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# POST PRESS OPERATIONS (Packaging)

## Trainer Guide

### National Vocational Certificate Level 4

Version 1 - December 2019



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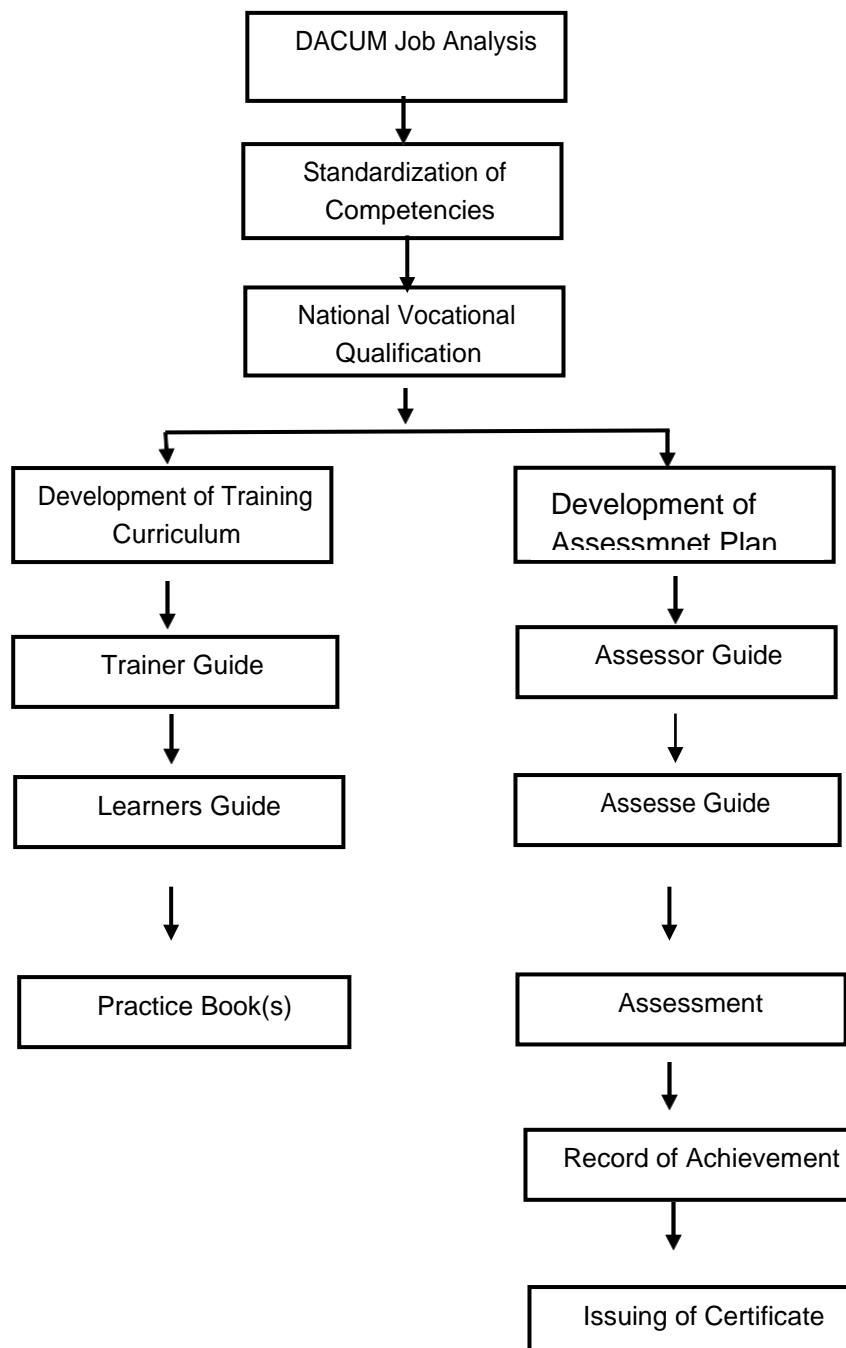
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# INTRODUCTION

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

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by Qualification Development Committee (QDC).

