 1/1:

|  |   | Perform Lamination   |  |
|--|---|--|--|
| <b>Module: 3</b>   | <b>Learning Unit: 5</b>   | Perform post production activity   |  |
|  | <b>Practical Description:</b>   | Remove the drum and roller for cleaning.<br>Also clean the conveyer blanket          |  |
| <b>Time:</b>   | 6 Hours   |  |  |
| <b>Equipment</b>   | Manual Lamination Machine   |  |  |
| <b>Tools</b>   | Din cup, Speed switch   |  |  |
| <b>PPE</b>   | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>   | Glue  |  |  |
| <b>Key Point</b>   | Maintain the viscosity of glue by adding water.   |  |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Remove the delivery drum from the machine as per instruction</li> <li>• Clean the roller as per instruction</li> <li>• Empty &amp; clean glue pot</li> <li>• Clean-up the feeder conveyor blanket (Clean machine and tool as per instruction)</li> <li>• Perform sheet separation</li> </ul> |  |  |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| <b>Instructions</b>  |   | <b>Illustrations</b>   |  |
| 1. Remove the drum from the machine for separating sheets and cleaning |   |  |  |
| 2. Remove the roller from the machine and clean thoroughly.            |   |  |  |
| 3. Clean the conveyer blanket with some solvent                        |   |  |  |
| 4. Perform sheets separation   |   |  |  |

## Practical Activity 1/1:

| Perform Lamination   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
|--|--|---|--|---------------------------------------|--------------------------------|---|--|--------------------------------|-------|-----------|-----------|---------------------------------------|--------------------------------|---|--|----|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|----------------------------------|-------------------------|---|--|--|--|---|---|
| <b>Module: 3</b>   | <b>Learning Unit: 6</b> Maintain Log book  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
|  | <b>Practical Description:</b> Maintain the record sheet in terms of final counter along with wastages and down time of machine.  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Time:</b>   | 4 Hours  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Equipment</b>   | N/A  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Tools</b>   | N/A  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>PPE</b>   | N/A  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Materials</b>   | Logbook  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Key Point</b>   | Properly maintain the record sheet   |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>Record the final counter along-with the wastages</li> <li>Record downtime during lamination operation</li> </ul>  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <b>Precautions:</b>  | Ensure to wear safety shoes and other safety equipment before starting this process  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| Instructions   | Illustrations  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <ol style="list-style-type: none"> <li>Record the total count of the quality sheets on log book</li> </ol> | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>WORK TIME LOGBOOK</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Driver Name</th> <th colspan="2">Start time for page:<br/>Noon/Midnight</th> <th colspan="2">Date</th> <th>Driver copy stays in the book.</th> </tr> <tr> <th>Hours</th> <th>Rest time</th> <th>Work time</th> <th>Location (for each change)<br/>Remarks</th> <th>Registration<br/>Driven Vehicle</th> <th>Distance<br/>Record for vehicles<br/>subject to RUC</th> <th rowspan="14" style="font-size: small; vertical-align: top;">                     All work must be recorded, including other employment.<br/><br/>                     No more than 13 hours work in any cumulative work day – 10-hour break between days.<br/><br/>                     No more than 70 hours work time before taking a 24-hour break.<br/><br/>                     Record copy must be given to employer within 14 days.                 </th> </tr> </thead> <tbody> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: right; font-weight: bold;">PCQ 123456-01</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 25%;">End of last 24-hour break (date)</td> <td style="width: 25%;">Work time hours – today</td> <td style="width: 25%;">+ previous total for cumulative work period</td> <td style="width: 25%;">= total hours in this cumulative work period</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">+</td> <td style="text-align: center;">=</td> </tr> </table> </div> | Driver Name                                 |  | Start time for page:<br>Noon/Midnight |                                | Date  |  | Driver copy stays in the book. | Hours | Rest time | Work time | Location (for each change)<br>Remarks | Registration<br>Driven Vehicle | Distance<br>Record for vehicles<br>subject to RUC | All work must be recorded, including other employment.<br><br>No more than 13 hours work in any cumulative work day – 10-hour break between days.<br><br>No more than 70 hours work time before taking a 24-hour break.<br><br>Record copy must be given to employer within 14 days. | 12 |  |  |  |  |  | 1 |  |  |  |  |  | 2 |  |  |  |  |  | 3 |  |  |  |  |  | 4 |  |  |  |  |  | 5 |  |  |  |  |  | 6 |  |  |  |  |  | 7 |  |  |  |  |  | 8 |  |  |  |  |  | 9 |  |  |  |  |  | 10 |  |  |  |  |  | 11 |  |  |  |  |  | 12 |  |  |  |  |  | 1 |  |  |  |  |  | 2 |  |  |  |  |  | 3 |  |  |  |  |  | 4 |  |  |  |  |  | 5 |  |  |  |  |  | 6 |  |  |  |  |  | 7 |  |  |  |  |  | 8 |  |  |  |  |  | 9 |  |  |  |  |  | 10 |  |  |  |  |  | 11 |  |  |  |  |  | End of last 24-hour break (date) | Work time hours – today | + previous total for cumulative work period | = total hours in this cumulative work period |  |  | + | = |
| Driver Name  |  | Start time for page:<br>Noon/Midnight       |  | Date                                  |                                | Driver copy stays in the book.                    |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| Hours  |  | Rest time                                   | Work time                                    | Location (for each change)<br>Remarks | Registration<br>Driven Vehicle | Distance<br>Record for vehicles<br>subject to RUC | All work must be recorded, including other employment.<br><br>No more than 13 hours work in any cumulative work day – 10-hour break between days.<br><br>No more than 70 hours work time before taking a 24-hour break.<br><br>Record copy must be given to employer within 14 days. |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 12   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 1  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 2  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 3  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 4  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 5  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 6  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 7  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 8  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 9  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 10   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 11   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 12   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 1  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 2  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 3  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 4  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 5  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 6  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 7  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 8  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 9  |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 10   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| 11   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| End of last 24-hour break (date)   | Work time hours – today  | + previous total for cumulative work period | = total hours in this cumulative work period |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
|  |  | +   | =  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <ol style="list-style-type: none"> <li>Record the total count of the waste sheets on log book</li> </ol>   |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |
| <ol style="list-style-type: none"> <li>Record downtime of the lamination machine on log book</li> </ol>    |  |   |  |                                       |                                |   |  |                                |       |           |           |                                       |                                |   |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                  |                         |   |  |  |  |   |   |




## TRAINER'S GUIDELINE

### Module-4: Perform Pasting Operation


| Learning Unit                                     | Suggested Teaching/<br>Learning Activities   | Delivery<br>Context | Media                                 |
|---|--|---------------------|---------------------------------------|
| LU-1 Perform Substrate handling                   | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Define Importance of the substrate stacking.</li></ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-2 Make ready workstation for pasting operation | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• State health and safety precautions of the pasting machine.</li><li>• Identify glue flap.</li><li>• Identify purpose of glue viscosity</li><li>• Describe purpose of feeder station</li></ul> <p>Arrange Industry visit</p>                                      | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-3 Perform pasting operation                    | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Describe purpose of Pre-glue station.</li><li>• Describe purpose of glue pot station.</li><li>• Describe purpose of Post-glue station.</li><li>• Describe purpose of Delivery station.</li><li>• Describe the importance of glue position on glue flap</li></ul> | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |

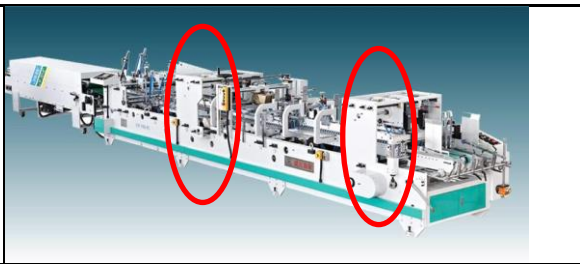

|  |  |                  |   |
|--|--|------------------|---|
| <p>LU-4 Perform post production activity</p> | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Describe the importance of maintaining/cleaning of work station.</li> </ul> | <p>Classroom</p> | <p>Learner's Guide/ Hand Outs<br/>Visuals</p> |
| <p>LU-5 Maintain Log book</p>                | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Importance of record keeping</li> </ul>                                     | <p>Classroom</p> | <p>Learner's Guide/ Hand Outs<br/>Visuals</p> |

## Practical Activity 1/1:

|   |  | Perform Pasting Operation   |  |
|---|--|---|--|
| <b>Module: 4</b>  | <b>Learning Unit: 1</b>  | Perform substrate handling  |  |
|   | <b>Practical Description:</b>  | Handle the substrate to verify the thickness of substrate and length, width of skillet / unit box as per docket |  |
| <b>Time:</b>  | 8 Hours  |   |  |
| <b>Equipment</b>  | N/A  |   |  |
| <b>Tools</b>  | N/A  |   |  |
| <b>PPE</b>  | Proper dress, safety shoes, safety gloves  |   |  |
| <b>Materials</b>  | Substrate (Printed Skillet)  |   |  |
| <b>Key Point</b>  | Carefully handle the substrate.  |   |  |
| <b>Learning Outcome:</b>  | <ul style="list-style-type: none"> <li>• Verify glue flap of the die cut substrate</li> <li>• Perform Substrate Stacking as per instruction.</li> <li>• Verify the thickness/GSM value of the substrate as per docket.</li> <li>• Verify the Length and width of the skillet/unit box as per docket</li> </ul> |   |  |
| <b>Precautions:</b>   | Ensure to wear safety shoes and other safety equipment before starting this process  |   |  |
| <b>Instructions</b>   |  | <b>Illustrations</b>  |  |
| 1. Keep glue flap from glue pot side                                |  |                             |  |
| 2. Perform stacking   |  |   |  |
| 3. Measure the thickness of substrate with Vernier caliper          |  |                             |  |
| 4. Measure length and width of skillet/unit box with measuring tape |  |                             |  |

