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POST PRESS OPERATIONS (Publishing)

Trainer Guide

National Vocational Certificate Level 5

Version 1 - December 2019



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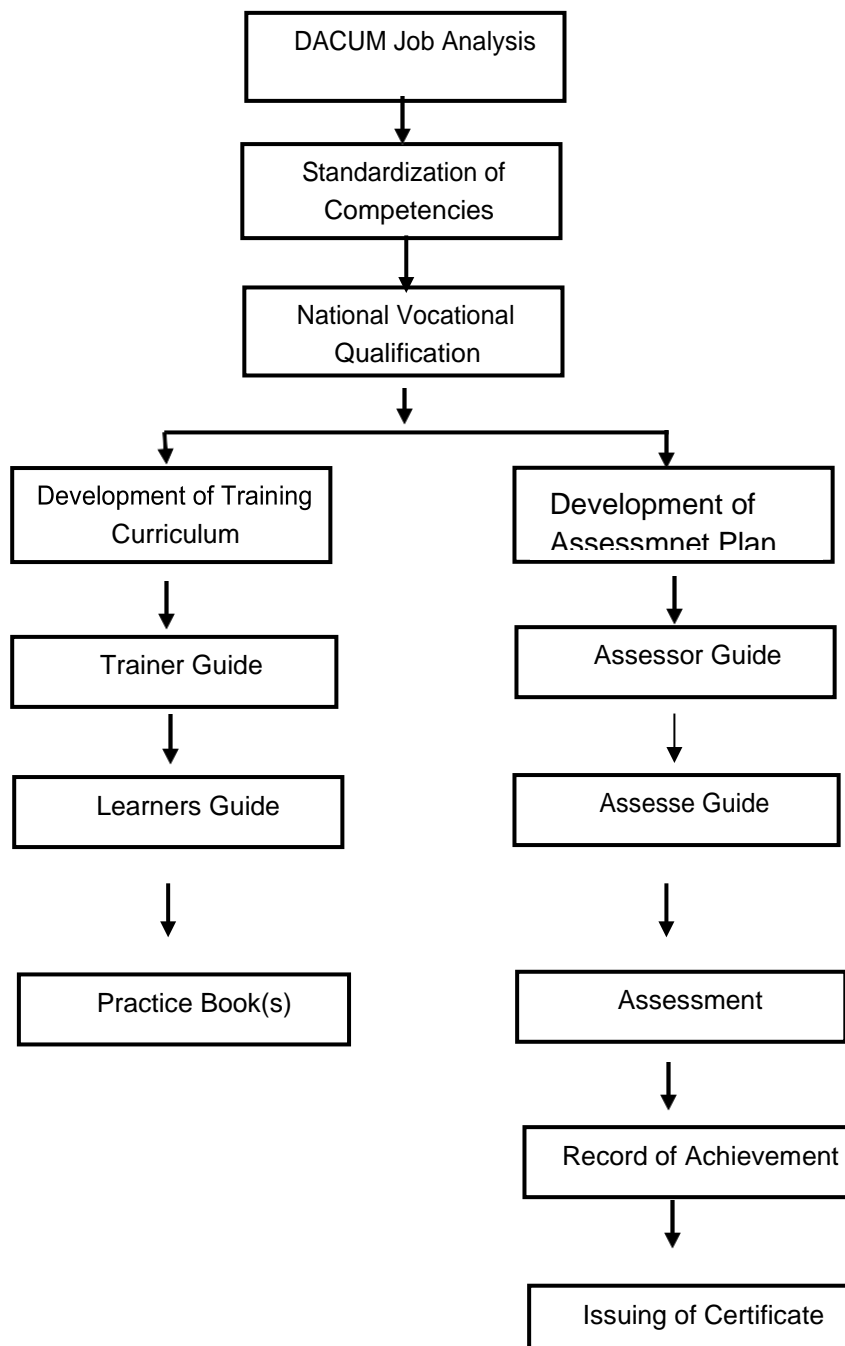
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INTRODUCTION

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

Trade:			
Training Material	Module Title & Module Code	Learning Unit Title & Learning Unit Code	Suggested amendments/ feedback/proposal
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			
Module: 1	Perform Quality Inspection		
Learning Unit: 1	Carryout Printing Inspection		
Learning Outcome	<ul style="list-style-type: none"> • Check first final printed sheet for approval. • Verify printed sheet registration. • Verify side-lay and front-lay. • Verify folding marks. • Verify colour variation. • Verify content on printed sheet. • Verify grain direction. • Verify GSM (Gram per Square Meter) / thickness of the substrate. 		
At the end of the session the learners will be able to:			
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"> • Define knowledge of substrate. • Understand the purpose of quality control • Define importance of grain. 	Multimedia/ White board	60 min
Main Body			
Lecture -do- Group discussion	<p>Brief learners about methods of cleaning of press room</p> <ul style="list-style-type: none"> • Define knowledge of substrate. • Understand the purpose of quality control • Demonstrate how to check grain direction • Define L*a*b* values and ΔE • Characteristics of a printing layout • Describe various printing errors e.g: Ghosting, smudging, Mis-registration etc. • Teach student to read docket carefully • Correct application and understanding of symptoms due to wrongly calibrated equipment 	Learner Guide/ Projector/ White board	1080 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
Total time:			20 hours

Lesson Plan - 2			
Module: 1	Perform Quality Inspection		
Learning Unit: 2	Carryout Publishing Inspection		
Learning Outcome			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> • Check form series. • Check page sequence. • Check folding as per mark. • Check gathering sequence. • Check saddle stitch / thread swing. • Verify Hot glue binding. • Verify title creasing • Verify Title lamination. • Verify Book trimming. 		
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"> • Understand the use of measuring instrument • Describe various post-press publishing activities • Consumable involved in post-press activities 	Multimedia/ White board	120 min
Main Body			
Lecture -do- Group discussion	<p>Brief learners about methods of cleaning of press room</p> <p>Understand the use of measuring instrument</p> <p>Roman and numerical numbering</p> <p>Different gathering techniques and types of book binding</p> <p>Difference between saddle stich and hot glue binding layout</p> <p>Describe cutting, bleeding and content area</p> <p>Teach student to read docket carefully</p> <p>Different types of lamination and their correct application techniques</p> <p>Visual verification of correct gathering, folding, binding, creasing, lamination and trimming</p> <p>Correct application and understanding of symptoms due to wrongly calibrated equipment</p>	Learner Guide/ Projector/ White board	720 min

Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
Total time:			15 hours

Lesson Plan - 3

Module: 1	Perform Quality Inspection		
Learning Unit: 3	Carryout Packaging Inspection		
Learning Outcome	<p>At the end of the session the learners will be able to:</p> <ul style="list-style-type: none"> • Verify die cutting pressure of substrate. • Verify cutting and embossing registration / position. • Verify embossing impression. • Verify Box alignment. • Verify perforation and creasing impression. • Verify lock alignment. • Verify lamination / coating. • Verify Pasting strength. • Verify folded crease quality. • Verify glue viscosity. • Verify cutting test of skillet/unit box. • Verify grain direction as per approved sample. • Verify perforation test (tear test/light passing method) as per instruction • Verify foiling impression as per approved sample. • Verify board moisture value. 		
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"> • Describe types of glue. • Define binding material. • Describe various packaging post-press activities. 	Multimedia/ White board	60 min

Main Body			
Lecture	Brief learners about methods of cleaning of press room	Learner Guide/ Projector/ White board	720 min
-do-	Describe types of glue. Define binding material. Teach student to read docket carefully. Different parts of packaging Skillet box formation Different types of lamination and their correct application Different pasting adhesives and their application		
Group discussion	How to check glue viscosity Grain direction Various techniques for checking perforation Different types of foil roll and their correct application on various substrate types Correct application and understanding of symptoms due to wrongly calibrated equipment		
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
Total time:			15 hours

Lesson Plan - 4

Module: 1	Perform Quality Inspection		
Learning Unit: 4	Maintain Test record		
Learning Outcome			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> • Record Physical Publishing Inspection test results • Record Physical Packaging Inspection test results 		
Methods	Key Notes	Media	Time
Introduction			
Lecture	Introduce the Learning Unit. Motivate the learners to create interest. Tell them about the following learning objectives: <ul style="list-style-type: none"> • Importance of log book recording after every activity 	Multimedia/ White board	60 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room How to fill quality check list. Teach student to read docket carefully Which quality parameter apply to which type of post-press activity Correct application and understanding of symptoms due to wrongly calibrated equipment	Learner Guide/ Projector/ White board	180 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
Total time:			20 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

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

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: Incharge Post Press Operator

Total Duration: 900 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 – Publishing/packaging industry. After successfully achieving the qualification the **Incharge Post press operator** can work in post press sector.

Module	Learning Units	Theory hours	Workplace hours
Module 1: Perform Quality inspection	LU-1 Carryout Printing Inspection LU-2 Carryout Publishing Inspection LU-3 Carryout Packaging Inspection LU-4 Maintain Test record	55 Hrs	195 Hrs
Module 2: Develop Entrepreneur skills	LU-1 Institute/Develop a business plan LU-2 Collect information regarding funding sources LU-3 Develop a marketing plan LU-4 Motivate Team	20 Hrs	30 Hrs
Module 3: Managing a team	LU-1 Facilitate team Development LU-2 Motivate Team LU-3 Monitor team effectiveness	20 Hrs	30 Hrs
Module 4: Plan business activities	LU-1 Plan work activities LU-2 Schedule work activities LU-3 Implement work activities LU-4 Monitor work activities LU-5 Review and evaluate work plans and activities	30 Hrs	20 Hrs
Module 5: Address Basic Customer needs	LU-1 Assist customer to articulate needs LU-2 Satisfy Customer needs LU-3 Manage networks to ensure customer needs are addressed LU-4 Convert customer enquiries into sales	24 Hrs	26 Hrs

Module 6: Manage Human Resources	LU-1 Determine human resource requirements LU-2 Establish productive team relationships LU-3 Monitor Human Resource Management LU-4 Contribute to evaluate human resource practices	25 Hrs	25 Hrs
Module 7: Manage Personal Finance	LU-1 Develop a personal budget LU-2 Develop long term personal budget LU-3 Identify ways to maximize future finances	24 Hrs	26 Hrs
Module 8: Solve Problems pertaining to health and safety	LU-1 Identify a problem LU-2 Determine strategies for a required solution LU-3 Coordinate support services LU-4 Restore order LU-5 Provide leadership direction to the work group	25 Hrs	25 Hrs
Module 9: Develop Business Plan	LU-1 Prepare project management plan LU-2 Develop and evaluate management plan LU-3 Communicate project information LU-4 Contribute to assessing effectiveness of communication	24 Hrs	26 Hrs
Module 10: Apply Information and Communication Skills	LU-1 Contribute to communications planning LU-2 Conduct information-management activities LU-3 Communicate project information LU-4 Contribute to assessing effectiveness of communication	24 Hrs	26 Hrs
Module 11: Perform Color Management	LU-1 Check L*a*b* and density values LU-2 Verify drying parameters	20 Hrs	80 Hrs
Module 12: Develop Layout & Dummy	LU-1 Perform manual sizing and layout LU-2 Instruct Graphic designer for Art Work LU-3 Develop a Dummy	20 Hrs	80 Hrs

TRAINER'S GUIDELINE

Module-1: Perform Quality Inspection

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Carryout Printing Inspection	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Define knowledge of substrate.• Understand the purpose of quality control• Define importance of grain.• Introduction to types of substrate• Demonstrate grain on substrate	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples
LU-2 Carryout Publishing Inspection	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Understand the use of measuring instrument.• Introduction to the measuring Instruments• Describe roman and numerical numbering	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples

<p>LU-3 Carryout Packaging Inspection</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Describe types of glue. • Define binding material. • Demonstrate the correct procedure of glue handling • Demonstrate front-lay and side-lay • Describe types of lamination 	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
<p>LU-4 Maintain Test record</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • How to fill quality check list • Define types of documents for quality checks • Demonstrate the correct procedure of filling documents 	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