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



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

## Curriculum

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials needed	Location

### Lesson Plans

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

### Assessment

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

(See the Assessment Guide for further details)

### Evaluation of Training Material

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

## EVALUATION OF TRAINING MATERIAL

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

Format

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

# LESSON PLANS

Dear Instructors/Trainers,

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



Lesson Plan - 1			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 1</b>	Perform Substrate Handling		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Verify side-lay &amp; front-lay of the printed substrate</li> <li>• Verify the GSM of the substrate as per docket.</li> <li>• Verify thickness of substrate as per docket.</li> <li>• Verify substrate size as per docket.</li> <li>• Verify the grain of substrate as per docket.</li> <li>• Perform Substrate Stacking as per instruction</li> </ul>		
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"> <li>• Define side lay and front lay.</li> <li>• Define Importance of the substrate stacking</li> </ul>	Multimedia/ White board	30 min
Main Body			
Lecture	Brief learners about methods of cleaning of press room	Learner Guide/ Projector/ White board	300 min
-do-	<ul style="list-style-type: none"> <li>• Define side lay and front lay.</li> <li>• Define Importance of the substrate stacking</li> </ul>		
Group discussion			
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		30 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			06 hours

Lesson Plan - 2			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 2</b>	Verify Die as per docket		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:			
<ul style="list-style-type: none"> <li>• Verify the die ups as per docket</li> <li>• Verify creasing matrix requirement as per thickness of the substrate.</li> </ul>			
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"> <li>• Define creasing matrix</li> </ul>	Multimedia/ White board	30 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room  ➤ Define creasing matrix	Learner Guide/ Projector/ White board	360 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		30 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			08 hours

Lesson Plan - 3			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 3</b>	Make ready workstation for die cutting operation		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> <li>• Perform nicking on cutting blade as per instruction</li> <li>• Set the die rubber on to the die</li> <li>• Mount the die on to the machine chase.</li> <li>• Mount machine chase on die cutting machine</li> <li>• Set the creasing matrix on the creasing rule.</li> <li>• Make position setting of die with the help of cutting paper/Carbon paper</li> <li>• Perform Substrate Stacking in to the feeder</li> <li>• Adjust the head-lay &amp; the side-lay</li> <li>• Adjust the impression as per.</li> </ul>		
Methods	Key Notes	Media	Time
Introduction			
Lecture	<p>Introduce the Learning Unit.</p> <p>Motivate the learners to create interest.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Describe elements of make ready for a new die cutting job</li> <li>• Describe the purpose of fanning.</li> <li>• Describe the importance of creasing, rule thickness and height</li> </ul>	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"> <li>➤ Describe elements of make ready for a new die cutting job</li> <li>➤ Describe the purpose of fanning.</li> <li>➤ Describe the importance of creasing, rule thickness and height</li> </ul>	Learner Guide/ Projector/ White board	1020min
Conclusion			
Lecture Question and Answers	<p>Summarize the lesson by reviewing important facts.</p> <p>Ask questions to ensure that the learners acquired relevant knowledge.</p>		60 min
<b>Total time:</b>			20 hours

Lesson Plan - 4			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 4</b>	Perform die cutting operation		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> <li>• Get approval from the supervisor</li> <li>• Carry out cutting operation as per instruction</li> <li>• Check &amp; maintain the quality of die cutting</li> </ul>		
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Describe die cutting operation</li> </ul>	Multimedia/ White board	60 min
<b>Main Body</b>			
Lecture  -do-  Group discussion	Brief learners about methods of cleaning of press room  ➤ Describe die cutting operation	Learner Guide/ Projector/ White board	540 min
<b>Conclusion</b>			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			10 hours