## Practical Activity 1/1:

|                                     |   | <b>Perform Pasting Operation</b>   |  |
|-------------------------------------|---|--|--|
| <b>Module: 4</b>                    | <b>Learning Unit: 2</b>   | Make ready workstation for pasting operation   |  |
|                                     | <b>Practical Description:</b>   | Adjust the feeder to run the skillet   |  |
| <b>Time:</b>                        | 38 Hours  |  |  |
| <b>Equipment</b>                    | N/A   |  |  |
| <b>Tools</b>                        | N/A   |  |  |
| <b>PPE</b>                          | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>                    | Substrate (Printed Skillet)   |  |  |
| <b>Key Point</b>                    | Carefully handle the substrate.   |  |  |
| <b>Learning Outcome:</b>            | <ul style="list-style-type: none"> <li>• Adjust the feeder according to the job</li> <li>• Adjust pre-glue / pre-fold belts according to the job</li> <li>• Adjust glue flap folding station according to the job</li> <li>• Adjust 3rd fold station according to the job</li> <li>• Adjust glue pot station according to the job</li> <li>• Adjust post-glue belts according to the job.</li> <li>• Adjust the impression and speed of delivery belt as per job requirement</li> <li>• Adjust Glue viscosity as per job requirement</li> <li>• Adjust flow of glue as per job requirement</li> <li>• Adjust the delivery conveyer belt pressure as per job requirement.</li> <li>• Adjust the counter photocell and kick according to the job</li> <li>• Perform test run</li> </ul> |  |  |
| <b>Precautions:</b>                 | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| <b>Instructions</b>                 |   | <b>Illustrations</b>   |  |
| 1. Adjust the feeder as per skillet |   |  |  |



|  |  |
|--|--|
| <p>2. Run the skillet on the machine and adjust the belt and pre-fold</p>          |  |
| <p>3. Adjust the 3<sup>rd</sup> folding</p>  |  |
| <p>4. Set the gluing wheel on gluing flap<br/>(Normally in the center of flap)</p> |  |
| <p>5. Adjust the belts for pasting of gluing flap</p>                              |  |
| <p>6. Adjust the kicker as required<br/>(25+50+100 etc)</p>                        |  |
| <p>7. Apply pressure in the pressing blankets to paste the job.</p>                |  |



## Practical Activity 1/1:

|   |  | Perform Pasting Operation                     |  |
|---|--|---|--|
| <b>Module: 4</b>  | <b>Learning Unit: 3</b>  | Perform Pasting Operation                     |  |
|   | <b>Practical Description:</b>  | Carryout pasting operation and quality check. |  |
| <b>Time:</b>  | 84 Hours   |   |  |
| <b>Equipment</b>  | Gluing, pasting and folding machine  |   |  |
| <b>Tools</b>  | N/A  |   |  |
| <b>PPE</b>  | Proper dress, safety shoes, safety gloves  |   |  |
| <b>Materials</b>  | Substrate (Printed Skillet)  |   |  |
| <b>Key Point</b>  | Carefully handle the substrate.  |   |  |
| <b>Learning Outcome:</b>  | <ul style="list-style-type: none"> <li>• Get approval from the supervisor</li> <li>• Carry out pasting operation as per instruction</li> <li>• Check &amp; maintain the quality of pasting.</li> </ul> |   |  |
| <b>Precautions:</b>   | Ensure to wear safety shoes and other safety equipment before starting this process  |   |  |
| Instructions  |  | Illustrations                                 |  |
| 1. Take out the glued carton, check himself and take approval from supervisor |  | <p>Figure 1</p>                               |  |
| 2. Follow the instruction of pasting operation as per docket                  |  |   |  |
| 3. Maintain the quality of glue as per carton approved.                       |  |   |  |
|   |  | <p>Figure 2</p>                               |  |

## Practical Activity 1/1:

|  |   | Perform Pasting Operation  |  |
|--|---|--|--|
| <b>Module: 4</b>                                     | <b>Learning Unit: 4</b>   | Perform post production activity   |  |
|  | <b>Practical Description:</b>   | Remove the Glue pot from the machine as per instruction                              |  |
| <b>Time:</b>   | 08 Hours  |  |  |
| <b>Equipment</b>                                     | Gluing, pasting and folding machine   |  |  |
| <b>Tools</b>   | N/A   |  |  |
| <b>PPE</b>   | Proper dress, safety shoes, safety gloves   |  |  |
| <b>Materials</b>                                     | Substrate (Printed Skillet)   |  |  |
| <b>Key Point</b>                                     | Carefully handle the substrate.   |  |  |
| <b>Learning Outcome:</b>                             | <ul style="list-style-type: none"> <li>• Remove the Glue pot from the machine as per instruction</li> <li>• Clean the glue pot as per instruction</li> <li>• Clean the machine &amp; workplace</li> </ul> |  |  |
| <b>Precautions:</b>                                  | Ensure to wear safety shoes and other safety equipment before starting this process   |  |  |
| Instructions   |   | Illustrations  |  |
| 1. Remove the glue pot from the machine and clean it |   |  |  |
| 2. Remove the wheel from the machine and clean it    |   |  |  |
| 3. Clean the machine its surroundings                |   |  |  |

## Practical Activity 1/1:

| Perform Pasting Operation                                   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
|---|---|--|---|---------------------------------------|--------------------------------|---|--|-------|-----------|-----------|--------------------------------------|--------------------------------|---|----|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|----|--|--|--|--|--|----|--|--|--|--|--|-------------------------------------|-------------------------|--|---|--|--|--|--|---|---|--|--|
| <b>Module: 4</b>  | <b>Learning Unit: 5</b> Maintain Log book   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
|   | <b>Practical Description:</b> Maintain the record sheet in terms of final counter along with wastages and down time of machine.   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Time:</b>  | 6 Hours   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Equipment</b>  | N/A   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Tools</b>  | N/A   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>PPE</b>  | N/A   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Materials</b>  | Logbook   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Key Point</b>  | Properly maintain the record sheet  |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Learning Outcome:</b>                                    | <ul style="list-style-type: none"> <li>Record the final counter along-with the wastages</li> <li>Record downtime of die cutting operation</li> </ul>  |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| <b>Precautions:</b>   | Ensure to wear safety shoes and other safety equipment before starting this process   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| Instructions  | Illustrations   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 1. Record the total count of the quality sheets on log book | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>WORK TIME LOGBOOK</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Driver Name</th> <th colspan="2">Start time for page:<br/>Noon/Midnight</th> <th colspan="2">Date</th> </tr> <tr> <th>Hours</th> <th>Rest time</th> <th>Work time</th> <th>Location (or each change)<br/>Remarks</th> <th>Registration<br/>Driven Vehicle</th> <th>Distance<br/>Record for vehicles<br/>subject to RUC</th> </tr> </thead> <tbody> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>End of last<br/>24-hour break (date)</td> <td>Work time hours – today</td> <td>+ previous total for<br/>cumulative work period</td> <td>= total hours in this<br/>cumulative work period</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>+</td> <td>=</td> <td></td> <td></td> </tr> </tbody> </table> <div style="font-size: small; margin-top: 5px;"> <p>Driver copy stays in the book.</p> <p>All work must be recorded, including other employment.</p> <p>No more than 13 hours work in any cumulative work day – 10-hour break between days.</p> <p>No more than 70 hours work time before taking a 24-hour break.</p> <p>Record copy must be given to employer within 14 days.</p> <p style="text-align: right; font-weight: bold;">PCQ 123456-01</p> </div> </div> | Driver Name                                    |   | Start time for page:<br>Noon/Midnight |                                | Date  |  | Hours | Rest time | Work time | Location (or each change)<br>Remarks | Registration<br>Driven Vehicle | Distance<br>Record for vehicles<br>subject to RUC | 12 |  |  |  |  |  | 1 |  |  |  |  |  | 2 |  |  |  |  |  | 3 |  |  |  |  |  | 4 |  |  |  |  |  | 5 |  |  |  |  |  | 6 |  |  |  |  |  | 7 |  |  |  |  |  | 8 |  |  |  |  |  | 9 |  |  |  |  |  | 10 |  |  |  |  |  | 11 |  |  |  |  |  | 12 |  |  |  |  |  | 1 |  |  |  |  |  | 2 |  |  |  |  |  | 3 |  |  |  |  |  | 4 |  |  |  |  |  | 5 |  |  |  |  |  | 6 |  |  |  |  |  | 7 |  |  |  |  |  | 8 |  |  |  |  |  | 9 |  |  |  |  |  | 10 |  |  |  |  |  | 11 |  |  |  |  |  | End of last<br>24-hour break (date) | Work time hours – today | + previous total for<br>cumulative work period | = total hours in this<br>cumulative work period |  |  |  |  | + | = |  |  |
| Driver Name   |   | Start time for page:<br>Noon/Midnight          |   | Date                                  |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| Hours   |   | Rest time                                      | Work time                                       | Location (or each change)<br>Remarks  | Registration<br>Driven Vehicle | Distance<br>Record for vehicles<br>subject to RUC |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 12  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 1   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 2   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 3   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 4   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 5   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 6   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 7   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 8   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 9   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 10  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 11  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 12  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 1   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 2   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 3   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 4   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 5   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 6   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 7   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 8   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 9   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 10  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 11  |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| End of last<br>24-hour break (date)                         | Work time hours – today   | + previous total for<br>cumulative work period | = total hours in this<br>cumulative work period |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
|   |   | +  | =   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 2. Record the total count of the waste sheets on log book   |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |
| 3. Record downtime of the die cutting operation on log book |   |  |   |                                       |                                |   |  |       |           |           |                                      |                                |   |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |    |  |  |  |  |  |    |  |  |  |  |  |                                     |                         |  |   |  |  |  |  |   |   |  |  |