Verify printed material from docket

Perform Quality Inspection		
Module: 1	Learning Unit: 1	Carryout Printing inspection
	Practical Description:	Verify the printed material from docket before post-press operation as per press SOP's
Time:	40 Hours	
Equipment	Weighing scale Spectro -densitometer	
Tools	Micrometer Measuring scale Vernier caliper GSM cutter	
PPE	Gloves	
Materials	Printed Paper	
Key Point	Acceptance levels as per job requirement	
Learning Outcome:	<ul style="list-style-type: none"> • Check first final printed sheet for approval. • Verify printed sheet registration. • Verify side-lay and front-lay. • Verify folding marks. • Verify Color variation. • Check dot gain and density • Verify content on printed sheet. • Verify grain direction. • Verify GSM (Gram per Square Meter) / thickness of the substrate. • Proof read the sheet 	
Precautions:	Instrument should be well calibrated	
Instructions		Illustrations

1. Read docket carefully for post-press operation instructions

Annexure A-1	DOCKET (Quality Inspection for Printing)	Name and ID of assesse									
ABC Printing Press		Job Card no. 101									
P.O.No. 6-804	Assigned on: 15 March 2020	Delivery date: 22 March 2020									
Client: PAPCA	Job Type: Booklet										
Quantity: 100	Colors: 4+1										
Pages: 28	Finished Size: 6.5" x 8.5"										
Sheet Size: 12" x 19"	Substrate: A4 Coated (260 GSM)										
Table: Matt Lamination											
PRINTING INSPECTION CHART (to be filled by Assesse)											
Color Check	Color	Registration	Trim Off	RGB Resistance	Trim	Color	Registration	Page Sequence	Color	Substrate	Quality
Special instructions:											
Job Sample: As per provided sample											

2. Inspect dummy carefully



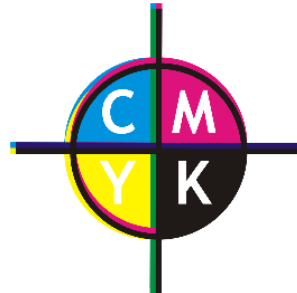
3. Collect a final printed sheet before post-press operation and proof read the sheet.

4. Use GSM cutter to cut out round piece of printed paper and place the cut out piece on weighing scale and compare the result with docket

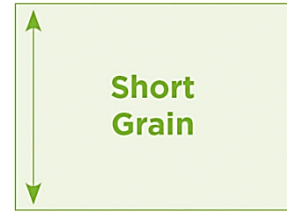


5. Verify registration mark, color bar, cutting marks, bleed area, perforation marks (if any), and folding marks from dummy

6. check the dot gain and density



7. Check grain direction



Practical Activity # 2

Verify post-printed material from docket

Perform Quality Inspection	
Module: 1	Learning Unit: 2
	Carryout Publishing Inspection
Practical Description:	Verify the post-printed material from docket after post-press operation as per press SOP's
Time:	65 Hours
Equipment	n/a
Tools	Measuring scale Vernier caliper
PPE	Gloves
Materials	Post-press product
Key Point	Acceptance levels as per job requirement
Learning Outcome:	<ul style="list-style-type: none"> • Check form series. • Check page sequence. • Check folding as per mark. • Check gathering sequence. • Check saddle stitch / thread swing. • Verify Hot glue binding. • Verify title creasing • Verify Title lamination. • Verify Book trimming.
Precautions:	Environment should be well lit
Instructions	Illustrations

1. Read docket carefully for post-press operation instructions

Annexure A-1		DOCKET (Quality Inspection for Printing)		Name and ID of assesse	
ABC Printing Press				Job Card no.	
				101	
P.O. No.		e-481		Delivery date: 22 March 2020	
Acquired on:		15 March 2020			
Client:		SANGA Booklet			
Quantity:		100			
Colors:		4+4			
Pages:		28			
Finished Size:		5.5" x 8.5"			
Sheet Size:		10" x 15"			
Substrate:		Art Carton (280 GSM)			
Substrate:		Offset Paper (70 GSM)			
Title:		NIST LAMPBOOK			
PRINTING INSPECTION CHART (to be filled by Assesse)					
Color Shift	Color Balance	Registration Off	Risk Resistance	Trim Loss	Other Remarks
Special Instructions:					
Job Sample: 4x per printed sample					

2. Inspect dummy carefully



3. Collect a final product sample from post-press workstation



4. Verify registration, color variance, cutting size, bleeding, perforation (if any), and folding from dummy

5. Check hot glue binding/ saddle stitch binding/ thread binding



6. Verify type and application of lamination on title



Practical Activity # 3

Verify packaging from docket

Module: 1	Perform Quality Inspection	
	Learning Unit: 3	Carryout Packaging Inspection
	Practical Description:	Verify the completed post-press material as per press SOP's
Time:	65 Hours	
Equipment	Paper/board moisture meter Humidity meter	
Tools	Magnifying glass Creasing Matrix chart Din/viscosity cup	
PPE	Gloves Dust mask Safety Goggles	
Materials	Final product	
Key Point	Acceptance levels as per job requirement	
Learning Outcome:	<ul style="list-style-type: none"> • Verify die cutting pressure of substrate. • Verify cutting and embossing registration / position. • Verify embossing impression. • Verify Box alignment. • Verify perforation and creasing impression. • Verify lock alignment. • Verify lamination / coating. • Verify Pasting strength. • Verify folded crease quality. • Verify glue viscosity. • Verify cutting test of skillet/unit box. • Verify grain direction as per approved sample. • Verify perforation test (tear test/light passing method) as per instruction • Verify foiling impression as per approved sample. 	

Precautions: Ensure proper lighting at workplace
Ensure proper calibration of equipment

Instructions

Illustrations

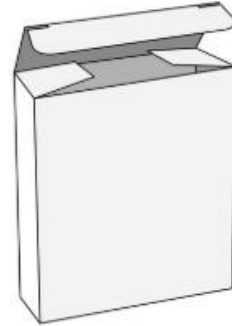
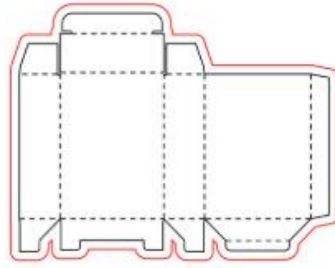
1. Check docket for job description

Annexure A-2	DOCKET (Quality Inspection for Publishing)		Name and ID of assesse						
	ABC Printing Press		Job Card no. 101						
P.O No. 0-102		<table border="1"> <tr> <td colspan="2">Assigned on: 15 March 2020</td> </tr> <tr> <td colspan="2">Client: PAPGAI</td> </tr> </table>			Assigned on: 15 March 2020		Client: PAPGAI		
Assigned on: 15 March 2020									
Client: PAPGAI									
Job Type: Booklet		<table border="1"> <tr> <td colspan="2">Delivery date: 22 March 2020</td> </tr> </table>			Delivery date: 22 March 2020				
Delivery date: 22 March 2020									
Quantity: 100									
Colors: 4+4									
Pages: 20									
Finished Size: 5.5" x 8.5"									
Sheet Size: 12" x 18"									
Substrate: Art Cards (260 GSM)									
Substrate: Offset Paper (70 GSM)									
Binding Type: Saddle stitch									
PUBLISHING INSPECTION CHART (to be filled by Assesse)									
Fold Check	Folding Check	Gathering Check	Title Alignment	Binding Strength	Limination Check	Crease Check	Wire Check	Trimming Check	Size Check
Special instructions:									
Job Sample					As per provided sample				

2. List down check points to be verified



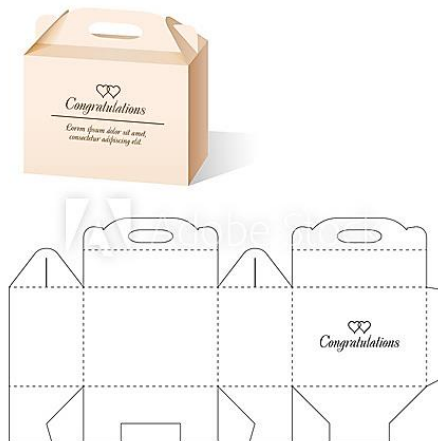
3. Verify die cutting edges and crease on substrate



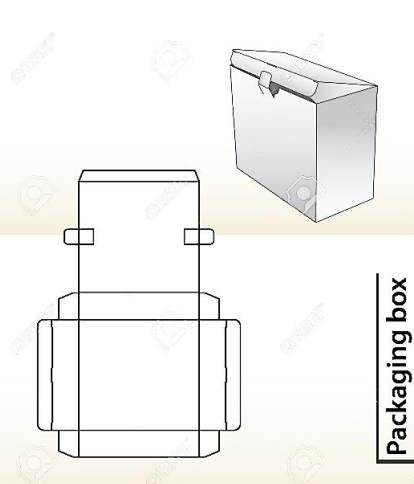


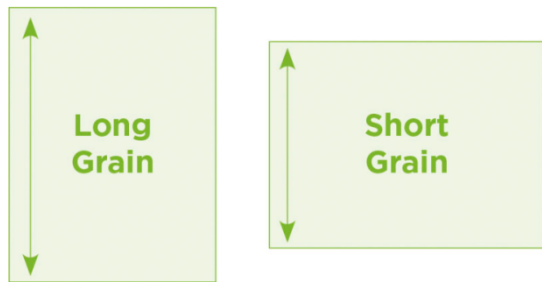
4. Verify cutting and embossing registration / position



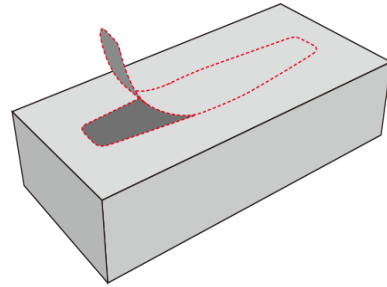
5. Verify Box interlock alignment



#198753506

<p>6. Verify Box shape</p>	
<p>7. Verify lamination / coating</p>	
<p>8. Verify Pasting strength</p>	
<p>9. Verify glue viscosity</p>	<p>N/A</p>
<p>10. Verify grain direction as per approved sample</p>	

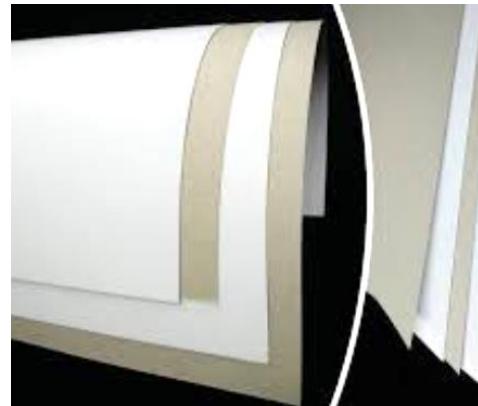
11. Verify perforation test (tear test/light passing method) as per instruction



12. Verify foiling impression as per approved sample



13. Verify moisture value of board delete



14. Check humidity level in the workplace



Practical Activity # 4

Observe and fill logbook as per SOP's

Module: 1	Perform Quality Inspection																																																																																									
	Learning Unit: 4	Maintain Test record																																																																																								
	Practical Description:	Fill the logbook for various post-press procedures as per SOP's																																																																																								
Time:	25 Hours																																																																																									
Equipment	n/a																																																																																									
Tools	Log book																																																																																									
PPE	n/a																																																																																									
Materials	n/a																																																																																									
Key Point	Read form thoroughly before filing																																																																																									
Learning Outcome:	<ul style="list-style-type: none"> Record Physical Publishing Inspection test results Record Physical Packaging Inspection test results 																																																																																									
Precautions:	Ensure proper lighting at workplace Avoid over writing																																																																																									
Instructions		Illustrations																																																																																								
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2. Fill out the following check list after observing the sample