Lesson Plan - 5			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 5</b>	Perform post production activity		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> <li>Remove the die and cutting plate from the machine as per instruction</li> <li>Clean the cutting plate as per instruction</li> <li>Remove the pile form feeder and delivery.</li> <li>Clean the machine &amp; workplace</li> </ul>		
Methods	Key Notes	Media	Time
Introduction			
Lecture	<p>Introduce the Learning Unit.</p> <p>Motivate the learners to create interest.</p> <p>Tell them about the following learning objectives:</p> <ul style="list-style-type: none"> <li>Describe the importance of maintaining/cleaning of work station</li> </ul>	Multimedia/ White board	15 min
Main Body			
Lecture -do- Group discussion	<p>Brief learners about methods of cleaning of press room</p> <ul style="list-style-type: none"> <li>Describe the importance of maintaining/cleaning of work station</li> </ul>	Learner Guide/ Projector/ White board	90 min
Conclusion			
Lecture  Question and Answers	<p>Summarize the lesson by reviewing important facts.</p> <p>Ask questions to ensure that the learners acquired relevant knowledge.</p>		15 min
<b>Total time:</b>			02 hours

Lesson Plan - 5			
<b>Module: 7</b>	Perform Cutting and Trimming		
<b>Learning Unit: 6</b>	Maintain log Book		
<b>Learning Outcome</b> At the end of the session the learners will be able to: <ul style="list-style-type: none"> <li>Record the final counter along-with the wastages</li> <li>Record downtime during die cutting operation</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>Importance of record keeping</li> </ul>	Multimedia/ White board	15 min
<b>Main Body</b>			
Lecture  -do-  Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>➤ Importance of record keeping</li> </ul>	Learner Guide/ Projector/ White board	90 min
<b>Conclusion</b>			
Lecture  Question and Answers	Summarize the lesson by reviewing important facts.  Ask questions to ensure that the learners acquired relevant knowledge.		15 min
<b>Total time:</b>			02 hours

## GUIDELINES FOR WRITING LESSON PLAN

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

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

## FORMAT FOR LESSON PLAN

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



## DEMONSTRATION OF SKILL

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

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

## OVERVIEW OF PROGRAMME

**Course: Assistant Post Press Operator**

**Total Duration: 500 hours**

### Course Overview:

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

Module	Learning Units	Theor v	Workplac e hours
<b>Module A:</b> Perform Cutting and Trimming	LU1: Perform Substrate handling LU2: Make ready workstation for cutting and trimming operation. LU3: Perform cutting and trimming operation LU4: Perform post production activity Maintain log book.	22	138
<b>Module B:</b> Perform Hot foil stamping	LU1: Perform Substrate handling LU2: Make ready workstation for hot foiling LU3: Perform Hot Foil operation LU4: Perform post production activity LU5: Maintain log Book	32	128
<b>Module C:</b> Carry out envelop making	LU1: Perform Substrate handling LU2: Make ready workstation for envelop making operation LU3: Perform envelop making operation LU4: Perform post production activity LU5: Maintain log Book	20	80
<b>Module D:</b> Solve problems at work place Operation	LU1: Analyze the problem LU2: Identify possible solutions LU3: Recommend solution to higher management LU4: Implement Solution <b>LU5:</b> Evaluate/monitor results and outcome	25	25
<b>Module E:</b> Develop communication skills	LU1: Make telephone calls LU2: Instruct labors LU3: Communicate with supervisor LU4: Maintain relations with people	15	15


## TRAINER'S GUIDELINE

### Module-1: Perform Cutting and Trimming

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Perform Substrate handling	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• Describe types of substrate</li> </ul> Arrange visit to workshop  Show parts of machine	Classroom   Press room lab/ industry	Learner's Guide/ Hand Outs Visuals
LU-2 Make ready workstation for cutting and trimming operation.	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• List the programing parameters</li> <li>• Understand the use of measuring instrument (scale, calculator, weight machine)</li> </ul> Arrange visit to workshop	Classroom   Press room lab/ industry	Learner's Guide/ Hand Outs Visuals
LU-3 Perform cutting and trimming operation	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• Describe the standard paper sizes</li> </ul> Arrange visit to workshop	Classroom   Press room lab/ industry	Learner's Guide/ Hand Outs Visuals
LU-4 Perform post production activity	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"> <li>• Describe the importance of maintaining/cleaning of work station</li> </ul> Arrange visit to workshop	Classroom   Press room lab/ industry	Learner's Guide/ Hand Outs Visuals