## TRAINER'S GUIDELINE




### Module-5: Perform Health and Safety

| Learning Unit                                  | Suggested Teaching/<br>Learning Activities   | Delivery<br>Context | Media                                 |
|--|--|---------------------|---------------------------------------|
| LU-1 Practice safe work habit to ensure safety | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• State health and safety precautions of the printing company.</li><li>• State safety reporting procedures</li><li>• State organizational health and safety procedures.</li><li>• List health and safety risks that can arise as a result of accidents</li></ul> | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |
| LU-2 Use Personal Protective                   | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Give importance of using Personal Protective Equipment (PPE)</li><li>• List Types of PPEs required in printing press</li></ul>   | Classroom           | Learner's Guide/ Hand Outs<br>Visuals |



|   |  |                  |   |
|---|--|------------------|---|
| <p>LU-3 Identify hazards in press environment</p>                       | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• List techniques and methods to control risks of identified hazards in the workplace.</li> <li>• Define procedure of dealing with hazards to reduce chances or avoid accident or injury.</li> <li>• List types of hazards that are most likely to cause harm to health and safety</li> </ul> | <p>Classroom</p> | <p>Learner's Guide/ Hand Outs<br/>Visuals</p> |
| <p>LU-4 Comply with Occupational Health and Safety (OHS)precautions</p> | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Explain importance of safety at work and its implications.</li> <li>• State work safety procedures and guidelines.</li> <li>• List specific company procedures regarding workplace safety.</li> <li>• Recommended procedure for cleaning and storing of tools and equipment.</li> </ul>     | <p>Classroom</p> | <p>Learner's Guide/ Hand Outs<br/>Visuals</p> |
| <p>LU-5 Carryout firefighting techniques.</p>                           | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Identify causes of Fire</li> <li>• List types of fire</li> <li>• List firefighting equipment</li> <li>• Define firefighting method</li> </ul>   | <p>Classroom</p> | <p>Learner's Guide/ Hand Outs<br/>Visuals</p> |

**Practical Activity 1/1:**




|                          |  | <b>Perform Health and Safety</b>  |  |
|--------------------------|--|---|--|
| <b>Module: 5</b>         | <b>Learning Unit: 1</b>  | Practice safe work habits to ensure safety in the printing environment  |  |
|                          | <b>Practical Description:</b>  | Application of dress code in accordance with press room procedures and follow rules to ensure personal safety as well as safety of others as per press room procedure |  |
| <b>Time:</b>             | 3 hours  |   |  |
| <b>Equipment</b>         | N/A  |   |  |
| <b>Tools</b>             | N/A  |   |  |
| <b>PPE</b>               | Proper dress, safety gloves, safety shoes, mask  |   |  |
| <b>Materials</b>         | First aid box  |   |  |
| <b>Key Point</b>         | Personal safety as well as safety of others as per press room procedure  |   |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"> <li>• Interpret work processes and procedures to identify risk of hazards at printing press.</li> <li>• Recognize printing processes, tools, equipment and consumable materials that have the potential to cause harm.</li> <li>• Identify potential hazards to minimize accident risk.</li> <li>• Take appropriate action to minimize the risk.</li> </ul> |   |  |
| <b>Precautions:</b>      | Safety First   |   |  |
| <b>Instructions</b>      |  | <b>Illustrations</b>  |  |
| 1. Wear tight cloths     |  |   |  |
| 2. Wear safety shoes     |  |   |  |

|  |  |
|--|--|
| <p>3. Wear gloves</p>                                      |    |
| <p>4. Always place tools to their respective positions</p> |    |
| <p>5. Handle tools and equipment carefully</p>             |   |
| <p>6. Never leave chemicals and solvents open</p>          |  |
| <p>7. Always follow SOPs</p>                               | <p>N/A</p>   |



**Practical Activity 1/1:**

|                          |   | <b>Perform Health and Safety</b>   |  |
|--------------------------|---|--|--|
| <b>Module: 5</b>         | <b>Learning Unit: 2</b>   | Use personal protective equipment (PPE)  |  |
|                          | <b>Practical Description:</b>   | Selection of personal protective equipment PPE in terms of type and quantity according to work order and verification of PPE to ensure optimum protection in compliance with press room procedures |  |
| <b>Time:</b>             | <b>3 Hour</b>   |  |  |
| <b>Equipment</b>         | N/A   |  |  |
| <b>Tools</b>             | N/A   |  |  |
| <b>PPE</b>               | Tight cloths as per SOP's of press room, Mask, Gloves, safety shoes, First aid box  |  |  |
| <b>Materials</b>         | First aid box   |  |  |
| <b>Key Point</b>         | Safety First  |  |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"> <li>• Select personal protective equipment in terms of type and quantity according to work orders.</li> <li>• Verify personal protective equipment to ensure optimum protection in compliance with press room procedures.</li> <li>• Ensure personal protective equipment hygiene in compliance with press room procedures.</li> </ul> |  |  |
| <b>Precautions:</b>      | N/A   |  |  |
| <b>Instructions</b>      |   | <b>Illustrations</b>   |  |
| 1. Wear proper dress     |   |    |  |
| 2. Wear safety shoes     |   |    |  |






|  |   |
|--|---|
| <p>3. Wear gloves</p>  |   |
| <p>4. Check first aid box and its articles</p>                               |   |
| <p>5. Read carefully the SOPs of PPE</p>                                     |  |
| <p>6. Check whether all the PPE procedure for press room has be complied</p> |   |






## Practical Activity 1/1:

|  |  | Perform Health and Safety  |  |
|--|--|--|--|
| <b>Module: 5</b>                                     | <b>Learning Unit: 3</b>  | Identify hazards in printing press   |  |
|  | <b>Practical Description:</b>  | Recognize printing processes, tools, equipment and consumable material that have the potential to cause harm |  |
| <b>Time:</b>   | <b>3 hours</b>   |  |  |
| <b>Equipment</b>                                     | Fire extinguisher  |  |  |
| <b>Tools</b>   | N/A  |  |  |
| <b>PPE</b>   | Proper dress code, safety shoes, safety gloves, mask   |  |  |
| <b>Materials</b>                                     | Copy of SOP's, Copy of safety guide, List of tools and equipment, Machine manual, Chemical, Solvents, First aid box                      |  |  |
| <b>Key Point</b>                                     | Recognize hazards  |  |  |
| <b>Learning Outcome:</b>                             | The learner will be able to Recognize printing processes, tools, equipment and consumable material that have the potential to cause harm |  |  |
| <b>Precautions:</b>                                  | Ensure safety  |  |  |
| Instructions   |  | Illustrations  |  |
| 1. Arrange the required tool set equipment in order  |  |                          |  |
| 2. Store chemicals and solvents at appropriate place |  |                          |  |



|   |  |
|---|--|
| <p>3. Segregate the hazardous chemicals, equipment, tools and solvents which have to cause harm</p> |    |
| <p>4. Clean the tools after completion of task</p>  |    |
| <p>5. Store the tools, equipment, chemicals and solvents to their respective places</p>             |   |
| <p>6. Wash your hands with soap.</p>  |  |

## Practical Activity 1/1:

|  |   | Perform Health and Safety  |  |
|--|---|--|--|
| <b>Module: 5</b>                         | <b>Learning Unit: 4</b>   | Comply with occupational health and safety (OHS) precautions   |  |
|  | <b>Practical Description:</b>   | Comply with health and safety precautions and relevant guidelines and identify OHS hazards in printing press to prevent from potential accidents |  |
| <b>Time:</b>                             | <b>3 hour</b>   |  |  |
| <b>Equipment</b>                         | N/A   |  |  |
| <b>Tools</b>                             | N/A   |  |  |
| <b>PPE</b>                               | Mask, Gloves, Tight cloths as per SOP's of press room, safety shoes   |  |  |
| <b>Materials</b>                         | Copy of guideline of safety and health precautions, copy of Occupational health and safety (OHS) hazards SOP's,                                     |  |  |
| <b>Key Point</b>                         | Make sure personal safety   |  |  |
| <b>Learning Outcome:</b>                 | Comply with health and safety precautions and relevant guidelines and identify OHS hazards in printing press to prevent from potential or accidents |  |  |
| <b>Precautions:</b>                      | Safety first  |  |  |
| <b>Instructions</b>                      |   | <b>Illustrations</b>   |  |
| 1. adopt proper dress code               |   |    |  |
| 2. Ensure cleaning of surrounding area   |   |    |  |
| 3. Check electric phases and connections |   |    |  |

|   |  |
|---|--|
| <p>4. Keep hazardous articles at their proper place</p>             |    |
| <p>5. Check the oil level of machine</p>                            |    |
| <p>6. Arrange tools in order</p>                                    |    |
| <p>7. Ensure safe handling of tools</p>                             |  |
| <p>8. Remove and dispose of used and waste articles as per SOPs</p> |  |