PRINTING INSPECTION CHART (to be filled by Assesse)

Color Shade	Scum	Registration	Set Off	Rub Resistance	Text	Dust	Misprint	Page Sequence	GSM of Substrate	Grain

Special instructions:

Job Sample






As per provided sample




<p>LU-2 Collect information regarding funding sources</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Enlist the available funding sources • Explain how to get loan to start a new business <p>Introduction to the measuring Instruments</p> <p>Describe roman and numerical numbering</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
<p>LU-3 Develop a marketing plan</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain market survey and its tools e.g. questionnaire, interview, observation • Describe the market trends for specific product offering. <p>Demonstrate the correct procedure of glue handling</p> <p>Demonstrate front-lay and side-lay</p> <p>Describe types of lamination</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

Develop a business plan

Develop Entrepreneur Skills		
Module: 2	Learning Unit: 1	Institute/Develop a business plan
	Practical Description:	Make a business for one product or service
Time:	14 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Information being gathered must be reliable and relevant to the market	
Learning Outcome:	<ul style="list-style-type: none"> • Conduct a market survey to collect following information <ul style="list-style-type: none"> ○ Customer /demand ○ Tools, equipment, machinery and furniture with rates ○ Raw material ○ Supplier ○ Credit / funding sources ○ Marketing strategy ○ Market trends ○ Overall expenses ○ Profit margin • Select the best option in terms of cost, service, quality, sales, profit margin, overall expenses • Compile the information collected through the market survey, in the business plan format 	
Precautions:	Carefully assess the collected information	
Instructions		Illustrations

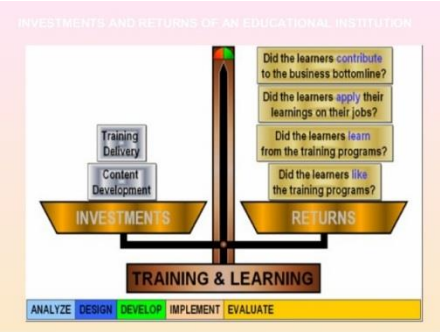



<p>1. Use your personal network and the internet to find out what is the demand and pricing of your product or service</p>	
<p>2. Search for tools and equipment needed to make the product</p>	
<p>3. Search for raw materials required</p>	
<p>4. Search for raw material suppliers</p>	
<p>5. Search for funding sources</p>	

<p>6. Search for labor availability</p>	 A photograph showing several construction workers in a workshop or factory setting. They are wearing blue work clothes and yellow hard hats. They are working on wooden structures, possibly formwork or scaffolding, using tools like hammers and wrenches.
<p>7. Analyze the collected information</p>	 An isometric illustration on a blue background. It features a person sitting at a desk with a laptop, another person standing next to a large 3D pie chart, and various floating data elements like bars and charts, representing data analysis.
<p>8. Make a financial feasibility based on findings</p>	 A close-up photograph of a hand holding a black pen, writing on a piece of lined paper. The paper has some text and checkboxes, suggesting a checklist or a plan.
<p>9. Make a marketing plan based on your findings</p>	

Practical Activity # 2


Search for funding sources available

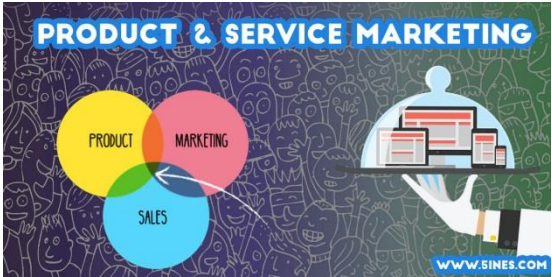


		Develop Entrepreneur Skills	
Module: 2	Learning Unit: 2	Collect information regarding funding sources	
	Practical Description:	Make a business for one product or service	
Time:	4 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Information being gathered must be reliable and relevant to the market		
Learning Outcome:	<ul style="list-style-type: none"> • Identify the available funding sources based on their terms and conditions, maximum loan limit, payback time, interest rate • Choose the best available option according to investment requirement • Prepare documents according to the loan agreement requirement • Include the information of funding sources in the business plan 		
Precautions:	Carefully assess the collected information		
Instructions		Illustrations	
<ol style="list-style-type: none"> 1. Use your personal network and the internet to find out which banks offer business financing 			

<p>2. Search for incubator centers / venture capitalists / investors looking for investment opportunities</p>	
<p>3. When located a good funding source, find out the prerequisite documents</p>	 <p>Prerequisite Icon Covering Document with Pen Requirements</p> <ul style="list-style-type: none"> 01 This icon is OMR suitable content to your needs and contains your business address. 02 This icon is OMR suitable content to your needs and contains your business address. 03 This icon is OMR suitable content to your needs and contains your business address.
<p>4. Complete your funding application with the prerequisite documents and make an official request</p>	
<p>5. Include the funding information in your business plan</p>	

Practical Activity # 3

Develop marketing plan






		Develop Entrepreneur Skills	
Module: 2	Learning Unit: 3	Develop a marketing plan	
	Practical Description:	Make a marketing plan for one product or service	
Time:	6 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Information being gathered must be reliable and relevant to the market		
Learning Outcome:	<ul style="list-style-type: none"> • Make a marketing plan for the business including product, price, placement, promotion, people, packaging and positioning • Include the information of marketing plan in the business plan 		
Precautions:	Carefully assess the collected information		
Instructions		Illustrations	
1. Collect market information through interviews and surveys			

<p>2. Select the best product or service to market based on market information</p>	
<p>3. Settle on a price to be offered to customers based on market information</p>	
<p>4. Select the geographical market where you can offer your product or service</p>	
<p>5. Select communication tools you can use to promote your product or service</p>	

Practical Activity # 4

Role-play team development meeting

Develop Entrepreneur Skills		
Module: 2	Learning Unit: 4	Motivate Team
	Practical Description:	Perform a role-play team development meeting for employee motivation
Time:	6 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Plan how your organization will treat your employees and team members	
Learning Outcome:	<ul style="list-style-type: none"> • Develop positive and constructive relationships with and between team members • Facilitate team communication processes • Involve team members in the following processes, to ensure acceptance and support. <ul style="list-style-type: none"> ○ Examining risks and options ○ Making decisions • Promote coordinated efforts • Determine strengths and weaknesses of team members • Recognize team members' queries and deal with it. 	
Precautions:	Carefully assess the organization culture for HR development	
Instructions		Illustrations

<p>1. Greet all participants and narrate the agenda</p>	
<p>2. Ask for the problems the employees face in daily operations</p>	
<p>3. Ask for viable solutions for each problem</p>	
<p>4. Communicate future organizational HR development plans e.g; trainings and workshops</p>	
<p>5. Ask for feedback on the organizational plan</p>	

TRAINER'S GUIDELINE








Module-3: Managing a team

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Facilitate team Development	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Explain management styles• Describe methods of monitoring performance• Outline the relevant legal requirements• State workplace policies and procedures	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples
LU-2 Motivate Team Monitor	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Describe communication skills	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-3 Team effectiveness	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Outline strategies for dealing effectively with team member complaints or grievances and• Explain team dynamics and facilitation processes• Explain conflict resolution techniques	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples

Practical Activity # 1

Role-play roles and responsibilities distribution meeting






		Manage a team	
Module: 3	Learning Unit: 1	Facilitate team Development	
	Practical Description:	Make a scenario based plan for distribution of roles and responsibilities in the workplace	
Time:	10 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Identify key roles properly		
Learning Outcome:	<ul style="list-style-type: none"> • Identify work requirements, standards and purpose of team members. • Assist team to develop <ul style="list-style-type: none"> ○ Objectives ○ Targets ○ Key performance indicators • Allocate duties as per individual skills • Identify roles, responsibilities and expectations of each team member • Discuss performance expectations to individual team members. 		
Precautions:	Operators must be consulted before assigning responsibilities		
Instructions		Illustrations	

<p>1. Identify project requirements and processes needed</p>	
<p>2. Make a list of employees that will work on the project</p>	
<p>3. Make a tentative distribution of roles and responsibilities</p>	
<p>4. Appoint key personnel for overall safety and monitoring of the project</p>	
<p>5. Discuss roles and responsibilities with each personnel to get their feedback</p>	
<p>6. Decide key deliverables and key performance indicators for each role</p>	
<p>7. Finalize plan and share with all team members to avoid confusion during operation</p>	

Practical Activity # 2

Role-play employee meeting before starting a project

		Manage a team	
Module: 3	Learning Unit: 2	Motivate Team	
	Practical Description:	Make a scenario based meeting where employees are being handed over a new project	
Time:	10 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Identify key roles properly		
Learning Outcome:	<ul style="list-style-type: none"> • Develop positive and constructive relationships with and between team members • Facilitate team communication processes • Involve team members in the following processes, to ensure acceptance and support. <ul style="list-style-type: none"> ○ examining risks and options ○ making decisions • Promote coordinated efforts • Determine strengths and weaknesses of team members • Recognize team members' queries and deal with it. 		
Precautions:	Operators must be consulted before assigning responsibilities		
Instructions		Illustrations	

<p>1. Develop positive and constructive relationships with and between team</p>	
<p>2. Facilitate team communication processes</p>	
<p>3. Involve team members in examining risks and options</p>	
<p>4. Involve team members in making decisions</p>	
<p>5. Promote coordinated efforts</p>	

6. Determine strengths and weaknesses of team members



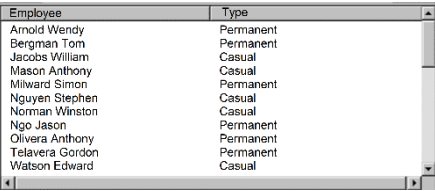
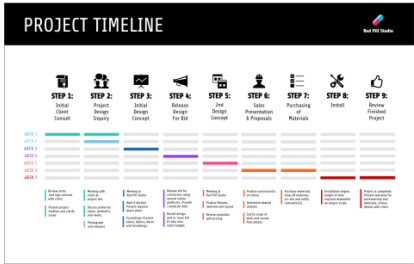




7. Recognize team members' queries and deal with it



Practical Activity # 3

Role-play employee meeting before starting a project

		Manage a team	
Module: 3	Learning Unit: 3	Monitor team effectiveness	
	Practical Description:	Make a scenario based meeting where employees are being evaluated on performance criterion	
Time:	10 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Workplace policies should be coherent with employee temperament and working procedures		
Learning Outcome:	<ul style="list-style-type: none"> • Monitor the implementation of work plan according to workplace policies and procedures. • Monitor performance against defined performance criteria • Support team in identifying and resolving problems • Consult team members in any review and revision of team objectives and goals. • Address performance issues which cannot be rectified within the team to appropriate personnel according to employer policy. • Address concerns of team members • Keep team members informed about <ul style="list-style-type: none"> ○ Changes in prioritized assignments ○ Policies • Monitor team operations 		
Precautions:	Operators must be consulted for developing performance indicators		
Instructions		Illustrations	