LU-5 Maintain log book.	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li data-bbox="515 277 1015 309">• Importance of record keeping.</li></ul> Arrange visit to workshop	Classroom    Press room lab/ industry	Learner's Guide/ Hand Outs Visuals
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## Practical Activity 1/1:

		<b>Perform Cutting and Trimming</b>	
<b>Module: 1</b>	<b>Learning Unit: 1</b>	Perform substrate handling	
	<b>Practical Description:</b>	Handle the substrate to verify grain and gram per square meter of the printed substrate.	
<b>Time:</b>	8 Hours		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	Proper dress, safety shoes, safety gloves		
<b>Materials</b>	Substrate (Paper / Box Board)		
<b>Key Point</b>	Carefully handle the substrate.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify grain of the substrate</li> <li>• Verify Gram per square meter (GSM) of the substrate</li> <li>• Prepare paper stacking/jogging</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1. Tear or twist the substrate to verify the grain			
2. Measure the substrate with the help of Thickness meter (micrometer) verify the gram per square meter (GSM)			
3. Perform Paper Stacking			

## Practical Activity # 1/1

		<b>Perform Cutting and Trimming</b>	
<b>Module: 1</b>	<b>Learning Unit: 2</b>	Make ready workstation for cutting and trimming operation.	
	<b>Practical Description:</b>	Fix cutting knife and cutting stick as per SOP	
<b>Time:</b>	<b>44 hours</b>		
<b>Equipment</b>	Cutting Machine		
<b>Tools</b>	N/A		
<b>PPE</b>	Hand Gloves, Safety Shoes.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Spanner set</li> <li>• Oil can</li> <li>• Tommy bar</li> <li>• Grease gun</li> <li>• Guillotine machine- Programmable</li> </ul>		
<b>Key Point</b>	A clean workplace ensures the safety and health of employees and visitors.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Fix cutting knife as per instruction.</li> <li>• Adjust knife impression as per instruction</li> <li>• Verify cutting knife fixing.</li> <li>• Fix cutting stick in machine as per OEM.</li> <li>• Feed cutting program as per docket.</li> </ul>		
<b>Precautions:</b>	Ensure safety of hands from and parts of body from cutting knife		
<b>Instructions</b>		<b>Illustrations</b>	

1. Fix the cutting knife as per SOP.




2. Adjust the knife impression as per SOP

3. Fix cutting stick in machine as per OEM





4. Feed cutting program as per size given

## Practical Activity # 1/1

		Perform Cutting and Trimming	
<b>Module: 1</b>	<b>Learning Unit: 3</b>	Perform cutting and trimming operation	
	<b>Practical Description:</b>	Set the machine according to paper size and trim it.	
<b>Time:</b>	<b>82 hours</b>		
<b>Equipment</b>	Cutting Machine		
<b>Tools</b>	N/A		
<b>PPE</b>	Safety Shoes, Hand Gloves		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Guillotine machine-</li> <li>• Programmable</li> </ul>		
<b>Key Point</b>	A clean workplace ensures the safety and health of employees and visitors.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Make a sample trim/cut for approval from supervisor.</li> <li>• carryout cutting/trimming operation as per instruction</li> </ul>		
<b>Precautions:</b>	Ensure safety of hands from and parts of body from cutting knife		
<b>Instructions</b>		<b>Illustrations</b>	
1. Set the machine according required paper size and trim it, sample submit to supervisor for approval.			