## Practical Activity 1/1:

|  |  | Perform Health and Safety  |  |
|--|--|--|--|
| <b>Module: 5</b>   | <b>Learning Unit: 5</b>  | Demonstrate Firefighting Skills  |  |
|  | <b>Practical Description:</b>  | Stop fire by applying fire-fighting policies   |  |
| <b>Time:</b>   | <b>3 hours</b>   |  |  |
| <b>Equipment</b>   | Fire extinguisher  |  |  |
| <b>Tools</b>   | N/A  |  |  |
| <b>PPE</b>   | Safety clothing, safety shoes, safety gloves, First aid box  |  |  |
| <b>Materials</b>   | Dust bins, Fire extinguisher   |  |  |
| <b>Key Point</b>   | Apply firefighting policies  |  |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Make decision in the process of fighting a fire as per instruction.</li> <li>• Stop fire by applying firefighting policies.</li> <li>• Apply safety precautions when fighting a fire.</li> <li>• Apply the procedure after a fire has been put out as per instruction.</li> </ul> |  |  |
| <b>Precautions:</b>  | Safety first   |  |  |
| Instructions   |  | Illustrations  |  |
| <p>1. In case of fire immediately inform supervisor</p>                        |  |  |  |
| <p>2. Act on instructions of supervisor, use fire extinguisher accordingly</p> |  |  |  |

3. Wear necessary dress and article before extinguishing the fire



4. After extinguishing the fire check the press room properly

5. Shift all the undamaged articles to safe place

6. Apply SOPs procedure when fire has been put out



## TRAINER'S GUIDELINE

### Module-6: Develop Computer Application Skills

| Learning Unit   | Suggested Teaching/<br>Learning Activities  | Delivery<br>Context          | Media                                       |
|---|---|------------------------------|---|
| LU-1 Apply Basic computer operation                   | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Discussing the four main functions of computer hardware: input, processing, output, and storage.</li> <li>• Describing major hardware components.</li> </ul>   | Classroom<br>Computer<br>Lab | Learner's<br>Guide/ Hand<br>Outs<br>Visuals |
| LU-2 Prepare Word document                            | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Describing formatting styles and their effect on formatting, readability and appearance of documents</li> <li>• Outline purpose, use and function of word-processing software.</li> <li>• Understand MS Word to create documents, flyers, publications</li> <li>• Explain the effect of formatting and appearance on the readability and usability of spread sheets</li> </ul> | Classroom<br>Computer<br>Lab | Learner's<br>Guide/ Hand<br>Outs<br>Visuals |
| LU-3 Prepare spread sheet as per required information | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Understand MS Excel to store, organize, and manipulate data</li> </ul>   | Classroom<br>Computer<br>Lab | Learner's<br>Guide/ Hand<br>Outs<br>Visuals |
| LU-4 Prepare power point presentation.                | <p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Understand MS PowerPoint to create presentations</li> </ul>  | Classroom<br>Computer<br>Lab | Learner's<br>Guide/ Hand<br>Outs<br>Visuals |

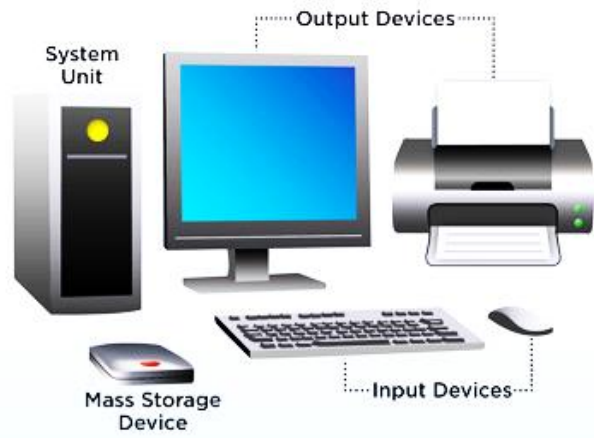


|                                  |  |  |  |
|----------------------------------|--|--|--|
| LU-5 Perform email communication | Teach the learner the following learning elements through lecture: <ul data-bbox="515 257 1018 394" style="list-style-type: none"><li>• Express steps of creating new e-mail account</li><li>• State e-mail writing ethics</li></ul> |  |  |
|----------------------------------|--|--|--|

## Practical Activity 1/1:

|                          |   | <b>Develop Computer Application Skills</b>  |  |
|--------------------------|---|---|--|
| <b>Module: A</b>         | <b>Learning Unit: 1</b>   | Apply Basic computer operation  |  |
|                          | <b>Practical Description:</b>   | Identify computer components, safety precautions, Maintain workstation, Navigate operating systems, & troubleshooting |  |
| <b>Time:</b>             | 9 Hours   |   |  |
| <b>Equipment</b>         | Computer  |   |  |
| <b>Tools</b>             | -   |   |  |
| <b>PPE</b>               | -   |   |  |
| <b>Materials</b>         | Computer & multimedia, Presentations on related topic, Handout on related topic   |   |  |
| <b>Key Point</b>         | Proper safety precautions regarding computer system are necessary for users.  |   |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"><li>• Identify computer system components</li><li>• Identify safety precautions associated with computer use</li><li>• Maintain workstation, equipment and supplies</li><li>• Navigate operating systems and software programs</li><li>• Troubleshoot computer problems</li><li>• Troubleshoot printer malfunction</li><li>• Manipulate data/software/operating system</li><li>• Use file management techniques</li></ul> |   |  |
| <b>Precautions:</b>      | Ensure to wear safety shoes and other safety equipment before starting this process   |   |  |
| <b>Instructions</b>      |   | <b>Illustrations</b>  |  |

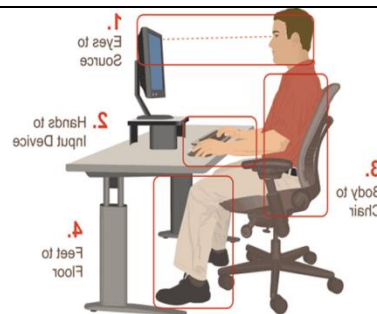
1. Monitor is used to show display, keyboard is used for typing purpose & preparing documents, mouse is a pointing device and CPU is a central processing unit.



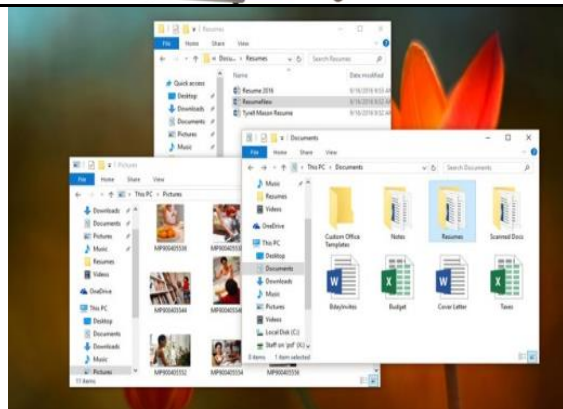
2. Remove your watch and jewelry and secure loose clothing.
3. Turn off the power and unplug equipment before performing service.
4. Cover sharp edges inside the computer case with tape.
5. Never open a power supply or a CRT monitors.



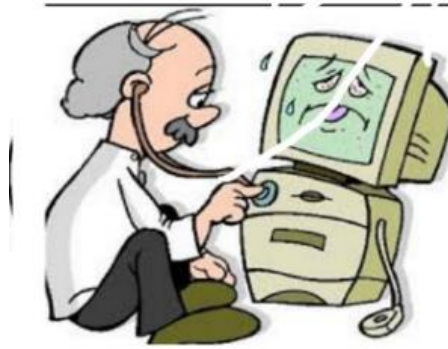
6. Workstation must be neat and clean, equipment should be on their right places.



7. With a computer, navigation refers to the act of opening and moving through computer menus, like the Start menu in Windows, opening software programs, or viewing files in Windows Explorer.



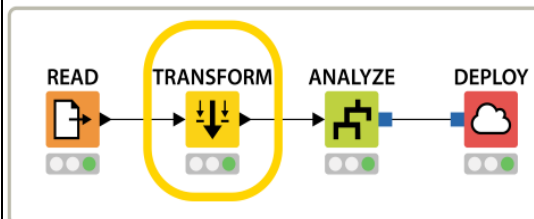
8. Free up RAM by closing other open programs.
9. Restart the software.
10. Shut down and restart your computer.