<p>1. List down employees that worked on the project</p>	 <table border="1"> <thead> <tr> <th>Employee</th> <th>Type</th> </tr> </thead> <tbody> <tr><td>Arnold Wendy</td><td>Permanent</td></tr> <tr><td>Bergman Tom</td><td>Permanent</td></tr> <tr><td>Jacobs William</td><td>Casual</td></tr> <tr><td>Mason Anthony</td><td>Casual</td></tr> <tr><td>Milward Simon</td><td>Permanent</td></tr> <tr><td>Nguyen Stephen</td><td>Casual</td></tr> <tr><td>Norman Winston</td><td>Casual</td></tr> <tr><td>Ngo Jason</td><td>Permanent</td></tr> <tr><td>Olivera Anthony</td><td>Permanent</td></tr> <tr><td>Telavera Gordon</td><td>Permanent</td></tr> <tr><td>Watson Edward</td><td>Casual</td></tr> </tbody> </table>	Employee	Type	Arnold Wendy	Permanent	Bergman Tom	Permanent	Jacobs William	Casual	Mason Anthony	Casual	Milward Simon	Permanent	Nguyen Stephen	Casual	Norman Winston	Casual	Ngo Jason	Permanent	Olivera Anthony	Permanent	Telavera Gordon	Permanent	Watson Edward	Casual
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<p>2. List down project deliverables and timelines that were executed</p>																									
<p>3. Take feedback from workers whose deliverables were late</p>																									
<p>4. Take note of any safety violations and make policies so that they are not repeated</p>																									
<p>5. Take note of process bottlenecks and ensure that they are not repeated</p>																									
<p>6. Analyze employee performance against KPIs</p>																									
<p>7. Finalize analysis and ask employees for feedback</p>																									

TRAINER'S GUIDELINE

Module-4: Plan business activities

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Plan work activities	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Organizing • Planning • Presentation skills • Team work and consultation strategies <p>Describe steps of planning and people involved in planning</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-2. Schedule work activities	<p>Teach the learner the following learning elements through lecture:</p> <p>Outline the organization's:</p> <ul style="list-style-type: none"> • Strategic plan • Policies rules and regulations • Laws and objectives for work unit activities and priorities <p>Introduction to vision and mission of an organization.</p> <p>Describe the importance of regulations in workplace</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-3. Implement work activities	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Sharing information • Listening and understanding • Negotiation • Facilitation and team collaboration. 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

<p>LU-4. Monitor work activities</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain the ways of conducting team meetings • Explain team dynamics and facilitation processes 	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
<p>LU-5. Review and evaluate work plans and activities</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • List down motivation skills • Outline organization's policies, strategic plans, guidelines related to the role of the work unit 	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

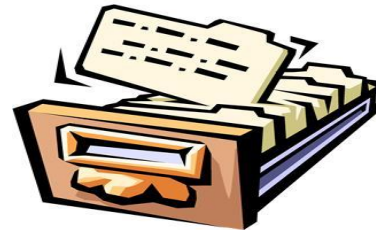
Role-play for planning a shift based on priorities and workflow

		Plan business activities	
Module: 4	Learning Unit: 1	Plan work activities	
	Practical Description:	Perform role-play activity in which participants will plan a shift at a printing press by consultation amongst themselves	
Time:	4 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Proper consultation should be done from various workstation operators before deciding on workload		
Learning Outcome:	<ul style="list-style-type: none"> • Determine work objectives in line with organizational goals within set time frames • Establish work activity priorities and deadlines in consultation with others • Identify team roles and responsibilities • Assess resource implications of the work activities 		
Precautions:	Workload should be distributed on the basis of efficient running speeds of various workstations.		
Instructions		Illustrations	

1. Determine work objectives in line with organizational goals within set time frames.

HOURLY TRACKING		Process Auditor:		Work Cell:	
Date:		Process Technician:		Team Members:	
Hour	Parts Per Hour				Comments
	Plan	Actual	Scrap Totals	Verified	
1st SHIFT	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
2nd SHIFT	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
3rd SHIFT	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

2. Establish work activity priorities and deadlines in consultation with others



3. Identify team roles and responsibilities








4. Assess resource implications of the work activities



Practical Activity # 2


Role-play for scheduling activities in a shift based on priorities and workflow

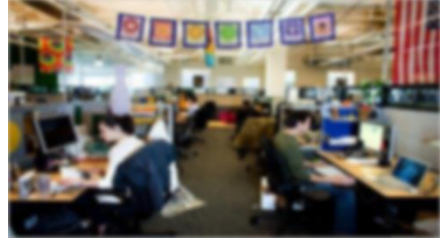

		Plan business activities	
Module: 4	Learning Unit: 2	Schedule work activities	
	Practical Description:	Perform role-play activity in which participants will schedule a shift on various workstations at a printing press by consultation amongst themselves	
Time:	4 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Proper consultation should be done from various workstation operators before deciding on workload		
Learning Outcome:	<ul style="list-style-type: none"> • Schedule work tasks • Coordinate schedule of work activities with personnel concerned 		
Precautions:	Workload should be distributed on the basis of efficient running speeds of various workstations.		
Instructions		Illustrations	
1. Verify workstation / personnel availability			
2. Consult workstation personnel/ supervisors for efficient working speed and downtimes for each workstation			

<p>3. Distribute shift time into job times for each stations considering inputs and output time for each workstation</p>	 <p>The illustration shows a calendar with a red header labeled 'work shifts' and a grid of colored squares. Next to it is a blue clock icon. To the right, a large white clock face is surrounded by four stylized human figures in blue, green, yellow, and orange, each walking in a different direction, symbolizing shift rotation.</p>
<p>4. Share and review the plan with team</p>	 <p>A man in a dark suit stands in a white room, pointing at a wall covered in various business diagrams, charts, and icons. The diagrams include bar graphs, pie charts, and flowcharts, representing a complex plan or strategy.</p>
<p>5. Set (Key performance Indicator) KPIs and shift-end objectives as per plan</p>	 <p>The illustration shows a 'KEY PERFORMANCE INDICATOR' dashboard. It features a grid of eight colored boxes, each with an icon and a label: STRATEGY (green), PERFORMANCE (red), OPTIMIZATION (yellow), SUCCESS (orange), MEASUREMENT (grey), EVALUATION (green), OBJECTIVE (blue), and TEST (purple). The text 'KEY PERFORMANCE INDICATOR' is prominently displayed in the center.</p>

Practical Activity # 3

Role-play with glue binding operator for efficient working speed






		Plan business activities	
Module: 4	Learning Unit: 3	Implement work activities	
	Practical Description:	Two participants will role-play as supervisor and operator to determine efficient working speed of a glue binding operation	
Time:	4 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	Flip Chart Pen Pencil Paper Note book		
Key Point	Supervisor should be aware of the production capacity for each workstation		
Learning Outcome:	<ul style="list-style-type: none"> Identify work methods and practices in consultation with personnel concerned. Implement work plans in accordance with set time frames, resources and standards. Conduct work within established workplace policies and the business goals of the workplace 		
Precautions:	Always keep safety net from the operators narrated production capacity		
Instructions		Illustrations	
1. Identify objectives			

<p>2. Consult workstation personnel/ supervisors for efficient working speed and downtimes for each workstation</p>	
<p>3. Distribute shift time into job times for each stations considering inputs and output time for each workstation</p>	
<p>4. Share and review the plan with team</p>	
<p>5. Set (Key performance Indicator) KPIs and shift-end objectives as per plan</p>	

Practical Activity # 4

Analyze operation reports

Plan business activities					
Module: 4	<table border="1"> <tr> <td>Learning Unit: 4-5</td> <td> Monitor work activities Review and evaluate work plans and activities </td> </tr> <tr> <td>Practical Description:</td> <td>Read and evaluate various operation report of each workstation</td> </tr> </table>	Learning Unit: 4-5	Monitor work activities Review and evaluate work plans and activities	Practical Description:	Read and evaluate various operation report of each workstation
	Learning Unit: 4-5	Monitor work activities Review and evaluate work plans and activities			
	Practical Description:	Read and evaluate various operation report of each workstation			
Time:	8 Hours				
Equipment	n/a				
Tools	n/a				
PPE	n/a				
Materials	Flip Chart Pen Pencil Paper Note book				
Key Point	Supervisor should be aware of the production capacity for each workstation				
Learning Outcome:	<ul style="list-style-type: none"> • Monitor work activities and compare with set objectives. • Monitor work performance • Report and coordinate deviations from work activities with appropriate personnel and in accordance with set standards. • Compile reporting requirements with in accordance with recommended format. • Maintain files in accordance with standard operating procedures. • Review work plans, strategies and implementation based on accurate, relevant and current information. • Base the review on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback. • Get the feedback to identify and develop ways to improve competence within available opportunities. 				
Precautions:	Always keep safety net from the operators narrated production capacity				
Instructions	Illustrations				

<p>1. Identify organizational goals</p>	
<p>2. Collect various workstation reports and analyze them for efficient working procedures</p>	
<p>3. Find operational bottlenecks</p>	
<p>4. Make operational plan to remove bottlenecks and smooth process</p>	<p>OPERATIONAL PLAN Operational Planning & Control</p> 
<p>5. Share and review the plan with team</p>	
<p>6. Set (Key performance Indicator) KPIs and new organization objectives as per plan</p>	 <p>KEY PERFORMANCE INDICATOR</p>

TRAINER'S GUIDELINE




Module-5: Address Basic Customer needs

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Assist customer to articulate needs	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain organizational procedures and standards for establishing and maintaining customer service relationships • Introduction to types of substrate • Demonstrate grain on substrate 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-2. Satisfy Customer needs	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Describe informed consent. • Describe ways to establish effective regular communication with customers • Introduction to the measuring Instruments • Describe roman and numerical numbering 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-3. Manage networks to ensure customer needs are addressed	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain consumer rights and responsibilities • Demonstrate the correct procedure of glue handling • Demonstrate front-lay and side-lay • Describe types of lamination 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1


Make CRM strategy



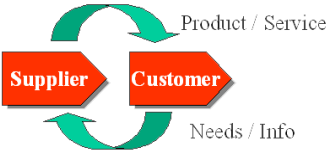

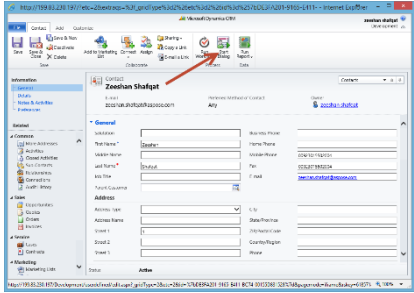

Address Basic Customer needs					
Module: 5	<table border="1"> <tr> <td>Learning Unit: 1-2</td> <td> Assist customer to articulate needs Satisfy Customer needs </td> </tr> <tr> <td>Practical Description:</td> <td>Make new CRM strategy for your organization according to organizational goals</td> </tr> </table>	Learning Unit: 1-2	Assist customer to articulate needs Satisfy Customer needs	Practical Description:	Make new CRM strategy for your organization according to organizational goals
	Learning Unit: 1-2	Assist customer to articulate needs Satisfy Customer needs			
	Practical Description:	Make new CRM strategy for your organization according to organizational goals			
Time:	12 Hours				
Equipment	n/a				
Tools	n/a				
PPE	n/a				
Materials	n/a				
Key Point	Distinction must be made between quality and quantity of customers				
Learning Outcome:	<ul style="list-style-type: none"> • Ensure customer needs are fully explored, understood and agreed • Explain and match available services and products to customer needs • Identify and communicate rights and responsibilities of customers to the customer as appropriate • Explain possibilities for meeting customer needs • Assist customers to evaluate service and/or product options to satisfy their needs • Determine and prioritize preferred actions • Identify potential areas of difficulty in customer service delivery • Take appropriate actions in a positive manner 				
Precautions:	Before starting a new customer relationship we must understand their business practices				
Instructions	Illustrations				

<p>1. Understand organizational vision, mission and objectives</p>	
<p>2. Survey current customers for discrepancies and feedback</p>	
<p>3. Explore possibilities of operational expansion based on customer feedback</p>	
<p>4. Re-write customer contracts based on new services and products</p>	