## Practical Activity 1/1:

		Perform Cutting and Trimming	
<b>Module: 1</b>	<b>Learning Unit: 4</b>	Perform post production activity	
	<b>Practical Description:</b>	Stack the finished product on pallet and segregate the trimmed waste.	
<b>Time:</b>	<b>8 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Pallet, Bin		
<b>PPE</b>	Hand gloves, Safety Shoes		
<b>Materials</b>	Cleaning brush		
<b>Key Point</b>	A clean workplace ensures the safety and health of employees and visitors.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>Stack the finished items on pallets as per instruction.</li> <li>Store the segregated trimmed waste at the designated bin.</li> <li>Clear the workstation.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety equipment during manual handling.		
Instructions		Illustrations	
1. Stack the finished substrate on pallets.			
2. Store the segregated trimmed waste at the designated bin and clean the workshop.			

## Practical Activity 1/1:

		Perform Cutting and Trimming	
<b>Module: 1</b>	<b>Learning Unit: 5</b>	Maintain log book.	
	<b>Practical Description:</b>	Maintain the record sheet in terms of final counter along with wastages and down time of machine.	
<b>Time:</b>	<b>6 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Logbook		
<b>Key Point</b>	Properly maintain the record sheet		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>Record the final count along with the wastages</li> <li>Record the down time.</li> </ul>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
1. Record the total count of the quality sheets on log book			
2. Record the total count of the waste sheets on log book			
3. Record downtime of the cutting / trimming operation on log book			

# TRAINER'S GUIDELINE

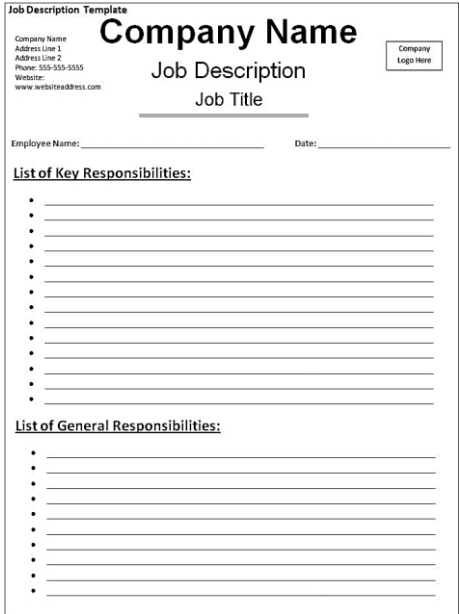
## Module-2: Perform hot foil stamping

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Perform Substrate handling	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Identify side lay and front lay</li> <li>Describe the purpose of fanning</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-2 Make ready workstation for hot foiling	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Describe make ready of a Hot Foil job.</li> <li>Describe the procedure of mounting of block on honeycomb chase.</li> <li>Describe the importance of block thickness and height.</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-3 Perform Hot Foil operation	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>State Safety precautions of the Hot Foil machine</li> <li>Describe how to calculate the hot foil pull after each impression</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-4 Perform post production activity	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Describe the importance of maintaining/cleaning of work station</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

LU-5 Maintain log Book	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li data-bbox="515 257 1011 291">• Importance of record keeping</li></ul>	Classroom	Learner's Guide/ Hand Outs Visuals
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## Practical Activity # 1

Perform Substrate handling as per press SOP's

<b>Module:02</b>	<b>Perform Hot foil stamping</b>	
	<b>Learning Unit: 1</b>	<b>Perform Substrate handling</b>
	<b>Practical Description:</b>	Ready printed substrate for hot foil stamping
<b>Time:</b>	<b>10 hours</b>	
<b>Equipment</b>	Weighing scale	
<b>Tools</b>	Micrometer, GSM cutter	
<b>PPE</b>	Gloves	
<b>Materials</b>	Printed substrate	
<b>Key Point</b>	Registration on the substrate must be verified diligently.	
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify side-lay &amp; front-lay of the printed substrate</li> <li>• Perform Substrate Stacking as per instruction.</li> <li>• Verify the thickness and GSM value of the substrate.</li> <li>• Verify the foil colour, type and size as per docket</li> </ul>	
<b>Precautions:</b>	Make sure that the printed substrate as per docket.	
<b>Instructions</b>		<b>Illustrations</b>
<p>1. Read docket carefully</p>		
<p>2. Identify where the printed substrate is located in the workshop</p>		