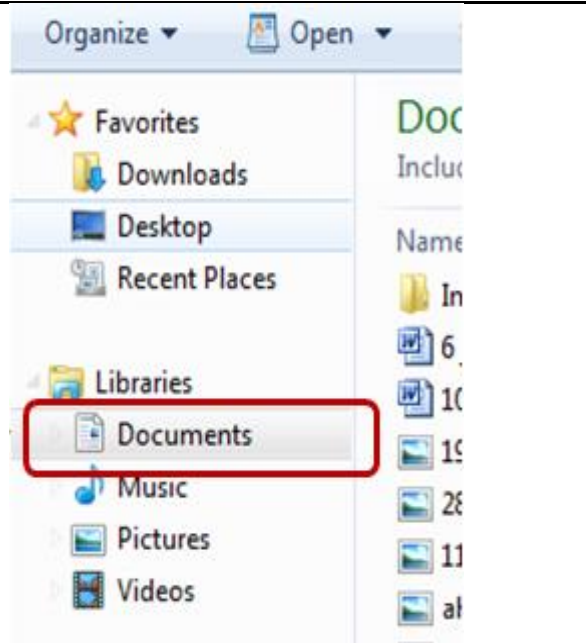
11. Unplug and restart your printer.
12. Check cables or wireless connection.
13. Uninstall and reinstall your printer.
14. Install the latest driver for your printer.
15. Run the printing troubleshooter.
16. Clear and reset the print spooler.
17. Fix printer problems after updating Windows 10.
18. Change a printer's status to "online".



19. Data manipulation is the process of changing data to make it easier to read or be more organized. Computers may also use data manipulation to display information to users in a more meaningful way, based on code in a software program, web page, or data formatting defined by a user.

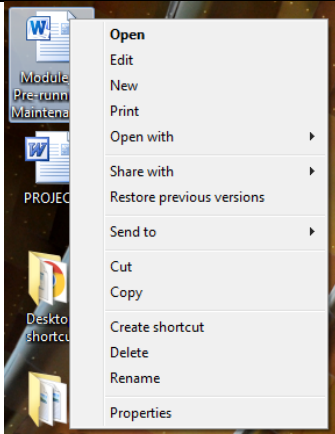
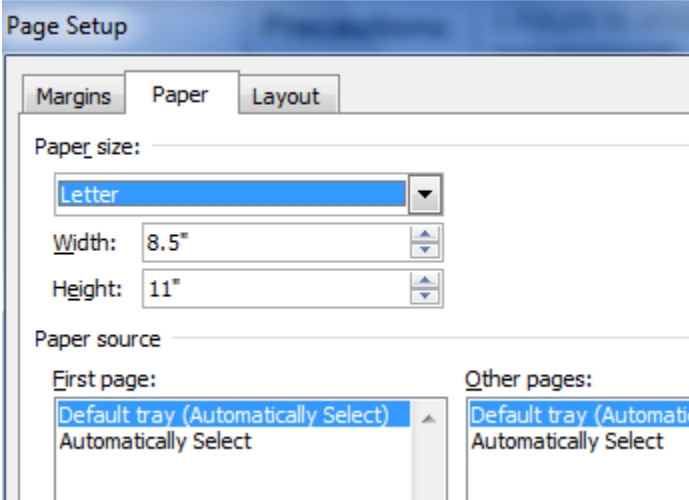
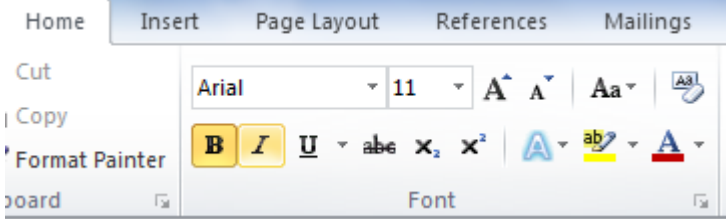
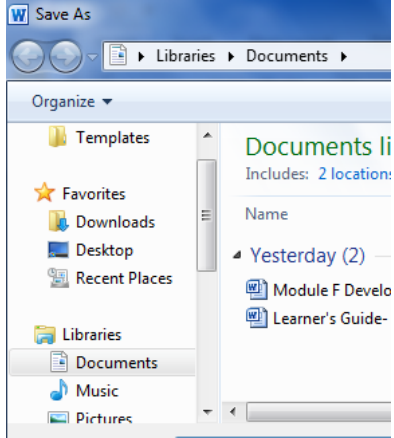
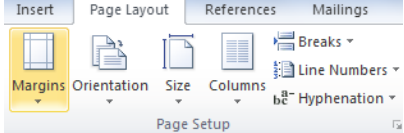


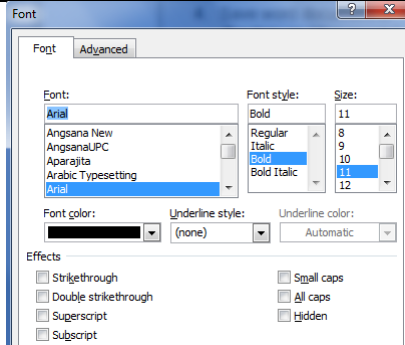
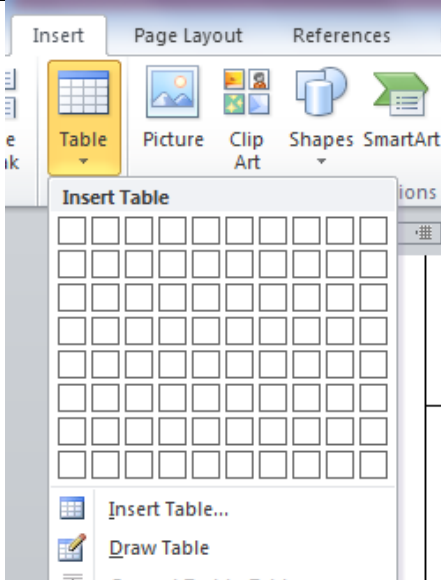
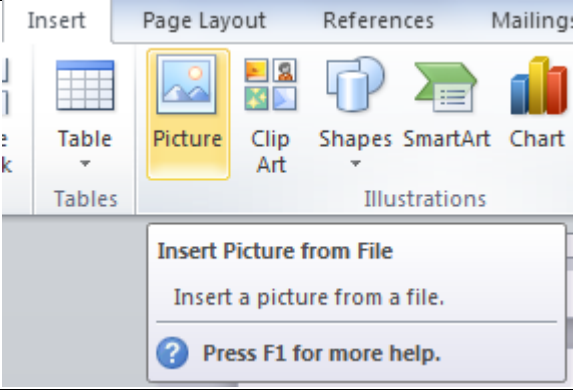
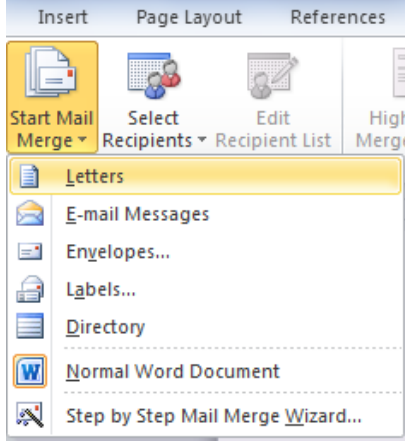
20. Place all documents under a single "root" folder. For a single user in a Windows environment, the default location is the My Documents folder.



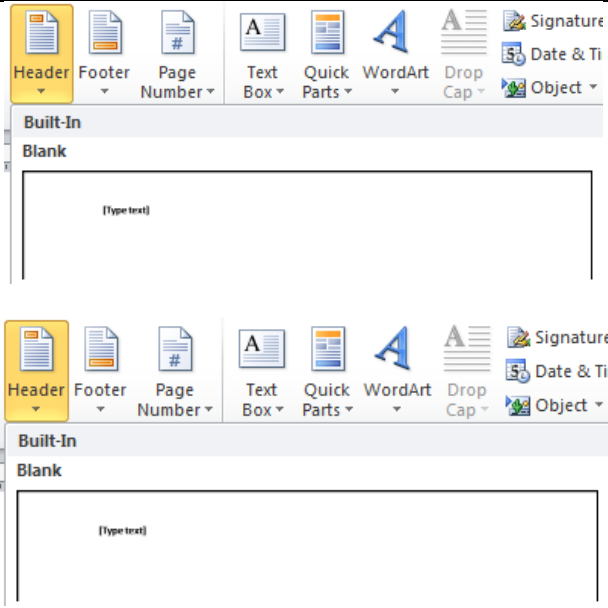
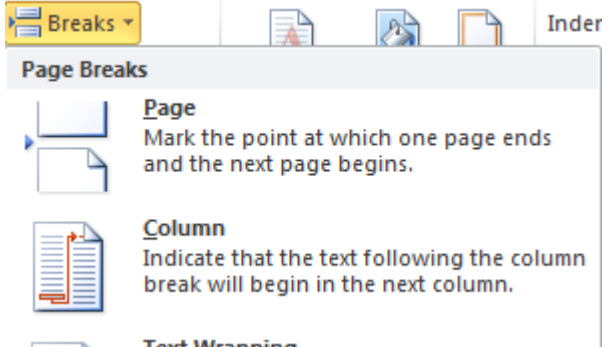
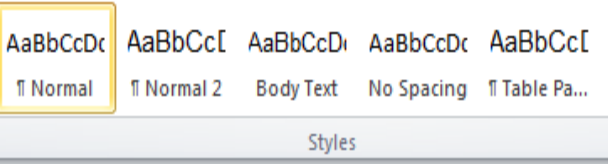
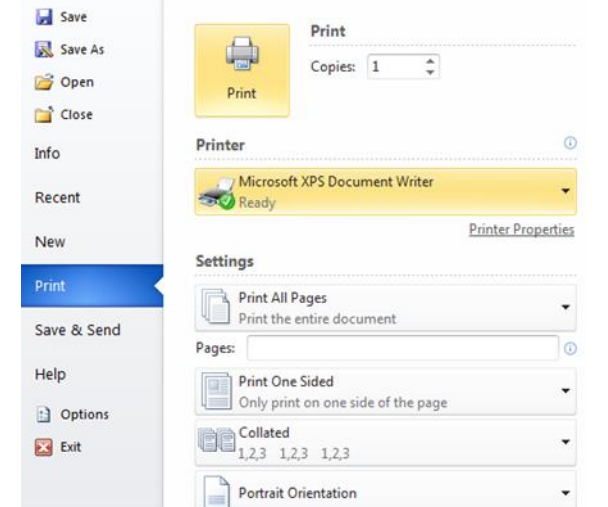
## Practical Activity 1/1:

|                          |  | Develop Computer Application Skills  |
|--------------------------|--|--|
| <b>Module: A</b>         | <b>Learning Unit: 2</b>  | Prepare Word document  |
|                          | <b>Practical Description:</b>  | Set up & describe about page in a word document, Customize basic settings to meet page layout conventions, and overall setting of page |
| <b>Time:</b>             | 9 Hours  |  |
| <b>Equipment</b>         | -  |  |
| <b>Tools</b>             | -  |  |
| <b>PPE</b>               | -  |  |
| <b>Materials</b>         | Computer & multimedia, Presentations on related topic, Handout on related topic  |  |
| <b>Key Point</b>         | Word document can smoothly create all types of documents, flyers and brochures   |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"> <li>• Open word processing application to add data according to information requirements</li> <li>• Set up page in a word document</li> <li>• Edit word document as required</li> <li>• Use simple formatting tools when creating the document</li> <li>• Save word document to directory</li> <li>• Customize basic settings to meet page layout conventions</li> <li>• Use formatting features and styles as required</li> <li>• Insert table in a word document</li> <li>• Insert appropriate images into document as necessary</li> <li>• Perform mail merge in a word document</li> <li>• Insert header/footer in a word document to incorporate necessary data</li> <li>• Insert section break in a word document</li> <li>• Set style in word document</li> <li>• Select basic Print settings</li> <li>• Print the document</li> </ul> |  |
| <b>Precautions:</b>      | Ensure to install the right version of MS-Office according to the requirements   |  |
| <b>Instructions</b>      |  | <b>Illustrations</b>   |

|   |  |
|---|--|
| <p>1. Open word processing application to add data according to information requirements</p>      |    |
| <p>2. Set up page in a word document. Edit word document as required</p>                          |   |
| <p>3. Use simple formatting tools when creating the document</p>                                  |  |
| <p>4. Save word document to directory as "documents". The user can also change the file name.</p> |  |
| <p>5. Customize basic settings to meet page layout conventions</p>                                |  |

|   |  |
|---|--|
| <p>6. Use formatting features and styles as required: Like font theme, font style and font size. It can also be used to change font color, underline style and underline color.</p> |    |
| <p>7. Insert table in a word document</p>   |   |
| <p>8. Insert appropriate images into document as necessary</p>  |  |
| <p>9. Perform mail merge in a word document</p>   |  |
| <p>10. Insert header/footer in a word document to incorporate necessary data</p>  |  |

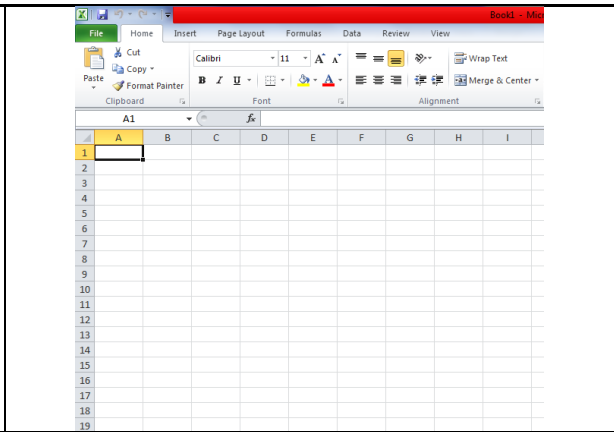


|  |   |
|--|---|
|  |  <p>The screenshot shows the Microsoft Word ribbon with the 'Header' and 'Page Number' options highlighted. The ribbon includes 'Header', 'Footer', 'Page Number', 'Text Box', 'Quick Parts', 'WordArt', 'Drop Cap', 'Signature', 'Date &amp; Time', and 'Object'. Below the ribbon, a 'Built-In' section is visible with a 'Blank' template and a text box containing '[Type text]'.</p> |
| <p>11. Insert section break in a word document</p>   |  <p>The screenshot shows the 'Page Breaks' task pane in Microsoft Word. It includes a 'Breaks' dropdown menu and three options: 'Page' (Mark the point at which one page ends and the next page begins.), 'Column' (Indicate that the text following the column break will begin in the next column.), and 'Text Wrapping'.</p>  |
| <p>12. Set style in word document; These are heading styles, are used step by step according to requirement.</p>   |  <p>The screenshot shows the 'Styles' task pane in Microsoft Word. It displays a list of styles including 'Normal', 'Normal 2', 'Body Text', 'No Spacing', and 'Table Pa...'. The 'Normal' style is highlighted with a yellow box.</p>  |
| <p>13. Select basic Print settings: Install printer; check all the necessary setting, place papers in printer, then click the button print. Print the required document.</p> |  <p>The screenshot shows the 'Print' dialog box in Microsoft Word. It includes a 'Print' button, a 'Copies' field set to 1, a 'Printer' dropdown menu showing 'Microsoft XPS Document Writer', and a 'Settings' section with options for 'Print All Pages', 'Print One Sided', 'Collated', and 'Portrait Orientation'.</p>  |

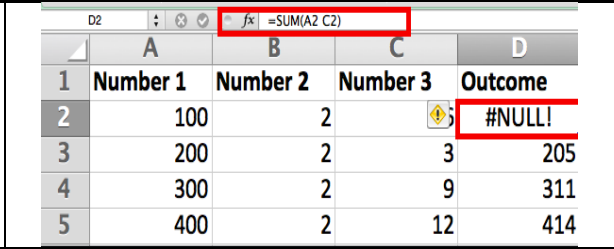
## Practical Activity 1/1:

|                          |   | <b>Develop Computer Application Skills</b>            |  |
|--------------------------|---|---|--|
| <b>Module: 6</b>         | <b>Learning Unit: 3</b>   | Prepare spread sheet as per required information      |  |
|                          | <b>Practical Description:</b>   | Create workbook according to information requirements |  |
| <b>Time:</b>             | 9 hours   |   |  |
| <b>Equipment</b>         | Computer,   |   |  |
| <b>Tools</b>             | -   |   |  |
| <b>PPE</b>               | -   |   |  |
| <b>Materials</b>         | -   |   |  |
| <b>Key Point</b>         | Spread sheet is well-known for complicated calculations.  |   |  |
| <b>Learning Outcome:</b> | <ul style="list-style-type: none"><li>• Create workbook according to information requirements</li><li>• Insert sheet according to information requirements</li><li>• Enter basic formulae / functions using cell referencing when required</li><li>• Correct formulas when error messages occur</li><li>• Use a range of common tools during spreadsheet development</li><li>• Edit columns and rows within the spreadsheet Filter data</li><li>• Save the spreadsheet to a folder on a storage device</li><li>• Format spreadsheet using formatting features as required</li><li>• Incorporate object and chart in spreadsheet</li><li>• Print spreadsheet</li></ul> |   |  |
| <b>Precautions:</b>      | Usage of Kerosene oil is prohibited in printing machine. It harms plate, roller, blanket and dampening system.  |   |  |
| <b>Instructions</b>      |   | <b>Illustrations</b>                                  |  |

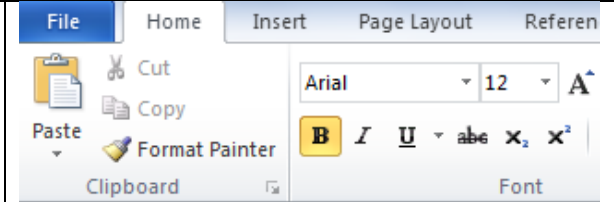
1. Create workbook according to information requirements  
 2. Insert sheet according to information requirements



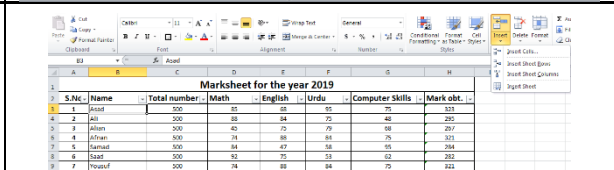
3. Enter basic formulae / functions using cell referencing when required  
 4. Correct formulas when error messages occur



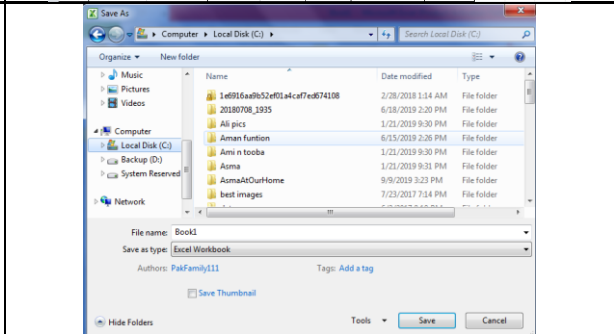
5. Use a range of common tools during spreadsheet development