Practical Activity # 2

Role-play as service provider and long term customer


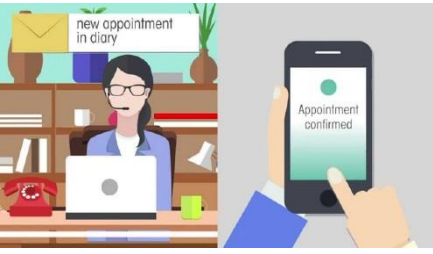




		Address Basic Customer needs	
Module: 5	Learning Unit: 3	Manage networks to ensure customer needs are addressed	
	Practical Description:	Perform a role-play activity among students to interview a long term customer for feedback	
Time:	6 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Sensitive information about customer business must not be discussed		
Learning Outcome:	<ul style="list-style-type: none"> • Establish effective regular communication with customers • Obtain customer feedback about the products/services rendered • Ensure referrals are based on the matching of the assessment of customer needs and availability of products and services • Maintain records of customer interaction in accordance with organizational procedures 		
Precautions:	Future organization plans must only be shared with potential customer for feedback		
Instructions		Illustrations	
1. Analyze customer history/records before starting the interview			

<p>2. Greet the customer well and minimize small talk</p>	 <p>www.shutterstock.com • 402366421</p>
<p>3. Ask the customer about current services and products and their feedback on each of them</p>	
<p>4. Ask the customer for the management personnel feedback</p>	
<p>5. Ask the customer about the other suppliers they are working with</p>	
<p>6. Why customer prefer one supplier over the other</p>	
<p>7. Record interview answers in CRM documents</p>	
<p>8. Review CRM documents and consult them when planning annual organizational objectives</p>	

Practical Activity # 3

Role playing activity

Address Basic Customer needs		
Module: 5	Learning Unit: 4	Convert customer enquiries into sales
	Practical Description:	Role playing activity pitching new product and services to a potential customer
Time:	8 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	The potential customer must have a need for our product	
Learning Outcome:	<ul style="list-style-type: none"> • use information accessed from the customer relationship management (CRM) system to identify any needs • identify suitable products/services to meet needs • make convincing sales pitches to customers following standard scripts • handle customer queries, objections and rebuttals following standard scripts • adapt approach according to the customer preferences • Report issues to concerned authorities • Obtain customer's financial information as per organization policy • Complete post-sales procedures to complete sales 	
Precautions:	Information requested from the potential customer should not be confidential	
Instructions		Illustrations

<p>1. Use your professional network to find out potential customers</p>	
<p>2. Book an appointment at least 2 days in advance with relevant personnel</p>	
<p>3. Prepare in an organizational introduction including product and services offered and current customer list</p>	
<p>4. Ask for problems that are faced in post-press operations</p>	
<p>5. Propose how your product and services can help them overcome their problems</p>	
<p>6. Prepare feasibility plan for the new customer</p>	


TRAINER'S GUIDELINE




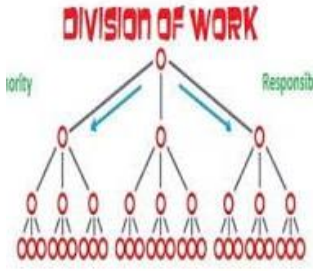


Module-6: Manage Human Resources

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Determine human resource requirements	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> Identify alternative project personnel engagement options 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-2. Establish productive team relationships	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> Explain job design principles and work breakdown structures Describe learning and development approaches that can be incorporated into project life cycle 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-3. Monitor Human Resource Management	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> List methods for skills analysis 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-4. Contribute to evaluate human resource practices	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> Identify and describe project roles, responsibilities and reporting requirements for human resources. 	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

Role-play activity for work breakdown meeting





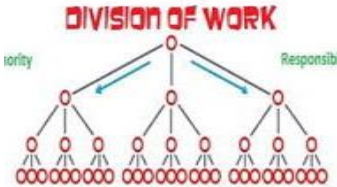

Module: 6	Manage Human Resources	
	Learning Unit: 1	Determine human resource requirements
	Practical Description:	Perform a role-play activity performing work breakdown meeting
Time:	06 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Projects should be prioritized based on organizational requirements	
Learning Outcome:	<ul style="list-style-type: none"> • Analyze work breakdown structure to determine human resource requirements • Prepare a skills analysis of project personnel against project task requirements • Assist in assigning responsibilities for achieving project deliverables 	
Precautions:	Project timeline must be strictly followed	
Instructions		Illustrations
<p>1. Evaluate project brief and related documents</p>		

<p>2. Make project tasks and associated timelines</p>	 <p>The image shows a Gantt chart titled "Project Timeline" with five columns representing weeks. Each week has a header with "WEEK 1" through "WEEK 5" and a sub-header with "Lower priority tasks" and "Higher priority tasks". Below the weeks, five tasks are listed: TASK 1, TASK 2, TASK 3, TASK 4, and TASK 5. Each task has a horizontal bar indicating its duration across the weeks. TASK 1 spans weeks 1-2, TASK 2 spans weeks 2-3, TASK 3 spans weeks 3-4, TASK 4 spans weeks 1-2, and TASK 5 spans weeks 4-5.</p>
<p>3. Assess resource requirements</p>	 <p>The illustration depicts a desk with a lightbulb on the left, a flask in a beaker on a stand in the center, and a briefcase on the right. A hand is shown holding the handle of the briefcase, suggesting the gathering or assessment of resources.</p>
<p>4. Determine budgetary requirements</p>	 <p>The image shows a document with the word "BUDGET" at the top and several lines of text below. To the right of the document is a large, bold question mark, indicating uncertainty or a need to determine budgetary requirements.</p>
<p>5. Create work divisions and subdivisions based on the collected information</p>	 <p>The diagram is titled "DIVISION OF WORK" in red. It shows a hierarchical structure starting with a single root node at the top. This root node branches into three intermediate nodes. The leftmost intermediate node is labeled "Priority" and the rightmost is labeled "Responsibility". Each of these three intermediate nodes further branches into three smaller nodes, resulting in a total of nine leaf nodes at the bottom level. Each leaf node is represented by a small circle with a series of lines extending downwards, suggesting further subdivision or tasks.</p>
<p>6. Share deliverables and sub-deliverables with project team</p>	 <p>The illustration shows a man in a light blue shirt standing and presenting to a group of people. He is pointing towards a large screen or whiteboard that displays a project plan with various boxes and arrows. The audience, including a woman in a red top and a man in a light blue shirt, are looking at the screen and some have their hands raised, indicating an interactive session.</p>
<p>7. Consult with all relevant parties prior to finalizing draft plan, make changes as appropriate</p>	 <p>This illustration is identical to the one in the previous row, showing a man presenting a project plan to a team. It represents the consultation phase where the draft plan is shared and feedback is gathered.</p>

Practical Activity # 2

Role-play activity for day meeting

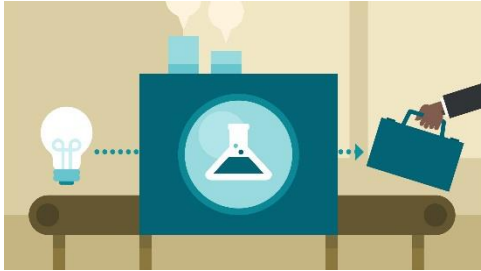



		Manage Human Resources
Module: 6	Learning Unit: 2	Establish productive team relationships
	Practical Description:	Perform a role-play activity performing a production meeting at day-end
Time:	06 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Meeting agenda must be carefully defined	
Learning Outcome:	<ul style="list-style-type: none"> • Actively seek views and opinions of team members during task planning and implementation • Promote cooperation and effective activities, goals and relationships within team • Communicate with others using styles and methods appropriate to organizational standards, group expectations and desired outcomes • Communicate information and ideas to others in a logical, concise and understandable manner • Regularly seek feedback on nature and quality of work relationships, and use feedback as basis for own improvement and development 	
Precautions:	Meeting times must be strictly followed	

Instructions	Illustrations
<p>1. Ask participants for views and opinions of team members on planning and implementation</p>	
<p>2. Reinforce cooperation and effectiveness within team</p>	
<p>3. Communicate with team using styles and methods appropriate to organizational standards, group expectations and desired outcomes</p>	
<p>4. Communicate information and ideas to others in a logical, concise and understandable manner</p>	
<p>5. Create work divisions and subdivisions based on the collected information</p>	
<p>6. Collect feedback 7. Finalize plan</p>	

Practical Activity # 3

Role-play activity for human resource planning for a project

Manage Human Resources					
Module: 6	<table border="1"> <tr> <td>Learning Unit: 3-4</td> <td> Monitor Human Resource Management Contribute to evaluate human resource practices </td> </tr> <tr> <td>Practical Description:</td> <td>Perform a role-play activity where human resources are being planned for a project</td> </tr> </table>	Learning Unit: 3-4	Monitor Human Resource Management Contribute to evaluate human resource practices	Practical Description:	Perform a role-play activity where human resources are being planned for a project
	Learning Unit: 3-4	Monitor Human Resource Management Contribute to evaluate human resource practices			
	Practical Description:	Perform a role-play activity where human resources are being planned for a project			
Time:	13 Hours				
Equipment	n/a				
Tools	n/a				
PPE	n/a				
Materials	n/a				
Key Point	Meeting agenda must be carefully defined				
Learning Outcome:	<ul style="list-style-type: none"> • Monitor work of project personnel as per assignment • Review skill levels against allocated tasks • Recommend solutions, where required • Advise others within delegated authority when assigned responsibilities are not met by project personnel • Undertake work in a multi-disciplinary environment according to established human resource management practices • Resolve conflict within delegated authority according to agreed dispute-resolution processes • Assist in offering human resource development opportunities to individuals with skill gaps 				
Precautions:	Meeting times must be strictly followed				
Instructions	Illustrations				

<p>1. Analyze project details and deliverables</p>																									
<p>2. Make a list of employees and human resource availability</p>	<table border="1"> <thead> <tr> <th>Employee</th> <th>Type</th> </tr> </thead> <tbody> <tr><td>Arnold Wendy</td><td>Permanent</td></tr> <tr><td>Bergman Tom</td><td>Permanent</td></tr> <tr><td>Jacobs William</td><td>Casual</td></tr> <tr><td>Mason Anthony</td><td>Casual</td></tr> <tr><td>Milward Simon</td><td>Permanent</td></tr> <tr><td>Nguyen Stephen</td><td>Casual</td></tr> <tr><td>Norman Winston</td><td>Casual</td></tr> <tr><td>Ngo Jason</td><td>Permanent</td></tr> <tr><td>Olivera Anthony</td><td>Permanent</td></tr> <tr><td>Telavera Gordon</td><td>Permanent</td></tr> <tr><td>Watson Edward</td><td>Casual</td></tr> </tbody> </table>	Employee	Type	Arnold Wendy	Permanent	Bergman Tom	Permanent	Jacobs William	Casual	Mason Anthony	Casual	Milward Simon	Permanent	Nguyen Stephen	Casual	Norman Winston	Casual	Ngo Jason	Permanent	Olivera Anthony	Permanent	Telavera Gordon	Permanent	Watson Edward	Casual
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Watson Edward	Casual																								
<p>3. Make a list of tentative job and workstation placement</p>																									
<p>4. Consult supervisors and operators for the best possible solutions</p>																									
<p>5. Finalize plan</p>																									
<p>6. Share plan with team members</p>																									
<p>7. Put the plan in writing</p>																									

TRAINER'S GUIDELINE

Module-7: Manage Personal Finance

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Develop a personal budget	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Explain the abilities to plan and organize to keep records and monitor a personal budget• Describe abilities to set and review goals	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples
LU-2. Develop long term personal budget	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Explain basic financial management and record keeping to enable development and management of a personal budget• Describe benefits of financial goal setting and personal budgeting to enable effective management of personal finances	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples
LU-3. Identify ways to maximize future finances	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">• Outline numeracy skills to compare income and expenditure	Classroom Press room lab/ industry	Learner's Guide/ Hand Outs Visuals Samples