3. Collect a sample sheet from the pile of substrate
4. Thoroughly observe registration marks on the sample sheet for registration
5. If mis-registration is observed report to the supervisor



6. Cut the sheet of substrate with a GSM cutter



7. Place the cut out portion on GSM weighing scale and note the value



8. Compare the GSM and thickness value of the substrate with the one mentioned in docket

9. If the GSM and thickness value is incorrect report to the supervisor

WORK TIME LOGBOOK						
Driver Name		Start time for page Noon/Midnight		Date		Driver copy filed in the book.
Hours	Rest time	Work time	Location for each change/Remarks	Registration	Distance	All work must be recorded, including other employment.
-12						No more than 13 hours work in any calendar work day - 12 hour break between days. No more than 70 hours work time before taking a 24 hour break. Record copy must be given to employer within 14 days.
-11						
-10						
-9						
-8						
-7						
-6						
-5						
-4						
-3						
-2						
-1						
0						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
End of last 24-hour break (date)		Work time hours - today		= previous total for cumulative work period		PCQ 123456-01
				= total hours in this cumulative work period		

10. If the value is correct perform fanning on substrate pile




11. Stack the paper carefully near hot foil stamping workstation



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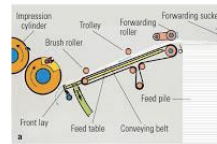
## Practical Activity # 2

Make ready workstation for hot foiling as per press SOP's

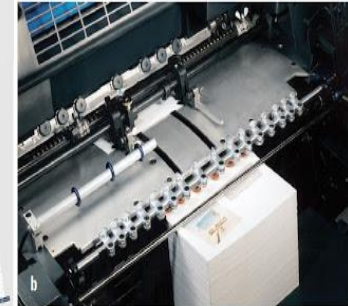
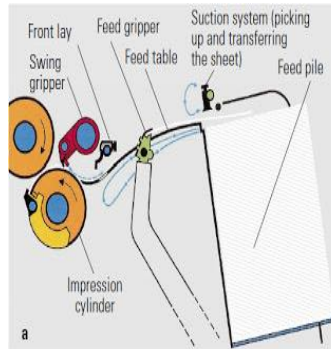
		Perform Hot foil stamping	
<b>Module:02</b>	<b>Learning Unit: 2</b>	<b>Make ready workstation for hot foiling</b>	
	<b>Practical Description:</b>	To perform make ready and setting of block on die.	
<b>Time:</b>	<b>20 hours</b>		
<b>Equipment</b>	Hot foiling machine semi auto		
<b>Tools</b>	Allen key set, spanner set, Scissor		
<b>PPE</b>	Gloves,		
<b>Materials</b>	Hot foil block, hot foil		
<b>Key Point</b>	N/A		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Set the Hot foil Block on to the honeycomb chase.</li> <li>• Adjust the feeder according to the job</li> <li>• Perform Substrate Stacking in to the feeder</li> <li>• Adjust the front-lay &amp; the side-lay</li> <li>• Mount the honeycomb chase on to the machine</li> <li>• Fix the Counter hot foil block / hot foil impression plate on the impression plate.</li> <li>• Adjust the registration and impression as per job requirement</li> <li>• Calculate hot foil pull and adjust the foiling unit.</li> <li>• Perform test run</li> </ul>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
<ol style="list-style-type: none"> <li>1. Place the honey comb chase on the table and mount the foil block on the chase with the help of layout.</li> </ol>			