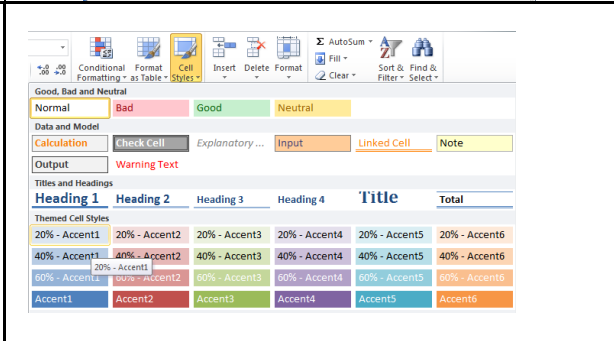
6. Edit columns and rows within the spreadsheet Filter data



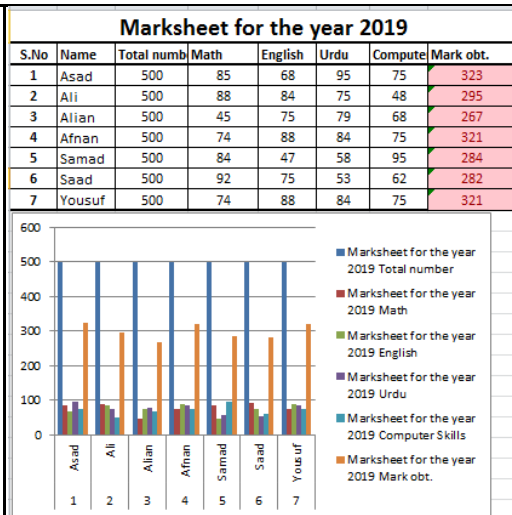
7. Save the spreadsheet to a folder on a storage device



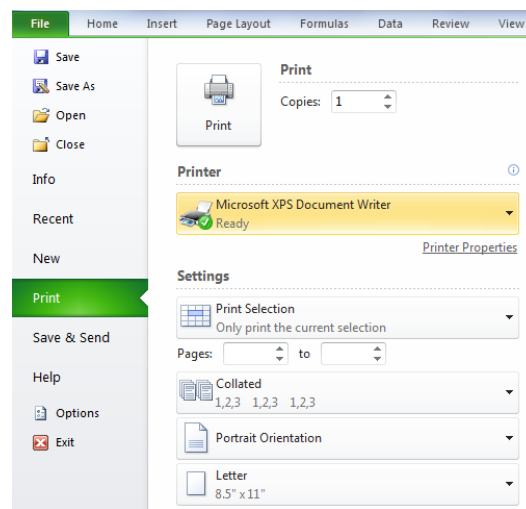
8. Format spreadsheet using formatting features as required



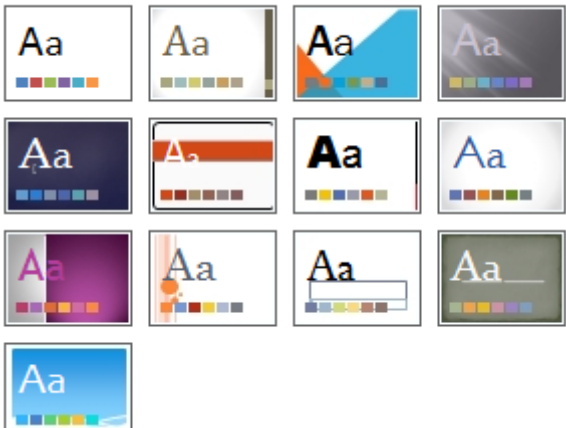
9. Incorporate object and chart in spreadsheet



10. Print spreadsheet

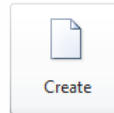


## Practical Activity 1/1:

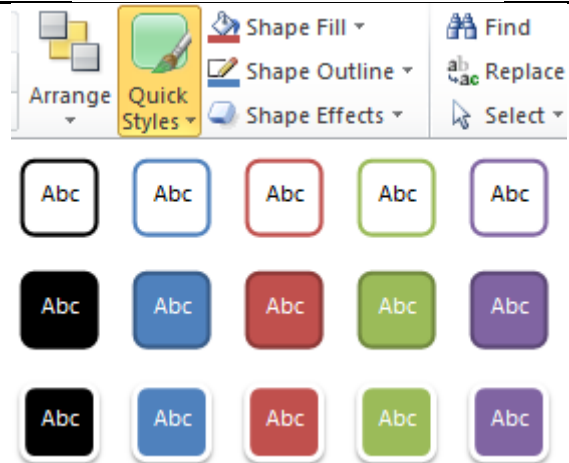
|  |   | Develop Computer Application Skills   |  |
|--|---|---|--|
| <b>Module: 6</b>   | <b>Learning Unit: 4</b>   | Prepare power point presentation  |  |
|  | <b>Practical Description:</b>   | Prepare presentation using all necessary elements and options   |  |
| <b>Time:</b>   | 9 hours   |   |  |
| <b>Equipment</b>   | Computer, handouts, required Slides   |   |  |
| <b>Tools</b>   | -   |   |  |
| <b>PPE</b>   | -   |   |  |
| <b>Materials</b>   | -   |   |  |
| <b>Key Point</b>   | Keep your presentation simple. Power point uses slides with a horizontal or "Landscape" orientation.  |   |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Create a simple design for a presentation</li> <li>• Open blank presentation and add text / graphics</li> <li>• Apply existing styles within a presentation</li> <li>• Use presentation template and slides to create a presentation</li> <li>• Use various tools to improve the look of the presentation</li> <li>• Save presentation to the appropriate storage device and folder</li> </ul> |   |  |
| <b>Precautions:</b>  | To keep your audience from feeling overwhelmed, you should keep the text on each slide short and to the point.  |   |  |
| Instructions   |   | Illustrations   |  |
| <p>1. Create a simple design for a presentation. We can chose different built-in styles from here.</p> |   | <div style="border: 1px solid gray; padding: 5px;"> <p style="margin: 0;"><b>Built-In</b></p>  </div> |  |

2. Open blank presentation and add text / graphics when you click on create button, new blank presentation is opened.

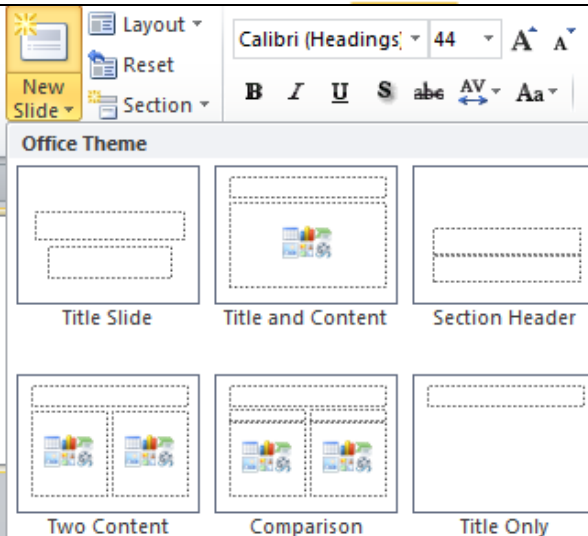
Blank presentation



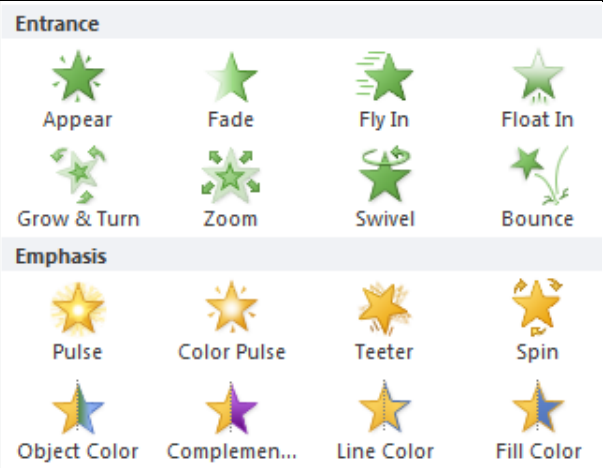
3. Apply existing styles within a presentation we can apply different sort of styles from Quick style button.



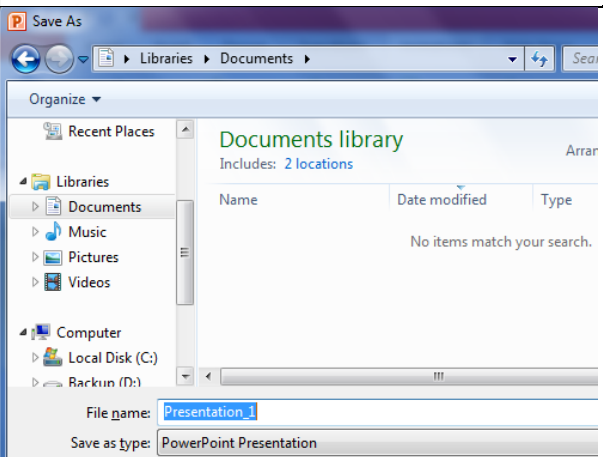
4. Use presentation template and slides to create a presentation These are also called layout of slide, can be implemented according to requirement.