Practical Activity # 1

Prepare a monthly financial budget

Manage Personal Finance	
Module: 7	Learning Unit: 1-3 Develop a personal budget Develop long term personal budget Identify ways to maximize future finances
	Practical Description: Prepare a monthly budget highlighting income and expenses
Time:	26 Hours
Equipment	n/a
Tools	n/a
PPE	n/a
Materials	n/a
Key Point	It is imperative that there is a budget surplus otherwise bankruptcy is eminent
Learning Outcome:	<ul style="list-style-type: none"> • Calculate current living expenses using available information to prepare a personal budget. • Keep a record of all income and expenses for a short period of time to help estimate ongoing expenses. • Subtract total expenses from total income to determine a surplus or deficit budget for the specified period. • Find reasons for a deficit budget and ways to reduce expenditure identified. • Identify ways to increase income • Analyze income and expenditure and set long term personal financial goals. • Develop a long-term budget based on the outcomes of short-term budgeting. • Identify obstacles that might affect the business • Formulate a regular savings plan based on budget • Determine sources to maximize personal income, • Get further education or training to maintain or improve future income. • Identify the need for debt to finance living and other expenses,

	<ul style="list-style-type: none"> • Determine the appropriate levels of debt and repayment. • Consolidate existing debt, where possible, to minimize interest costs and fees. • Seek professional money management services.
Precautions:	Collect information diligently to avoid miscalculation
Instructions	Illustration
1. Set savings goal	
2. Collect data from income sources note down all after tax incomes	
3. Collect data from all expense sources	
4. Analyze data carefully, keeping in mind net and gross payments	
5. Subtract the total expenses from total income to get the savings	
6. Determine if the savings are as per planned	
7. Implement budgetary changes to increase savings	

TRAINER'S GUIDELINE

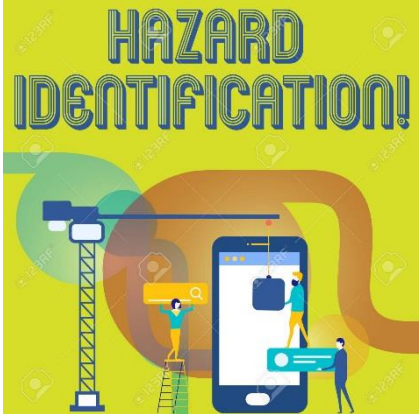
Module-8: Solve Problems pertaining to health and safety

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Identify a problem	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain organization's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders covered in the range of variables 	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-2. Determine strategies for a required solution	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Describe teamwork principles and strategies 	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-3. Coordinate support services	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Explain organization's management and accountability systems 	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-4. Restore order	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Outline the principles of effective communication 	Classroom	Learner's Guide/ Hand Outs Visuals Samples

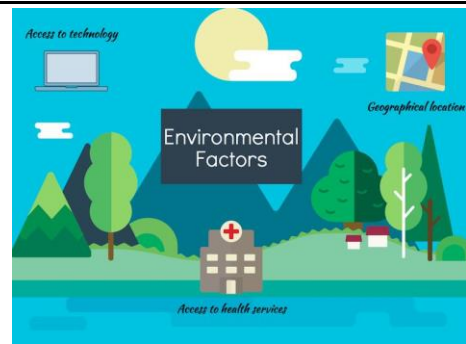
LU-5. Provide leadership direction to the work group	Teach the learner the following learning elements through lecture: <ul data-bbox="564 264 1018 405" style="list-style-type: none">• Outline the guidelines for use of equipment and technology• Explain code of conduct	Classroom	Learner's Guide/ Hand Outs Visuals Samples
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Practical Activity # 1

Identify a problem in workplace

	Solve Problems pertaining to health and safety	
Module: 8	Learning Unit: 1	Identify a problem
	Practical Description:	Make a scenario based safety plan
Time:	05 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Distinguish between problems and symptoms	
Learning Outcome:	<ul style="list-style-type: none"> • Probe the problem to find the root cause. • Follow logic steps in understanding root cause • Analyze potential solutions. • Take initiative which help to solve problems 	
Precautions:	Operators must be consulted before assigning responsibilities	
Instructions		Illustrations
<ol style="list-style-type: none"> 1. Identify what kind of hazards does the workstation entails 		

2. Sketch out the worst case scenario where all the environmental factors have gone wrong



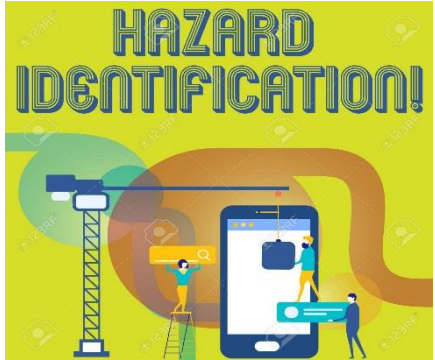
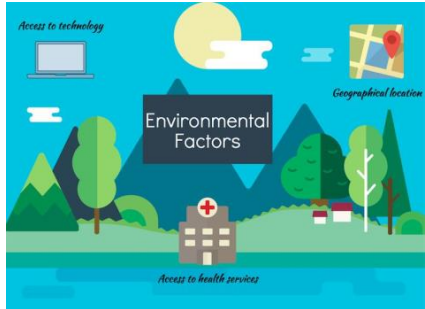



3. Make policy changes to reduce the number of safety based instances



Practical Activity # 2

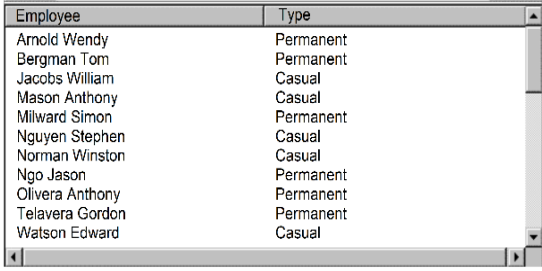
Make scenario based safety action plan

	Solve Problems pertaining to health and safety	
Module: 8	Learning Unit: 2	Determine strategies for a required solution
	Practical Description:	Make a scenario based safety action plan for a workstation
Time:	05 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Employees must be well trained for emergency situations	
Learning Outcome:	<ul style="list-style-type: none"> • Analyze all aspects of the incident for degree of <ul style="list-style-type: none"> ○ Hazard ○ Priorities ○ Optional outcomes ○ Appropriate strategies • Find strategies for the needed solution of the incident • Identify priorities on the incident sought from a range of sources • Asses objectives with available resources • Assess priorities with available resources • Apply a range of communication techniques to maintain contact with the key people • Resolve the conflict 	
Precautions:	Human life is the most important resource to protect in an emergency situation	
Instructions		Illustrations

<p>1. Identify what kind of hazards does the workstation entails</p>	
<p>2. Sketch out the worst case scenario where all the environmental factors have gone wrong</p>	
<p>3. Find out what safety equipment can save operator from the hazards identified</p>	
<p>4. Identify emergency situation roles</p>	
<p>5. Identify assembly points, emergency exits and evacuation plans in case of an incident</p>	

Practical Activity # 3

Develop an emergency plan

Module: 8	Solve Problems pertaining to health and safety																									
	Learning Unit: 3	Coordinate support services																								
	Practical Description:	Make an emergency plan with defined roles for each personnel																								
Time:	05 Hours																									
Equipment	n/a																									
Tools	n/a																									
PPE	n/a																									
Materials	n/a																									
Key Point	Emergency situations should be well rehearsed to reduce panic																									
Learning Outcome:	<ul style="list-style-type: none"> • Assess the need for support services in terms of the determined strategies and priorities • Negotiate the resources of support services according to established procedures • Assign responsibilities according to expertise 																									
Precautions:	All safety roles must be well defined to avoid confusion																									
Instructions		Illustrations																								
1. Create a list of employees which can think fast on their feet		 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Employee</th> <th style="text-align: left;">Type</th> </tr> </thead> <tbody> <tr><td>Arnold Wendy</td><td>Permanent</td></tr> <tr><td>Bergman Tom</td><td>Permanent</td></tr> <tr><td>Jacobs William</td><td>Casual</td></tr> <tr><td>Mason Anthony</td><td>Casual</td></tr> <tr><td>Milward Simon</td><td>Permanent</td></tr> <tr><td>Nguyen Stephen</td><td>Casual</td></tr> <tr><td>Norman Winston</td><td>Casual</td></tr> <tr><td>Ngo Jason</td><td>Permanent</td></tr> <tr><td>Olivera Anthony</td><td>Permanent</td></tr> <tr><td>Telavera Gordon</td><td>Permanent</td></tr> <tr><td>Watson Edward</td><td>Casual</td></tr> </tbody> </table>	Employee	Type	Arnold Wendy	Permanent	Bergman Tom	Permanent	Jacobs William	Casual	Mason Anthony	Casual	Milward Simon	Permanent	Nguyen Stephen	Casual	Norman Winston	Casual	Ngo Jason	Permanent	Olivera Anthony	Permanent	Telavera Gordon	Permanent	Watson Edward	Casual
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Watson Edward	Casual																									

2. Assign roles to each employee according to their location in the workplace








3. Ensure all employees are well trained for any emergency situation



Practical Activity # 4

Role-play an incident follow-up meeting

	Solve Problems pertaining to health and safety	
Module: 8	Learning Unit: 4-5	Restore order Provide leadership direction to the work group
	Practical Description:	Perform a role-play for a meeting where an incident in the workplace is being reported
	Time:	10 Hours
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	All incidences should be documented for future references	
Learning Outcome:	<ul style="list-style-type: none"> • Observe that the situation after the incident solution is normalized • Take proactive action to avoid the incident to the possible extent • Communicate accurate reports of the incident and its correction to the authorities • Review the incident • evaluate the incident • Evaluate the organizational response • Report it accurately on time • Link group functions with organizational goals • Participate in decision making routinely to: <ul style="list-style-type: none"> ○ Develop the work of the group ○ Allocate responsibilities where appropriate • Give opportunities to the work group for encouragement • Give opportunities to ensure innovative practices in the work group • Identify conflict • Resolve with minimum disruption to work group function • Empower the work group where necessary • Requirement of the tasks 	
Precautions:	Information provided verbally must be followed up to find negligence	
Instructions		Illustrations

<p>1. Greet all participants and narrate the agenda.</p>	 <p>An illustration of a group of people sitting around a table in a meeting. A speech bubble from one person says, "Please introduce yourself to us". Another speech bubble from a person named Jack says, "Hi I am Jack and I put my shoes on while sleeping..". The background has snowflake icons.</p>
<p>2. Ask for the employee's physical and mental health</p>	 <p>A photograph showing a person standing at the front of a room, addressing a group of people seated at tables. The person is wearing a dark jacket and a yellow scarf.</p>
<p>3. Report the incident and the root cause</p>	 <p>A close-up photograph of a person's hands filling out a form titled "Incident Injury Report Form". The form has various sections and checkboxes. The person is wearing a white sweater.</p>
<p>4. Inculcate policies do that negligence is not repeated</p>	 <p>An illustration of a clipboard with a document titled "Policies". The document has several lines of text. A yellow highlighter and a blue pen are on the clipboard. The background is a wooden surface.</p>
<p>5. Ask for feedback on the new responsibilities</p>	 <p>An illustration featuring three smiley faces: a green one with a wide smile, a blue one with a neutral expression, and a pink one with a sad expression. Below the faces, the word "FEEDBACK" is written in blue, stylized capital letters.</p>

TRAINER'S GUIDELINE

Module-9: Develop Business Plan


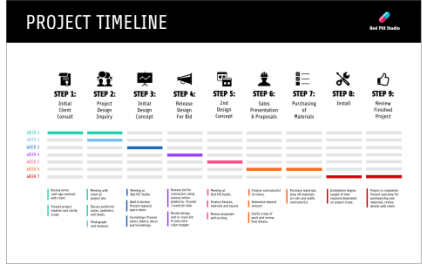




Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Prepare project management plan	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Explain the key attributes of common telecommunications applications and related equipment• Identify and evaluate the connections to carrier infrastructure or equipment• Identify current legislation relating to the design of installation of telecommunications equipment and connection to carrier services	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-2. Develop and evaluate management plan	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Outline work health and safety (whs) issues that need to be built into a plan, with consideration of:<ul style="list-style-type: none">○ Electrical safety○ Materials handling○ Physical hazards○ Confined spaces○ Heights○ Lifting	Classroom	Learner's Guide/ Hand Outs Visuals Samples