2. Stack the material on the pile and adjust the feeder head as per pile



3. Adjust the front & side lay as per machine and job requirement.



4. Open the clamp and mounting screws and mount the chase in the machine.



5. Fix the Counter hot foil block with the help of double side tape and take impression.



6. Mount the foil rolls and set the foil pull to make a test run.





7. Adjust the registration and impression as per job requirement.



8. Perform test run

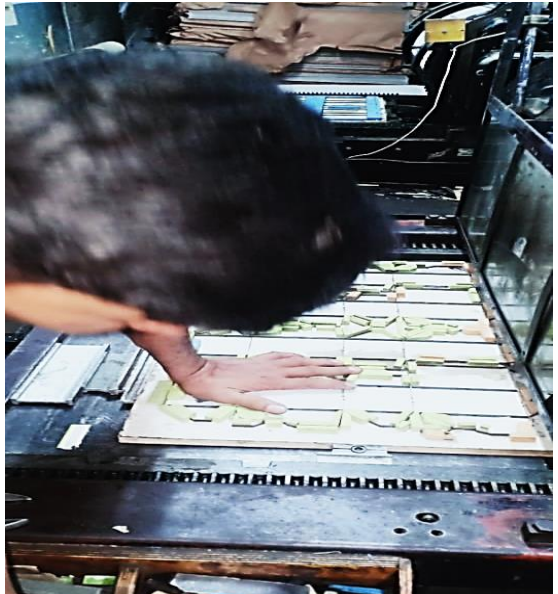
### Practical Activity # 3

Perform Hot Foil operation as per press SOP's

		Perform Hot foil stamping	
<b>Module:02</b>	<b>Learning Unit: 3</b>	Perform Hot Foil operation	
	<b>Practical Description:</b>	Run hot foil machine	
<b>Time:</b>	84 hours		
<b>Equipment</b>	Hot foil machine-semi auto		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Printed substrate		
<b>Key Point</b>	Random picks should be made to check quality of hot foil		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Get approval from the supervisor</li> <li>• Carry out Hot Foil operation as per instruction</li> <li>• Check &amp; maintain the quality of Hot Foil</li> </ul>		
<b>Precautions:</b>	Operator should remain clear of any moving parts when machine is operational		
Instructions		Illustrations	
1. After approval of make ready sheet run the hot foil machine as per instructions			
2. After every 100 sheets pick a sheet from the finished pile and observe for deficiencies			
3. If deficiencies are found adjust the hot foil machine accordingly			
4. When finished stop the machine and perform post operation activities			

## Practical Activity # 4

Perform post production activity as per press SOP's

		Perform Hot foil stamping	
<b>Module:02</b>	<b>Learning Unit: 4</b>	<b>Perform post production activity</b>	
	<b>Practical Description:</b>	Ensure cleanliness after completion of the job.	
<b>Time:</b>	<b>08 hours</b>		
<b>Equipment</b>	Hot foil machine		
<b>Tools</b>	Scraper and blade		
<b>PPE</b>	Uniform, safety shoes, gloves and goggles		
<b>Materials</b>	Handout on related topic and cleaning chemical		
<b>Key Point</b>	To save time and to ensure long lasting of machine.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Remove the foil block and Impression plate from the machine as per instruction</li> <li>• Remove the pile form feeder and delivery.</li> <li>• Clean the machine &amp; workplace</li> </ul>		
<b>Precautions:</b>	Ensure safety as required with use of PPE'S as per SOP.		
<b>Instructions</b>		<b>Illustrations</b>	
1. Make machine come to the correct position to pull out the chase from the machine. Remove the impression plate.			
2. Remove the die from the chase and place it on the rack. Place all the proper fitting and fixtures back to its allocated position.			