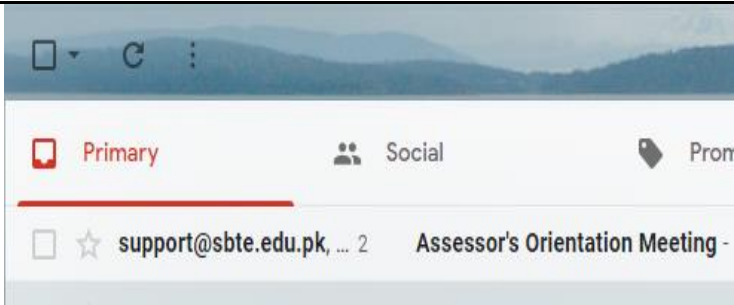
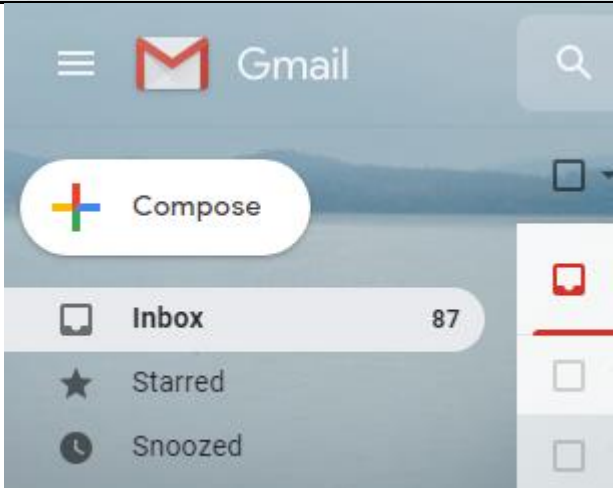
5. Use various tools to improve the look of the presentation Entrance, Emphasis & other various type of tools can be used to improve the look of presentation.



6. Save presentation to the appropriate storage device and folder. We can type the file name according to requirement and save it to the appropriate folder.

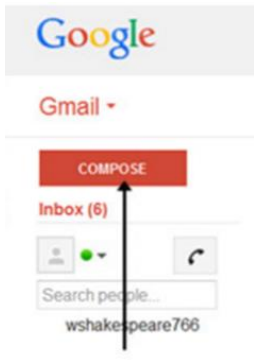


## Practical Activity 1/2:

|  |  | Develop Computer Application Skills   |  |
|--|--|---|--|
| <b>Module: 6</b>   | <b>Learning Unit: 5</b>  | <b>Perform email communication</b>  |  |
|  | <b>Practical Description:</b>  | Interpret E-mail received, prepare E-Mail for vendor, and send E-mail to vendor enclosed with picture |  |
| <b>Time:</b>   | <b>4 hours</b>   |   |  |
| <b>Equipment</b>   | Computer system with internet availability   |   |  |
| <b>Tools</b>   | -  |   |  |
| <b>PPE</b>   | -  |   |  |
| <b>Materials</b>   | -  |   |  |
| <b>Key Point</b>   | The quality of printing improves due to proper humidity levels   |   |  |
| <b>Learning Outcome:</b>   | <ul style="list-style-type: none"> <li>• Interpret E-mail received on personal E-mail address.</li> <li>• Prepare E-Mail for vendor applying E-mail writing ethics</li> <li>• Send E-mail to vendor enclosed with picture of print design</li> </ul> |   |  |
| <b>Precautions:</b>  | N/A  |   |  |
| Instructions   |  | Illustrations   |  |
| <p>1. The email you received lastly will be shown as bold in your inbox. When the user clicks on email, it will be opened, you can read and reply to email as well.</p> <p>2. The emails we did not read yet, these all are shown in inbox with bold highlighted headings and the number of unread email will be appeared in the extreme left column well.</p> |  |                   |  |
|  |  |                   |  |

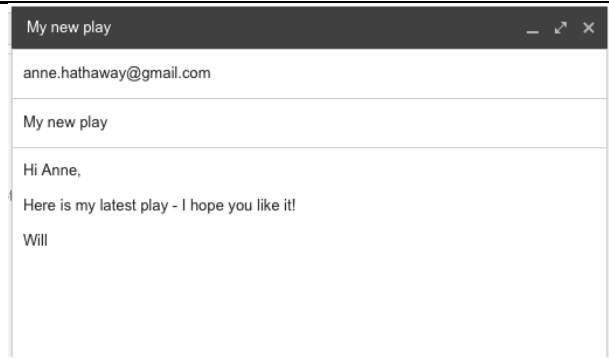


## Practical Activity 2/2

|  |  | Develop Computer Application Skills  |  |
|--|--|--|--|
| Module: 6  | Learning Unit: 5   | Perform email communication  |  |
|  | Practical Description:   | Prepare E-Mail for vendor applying E-mail writing ethics & Send E-mail to vendor enclosed with picture of print  |  |
| Time:  | 5 hours  |  |  |
| Equipment  | Computer system with Internet Availability   |  |  |
| Tools  | -  |  |  |
| PPE  | -  |  |  |
| Materials  | -  |  |  |
| Key Point  | Composing Email, Attaching Documents, Sending Email  |  |  |
| Learning Outcome:  | <ul style="list-style-type: none"> <li>• Prepare E-Mail for vendor applying E-mail writing ethics</li> <li>• Send E-mail to vendor enclosed with picture of print</li> </ul> |  |  |
| Precautions:   | Keep the reliable Internet access  |  |  |
| Instructions   |  | Illustrations  |  |
| <p><b>Step 1:</b> Log in to your email account so that you are on the dashboard (front page) of your mail account.</p> <p><b>Step 2:</b> Click <b>Compose</b>. Alternatively, you can reply to an email that you've received by double-clicking on it in your list of received emails, then following the same steps</p> |  |  <p>The screenshot shows the Gmail interface. At the top, there is the Google logo and the Gmail logo. Below the Gmail logo, there is a red 'COMPOSE' button. Below the 'COMPOSE' button, there is an 'Inbox (6)' label. Below the 'Inbox (6)' label, there is a search bar with the text 'Search people...' and a dropdown menu showing 'wshakepeare766'. A red arrow points to the 'COMPOSE' button.</p> |  |

**Step 3:**

Once your new email is open, type your recipient's email address in the 'To' field. Then put a title for your email in the 'Subject' box and type your message



**Step 4:**

Click on the paper clip icon at the bottom of the compose window.

**Step 5:**

Browse through your Windows folders until you reach the document you want to attach to your email. Highlight this by clicking on it and then click **Open**. This will add the document as an attachment to your email.



**Step 6:**

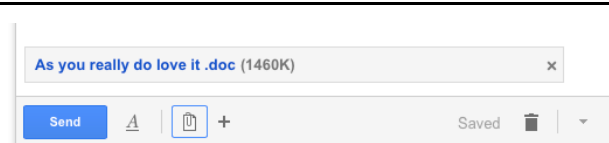
You can tell that your document has been attached to you email by its file name appearing in blue text at the bottom of the compose window.

**Step 7:**

If you want to attach another document, click the paperclip icon again and repeat **steps 4 and 5**.

**Step 8:**

When you're ready to send your email, click **Send**.



## IMPLEMENTATION OF CBT PROGRAM

### **Entry Requirement:**

Entry for assessment for this qualification is open for CNIC holders. However, entry in institute for formal Competency Based Training (CBT) in this qualification, the candidate must have Middle School Certificate (Preferable Matric).

### **Minimum qualification of trainer:**

- a. Trainer must possess a diploma (DAE) or intermediate along with 5 years' experience in the field of Post Press Operations.
- b. Good communication and computer skills
- c. Trained for CBT implementation

### **Recommended trainer, trainee ratio**

Institutional Training: 16~20                      on Job Training (OJT): 1:4~8

Medium of instructions:

Local / Urdu / English (depending on the learner's understanding)

### **Proposed duration of Training;**

Institutional Training: 04 Month

OJT: 02 Month

### **Scheme of work:**

This curriculum comprises of 6 modules.

The recommended delivery time is: 500 hours/50 credit hours.

Delivery of the course can therefore be: 06 hours/working day, 5 days a week (for 04 months institution training)

07 hours a day (for 02 months OJT on average 22/26 working days a month).

Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.


## GENERAL INSTRUCTIONS FOR TRAINER/INSTRUCTOR


Following are some general instructions for Trainers/Instructors:

1. Instructor should perform the role of a facilitator and it is his/her responsibility to focus on the training of learners. He/she must be responsible to make the environment of class friendly, so that the learner can easily understand and ask the questions from the Trainer.
2. Motivate the learners to discuss the new ideas as under;
  - By asking questions
  - By using flash card/charts
  - By making the topic interesting through real stories/example
3. The theory/practical ratio must be considered as 20%/80%.
4. First provide knowledge and then perform practical demonstration.
5. Time management should be the first priority of Trainers as well as for learners
6. A detailed explanation should be conveyed to the learners by the Trainer about each learning unit.
7. After performing practical demonstration, allow the learners to do the same demonstration according to the given sequence and arrange essential requirements, so that each learner can easily perform the task individually or in group.
8. To enhancing the knowledge of learners, allow them for group discussion.
9. Learner will be divided into small groups by the Trainer.
10. Each group should present their practical job to the Instructor at the end of the session.
11. Specific time should be given for each competence.
12. Plan field trip/visit to relevant industries to enhance learner's interest and motivation.

## National Vocational and Technical Training Commission (NAVTTTC)

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