<p>LU-3. Communicate project information</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Evaluate the advantages of leasing and purchase options to assist in delivering cost effective solutions • Identify and evaluate network and transmission equipment • Outline network topologies, and interface and interconnect solutions • Describe and evaluate the power requirements and electrical safety aspects of the installation plan 	<p>Classroom</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
<p>LU-4. Contribute to assessing effectiveness of communication</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> • Describe typical performance parameters and typical faults that may be encountered in client equipment and related connection and transmission media • Identify various test equipment types suitable for tests to be made • Identify warranty information for equipment supplies and contractor work guarantees 	<p>Classroom</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

Prepare a plan to complete a project

Develop Business Plan		
Module: 9	Learning Unit: 1	Prepare project management plan
	Practical Description:	Make a plan before starting a project
Time:	06 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Projects should be prioritized based on organizational requirements	
Learning Outcome:	<ul style="list-style-type: none"> • Evaluate project brief and related documents • Produce document on project tasks and associated timelines, including <ul style="list-style-type: none"> ○ Installation processes ○ Test requirements • Assess resource requirements • Produce document on resource requirements to assist allocation of appropriate resources • Determine budgetary requirements • Discuss roles of all identified parties associated with project to ensure their involvement • Produce project verification document, including <ul style="list-style-type: none"> ○ Monitoring ○ Control processes • Review processes such as quality audits • Make changes as appropriate 	
Precautions:	Project timeline must be strictly followed	

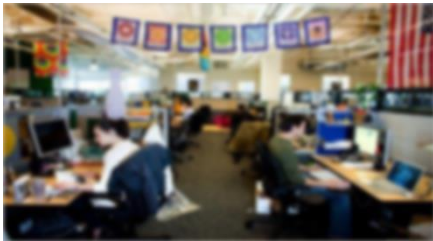
Instructions	Illustrations
<p>1. Evaluate project brief and related documents</p>	
<p>2. Make project tasks and associated timelines</p>	
<p>3. Assess resource requirements</p>	
<p>4. Determine budgetary requirements</p>	
<p>5. Discuss roles of all identified parties associated with project to ensure their involvement</p>	
<p>6. Review processes such as quality audits</p>	

7. Consult with all relevant parties prior to finalizing draft plan, make changes as appropriate

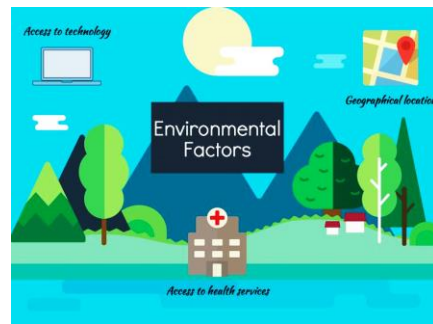


Practical Activity # 2

Make scenario based contingency action plan

		Develop Business Plan	
Module: 9	Learning Unit: 2	Develop and evaluate management plan	
	Practical Description:	Make a scenario based contingency plan for a workstation	
Time:	06 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Recommendations must be taken from the operator to identify more alternatives		
Learning Outcome:	<ul style="list-style-type: none"> • Produce preliminary plan for consultation • Identify factors that may impact on project as per standards • Consult with client to clarify any amendments • Develop final plan with recommendations 		
Precautions:	Do not indulge in nuisance		
Instructions		Illustrations	
1. Identify what kind of delays or issues does the workstation entails			

2. Sketch out the worst case scenario where all the environmental factors have gone wrong



3. Find out how the operator can rectify the situation at hand

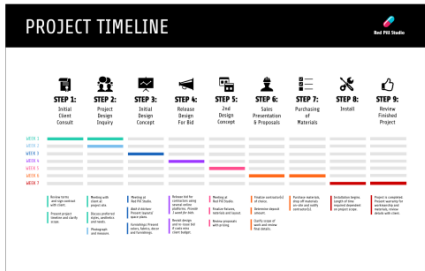


4. Ensure operator has the requisite tools available to deal with the problem at hand



Practical Activity # 3

Review project plan

		Develop Business Plan	
Module: 9	Learning Unit: 3-4	Communicate project information Contribute to assessing effectiveness of communication	
	Practical Description:	Analyze and review a developed project plan with customers	
	Time:	14 Hours	
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Information only pertaining to the project should be shared with customers		
Learning Outcome:	<ul style="list-style-type: none"> • Produce and document final plan to include implementation details and training needs • Present plan to client and obtain sign off • Assist in ongoing review of project outcomes to determine effectiveness of communications-management activities • Report communications-management issues and responses to higher project authorities 		
Precautions:	Customer access to information must be monitored		
Instructions		Illustrations	
<p>1. All project details must be put together as a project plan which will include responsibilities, deliverables and time lines</p>		 <p>The diagram is a Gantt-style project timeline titled "PROJECT TIMELINE". It lists eight steps with their respective tasks and durations:</p> <ul style="list-style-type: none"> STEP 1: Client Concept (1 week): Develop Client Concept, Review Client Concept, Present Client Concept to Client, Obtain Client Sign-off. STEP 2: Project Design (2 weeks): Develop Project Design, Review Project Design, Present Project Design to Client, Obtain Client Sign-off. STEP 3: Detail Design (3 weeks): Develop Detail Design, Review Detail Design, Present Detail Design to Client, Obtain Client Sign-off. STEP 4: Release Design For Bid (1 week): Develop Release Design For Bid, Review Release Design For Bid, Present Release Design For Bid to Client, Obtain Client Sign-off. STEP 5: Bid (2 weeks): Develop Bid, Review Bid, Present Bid to Client, Obtain Client Sign-off. STEP 6: Site Preparation & Proposal (2 weeks): Develop Site Preparation & Proposal, Review Site Preparation & Proposal, Present Site Preparation & Proposal to Client, Obtain Client Sign-off. STEP 7: Finalize (1 week): Develop Finalize, Review Finalize, Present Finalize to Client, Obtain Client Sign-off. STEP 8: Review Project (1 week): Develop Review Project, Review Review Project, Present Review Project to Client, Obtain Client Sign-off. 	

2. The project plan must be shared with customers



3. Monitoring and evaluation methods must be placed to check the progress and product quality



4. Customers must be included in the review process if any




TRAINER'S GUIDELINE

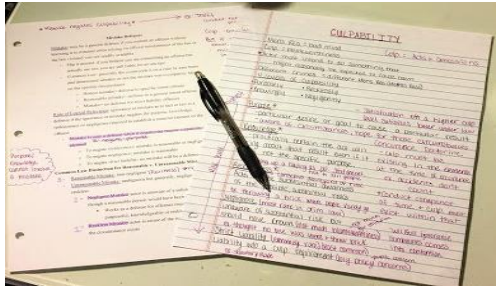



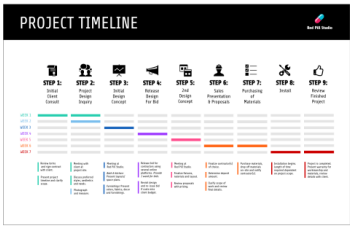

Module-10: Apply Information and Communication Skills

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Contribute to communications planning	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">Summarize models and methods of communications management in context of project life cycle and other project management functions	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-2 Conduct information-management activities	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">Explain importance of managing risk by treating information securely	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-3 Communicate project information	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">Identify organizational policies and procedures relevant to this role in a specific context.	Classroom	Learner's Guide/ Hand Outs Visuals Samples
LU-4 Contribute to assessing effectiveness of communication	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none">Outline methods of reviewing outcomes	Classroom	Learner's Guide/ Hand Outs Visuals Samples

Practical Activity # 1



Role-play for gathering information and implementing project details

Module: 10	Apply Information and Communication Skills	
	Learning Unit: 1-2	Contribute to communications planning Conduct information-management activities
	Practical Description:	Role-play exercise for gathering information and implementing data where required in project
Time:	12 Hours	
Equipment	n/a	
Tools	n/a	
PPE	n/a	
Materials	n/a	
Key Point	Refrain from distractions when collecting information	
Learning Outcome:	<ul style="list-style-type: none"> • Contribute in gathering relevant information requirements to start project documentation • Contribute to developing and implementing the project <ul style="list-style-type: none"> ○ Communications plan • Communications networks • Act on project information according to agreed procedures as directed, to aid decision-making processes throughout project life cycle • Maintain information to ensure data is secure and auditable 	
Precautions:	All relevant information must be properly documented to avoid clutter	
Instructions		Illustrations
1. Identify what information is required for the current project		

<p>2. Put keywords on a piece of paper to search the web</p>	
<p>3. Document each collected information into a folder to avoid clutter</p>	
<p>4. Share the relevant information with each operator respectively</p>	
<p>5. Ask the operator to keep the information to the relevant personnel and also if the information is useful otherwise re-lookup the information</p>	
<p>6. Incorporate the information in the project plan and revise the timeline and roles</p>	
<p>7. Finalize the project plan</p>	

Practical Activity # 2

Role-play for information implementation

		Apply Information and Communication Skills	
Module: 10	Learning Unit: 3-4	Communicate project information	
		Contribute to assessing effectiveness of communication	
	Practical Description:	Role-play exercise to discuss the roles for information implementation in the project and reviewing information usage	
Time:	14 Hours		
Equipment	n/a		
Tools	n/a		
PPE	n/a		
Materials	n/a		
Key Point	Refrain from distractions when collecting information		
Learning Outcome:	<ul style="list-style-type: none"> Identify organizational policies and procedures relevant to this role in a specific context. Outline methods of reviewing outcomes 		
Precautions:	Information sharing should be monitored to avoid leakage		
Instructions		Illustrations	
1. Identify which information is being shared with whom in the project			
2. Make sure that the operator understands the information being handed over and also understands where information can and will be shared			

3. Document each collected information into a folder to avoid clutter



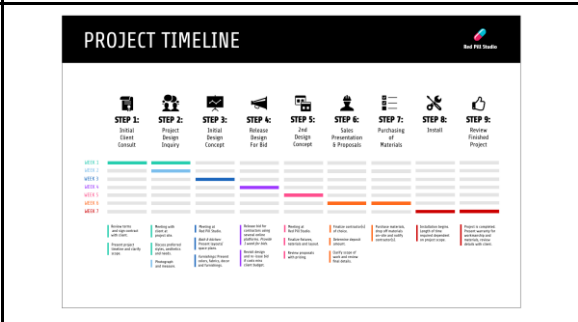
4. Share the relevant information with each operator respectively



5. Ask the operator to keep the information to the relevant personnel and also if the information is useful otherwise re-lookup the information



6. Incorporate the information in the project plan and revise the timeline and roles



7. Finalize the project plan and review if needed



TRAINER'S GUIDELINE

Module-11: Perform Color Management

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Check L*a*b* and density values	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Define color management.• Enlist process colors.• Describe ΔE.• Define L*a*b* Values.• State procedure of L*a*b* matching <p>Introduction to types of substrate</p> <p>Importance of printing dot</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>
LU-2 Verify drying parameters	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none">• Define ink density <p>Introduction to the measuring Instruments</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals Samples</p>

Practical Activity # 1

Verify the printed material from docket

		Perform Color Management	
Module: 11	Learning Unit: 1-2	Check L*a*b* and density values Verify drying parameters	
	Practical Description:	Verify the printed material from docket before post-press operation as per press SOP's	
Time:	80 Hours		
Equipment	Spectro -densitometer		
Tools	Eye glass		
PPE	Gloves		
Materials	Printed Paper		
Key Point	Acceptance levels as per job requirement		
Learning Outcome:	<ul style="list-style-type: none"> • Match colour L*a*b* values with given reference as per docket/job card. • Verify Delta E(ΔE) of colours with in the specified range during production. • Verify colour density • Verify wet ink on sheets. • Check low stacks from the machine as per jo 		
Precautions:	Instrument should be well calibrated		
Instructions		Illustrations	

1. Note job L*a*b* values and ΔE in the docket

2. Use the spectrophotometer to get L*a*b* values on the printed sheet note these values next to the docket L*a*b* values

3. Calculate the ΔE by subtracting the printed sheet's L*a*b* values from docket L*a*b* values

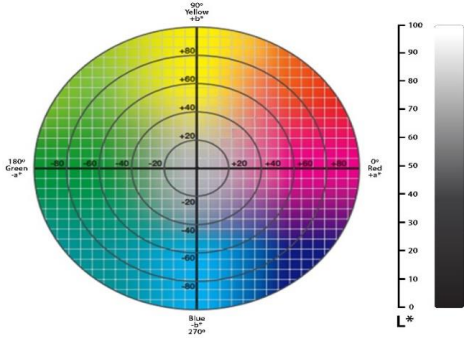
4. Compare the ΔE from the ΔE in the docket

5. If the ΔE value is more than that in the docket repeat the above steps with another sheet to verify if the deviation is consistent

6. Determine if the deviation in ΔE can be adjusted in post-press



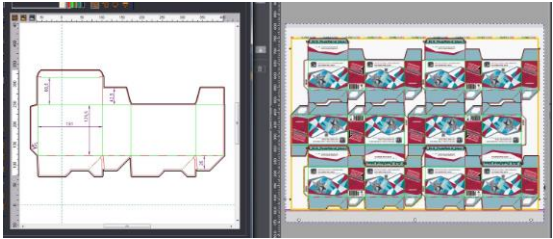

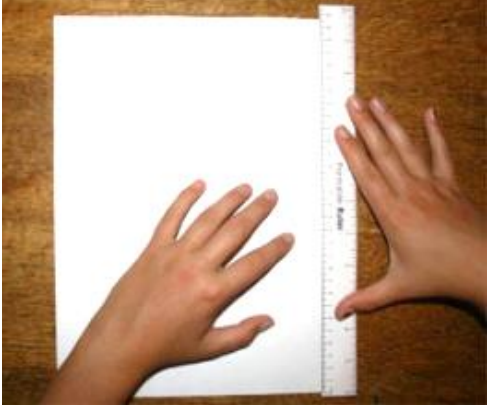
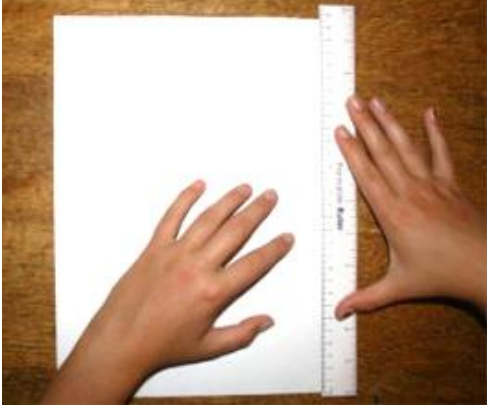
CIELab Plan View



Practical Activity # 1

Substrate size measurement

		Develop Layout & Dummy	
Module: 12	Learning Unit: 1	Perform manual sizing and layout	
	Practical Description:	Measure size of substrate and verify from docket	
Time:	25 Hours		
Equipment	n/a		
Tools	Measuring scale		
PPE	n/a		
Materials	Paper		
Key Point	The content area of the design must be monitored		
Learning Outcome:	<ul style="list-style-type: none">• Verify side-lay & front-lay of the substrate.• Verify the color, type and size as per sample.• Make sketch of unit box on the large sheet.• Verify the thickness and GSM value of the substrate		
Precautions:	Make sure that page content is not outside the trimming area		
Instructions		Illustrations	

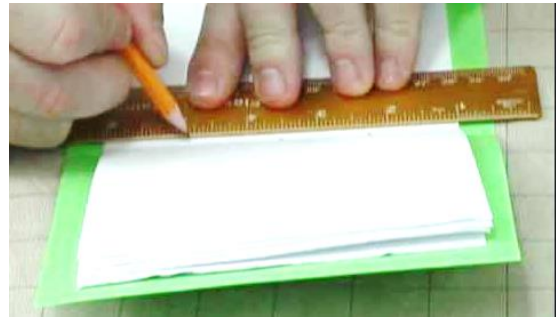
<p>1. Read the docket carefully for the substrate size</p>	<table border="1"> <tr> <td colspan="2">Annexure A-1 <small>Job Card Master</small></td> <td>DOCKET (Interpret Docket- Publishing)</td> <td>Name and ID of student</td> </tr> <tr> <td colspan="2">ABC Printing Press</td> <td colspan="2">Job Card no. 101</td> </tr> <tr> <td>P.D No.</td> <td>G-502</td> <td colspan="2" rowspan="2">Delivery date: 22 March 2020</td> </tr> <tr> <td>Assigned date</td> <td>15 March 2020</td> </tr> <tr> <td>Client</td> <td>PAPERJAI</td> <td colspan="2"></td> </tr> <tr> <td>Job Type</td> <td>Text Book</td> <td colspan="2"></td> </tr> <tr> <td>Quantity</td> <td>2000</td> <td colspan="2"></td> </tr> <tr> <td>Order</td> <td>1 + 1</td> <td colspan="2"></td> </tr> <tr> <td rowspan="4">Paper</td> <td>size</td> <td>8.8" x 11"</td> <td></td> </tr> <tr> <td>Type</td> <td>Offset</td> <td></td> </tr> <tr> <td>Pages</td> <td>82</td> <td></td> </tr> <tr> <td>GBU</td> <td>70</td> <td></td> </tr> <tr> <td>Forms</td> <td>2</td> <td colspan="2"></td> </tr> <tr> <td>Special instructions:</td> <td colspan="3">Verify binding type</td> </tr> <tr> <td>Job Sample</td> <td colspan="3">As per provided sample</td> </tr> </table>	Annexure A-1 <small>Job Card Master</small>		DOCKET (Interpret Docket- Publishing)	Name and ID of student	ABC Printing Press		Job Card no. 101		P.D No.	G-502	Delivery date: 22 March 2020		Assigned date	15 March 2020	Client	PAPERJAI			Job Type	Text Book			Quantity	2000			Order	1 + 1			Paper	size	8.8" x 11"		Type	Offset		Pages	82		GBU	70		Forms	2			Special instructions:	Verify binding type			Job Sample	As per provided sample		
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Forms	2																																																							
Special instructions:	Verify binding type																																																							
Job Sample	As per provided sample																																																							
<p>2. Measure the art work to determine the number of ups</p>																																																								
<p>3. Collect a blank sheet from raw material warehouse</p>																																																								
<p>4. Measure the collected sheet using measuring scale</p>																																																								
<p>5. Ensure paper size as mentioned in the docket</p>																																																								

Practical Activity # 2

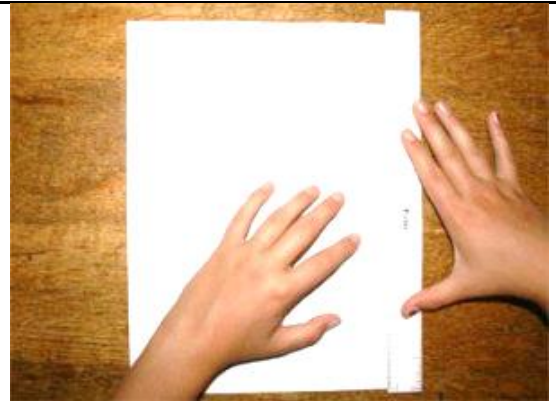
Adjust Ups according to art work

Develop Layout & Dummy		
Module: 12	Learning Unit: 2	Instruct Graphic designer for Art Work
	Practical Description:	Place Ups on layout according to art work and substrate size
Time:	30 Hours	
Equipment	Desktop system with graphical designing capabilities	
Tools	Adobe illustrator / Adobe freehand	
PPE	n/a	
Materials	n/a	
Key Point	Content are should be monitored	
Learning Outcome:	<ul style="list-style-type: none"> • Create master art board sheet size. • Adjust Ups according to art board. • Check the margin of side-lay & front-lay of the substrate. • Check the folding / perforation margin of the substrate. • Add bleeding / over lapping for flash cutting. • Verify CMYK color bar on layout. • Check side-lay, cutting and registration marks. • Verify job card and form number on layout. 	
Precautions:	Layout should have all the requisite markings	
Instructions		Illustrations
1. Read the docket carefully		

2. Measure art work on dummy



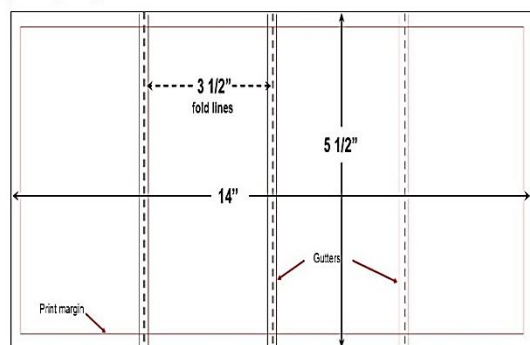
3. Measure substrate



4. Divide the substrate into Ups according to art work length and width

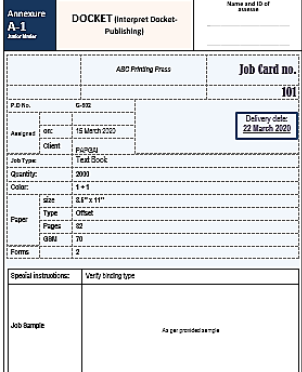


5. Place registration marks, color bar, trimming marks, folding marks etc.



Practical Activity # 3

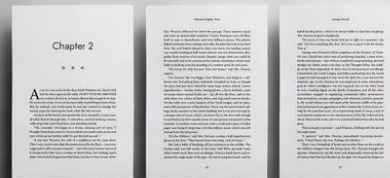
Develop a dummy

		Develop Layout & Dummy	
Module: 12	Learning Unit: 3	Develop a Dummy	
	Practical Description:	Develop a dummy of art work for the job	
Time:	25 Hours		
Equipment	Digital printer		
Tools	n/a		
PPE	n/a		
Materials	Digital printed material		
Key Point	Dummy should have all the critical characteristics of finish product		
Learning Outcome:	<ul style="list-style-type: none"> • Make a print out of actual size. • Create a Dummy. • Verify Dummy as per job. • Get approval from client. 		
Precautions:	Dummy should be made before pre-press operator		
Instructions		Illustrations	
1. Read the docket carefully			

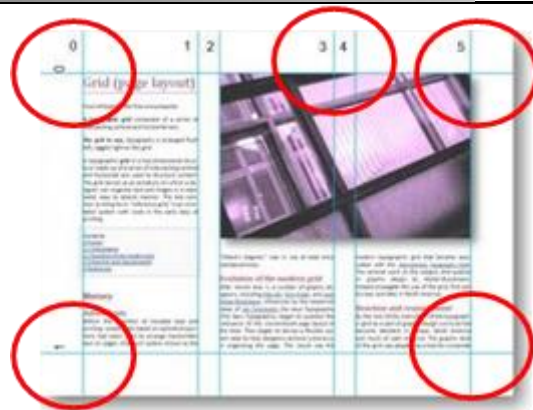
2. Print the layout using the digital printer



3. Place the layout in formation as instructed in docket



4. Verify layout for discrepancies



5. Report supervisor if found discrepancies more than acceptance level



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 intermediate with 5 year experience of post press operations.

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: 10 Month

OJT: 02 Month

Scheme of work:

This curriculum comprises of 12 modules.

The recommended delivery time is: 900 hours/90 credit hours.

Delivery of the course can therefore be: 06 hours/working day, 5 days a week (for 10 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.

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