3. Clean the cutting plate with the help of chemical and scraper. Ensure safety of yourself.




4. Remove the pile from feeder and delivery with tagging of material. Clean the machine and the workplace.



## Practical Activity # 5

Maintain log Book as per press SOP's

		Perform Hot foil stamping	
<b>Module:02</b>	<b>Learning Unit: 5</b>	<b>Maintain log Book</b>	
	<b>Practical Description:</b>	To record the time data during process.	
<b>Time:</b>	<b>06 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Uniform, safety shoes, gloves		
<b>Key Point</b>	Proper maintaining and filling of the log book.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"><li>• Record the final counter along-with the wastages</li><li>• Record downtime during hot foil operation</li></ul>		
<b>Precautions:</b>	Ensure recorded data must be neat written.		
Instructions		Illustrations	
1. Fill and record the log book. Ensure following records are filled: a) Total counter b) Wastage c) Down Time d) Any other remarks			

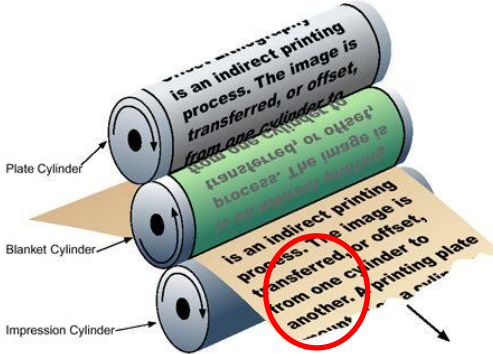



## TRAINER'S GUIDELINE

### Module-3: Carry out envelop making


Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Perform Substrate handling	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Define Importance of the substrate stacking.</li> <li>Arrange visit to workshop</li> </ul>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-2 Make ready workstation envelop making operation	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Describe the types of envelop.</li> </ul>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-3 Perform envelop making operation	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Understand the importance of glue viscosity</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-4 Perform post production activity	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Describe the importance of maintaining/cleaning of work station</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-5 Maintain log Book	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Importance of record keeping</li> </ul>	Classroom	Learner's Guide/ Hand Outs Visuals

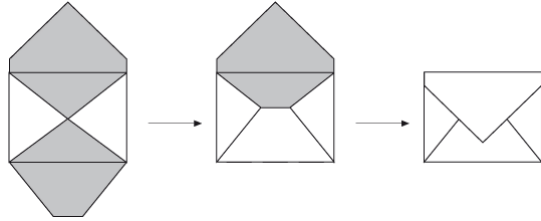
## Practical Activity 1/1:

		Carry out envelop making	
<b>Module: 3</b>	<b>Learning Unit: 1</b>	Perform Substrate handling	
	<b>Practical Description:</b>	Verify the substrate according to docket	
<b>Time:</b>	<b>08 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Measuring Scale		
<b>PPE</b>	Hand Gloves, Safety Shoes		
<b>Materials</b>	N/A		
<b>Key Point</b>	Carefully stack the substrate		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify substrate as per docket.</li> <li>• Perform stacking of envelop as per instruction</li> </ul>		
<b>Precautions:</b>	N/A		
Instructions		Illustrations	
1. Verify the substrate according to docket			
2. Stack the envelop as per instruction			

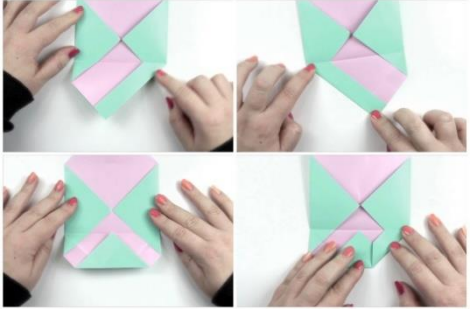


## Practical Activity 1/1:


		Carry out envelop making	
<b>Module: 3</b>	<b>Learning Unit: 2</b>	Make ready workstation for envelop making operation	
	<b>Practical Description:</b>	Prepare glue viscosity and crease folding.	
<b>Time:</b>	<b>14 hours</b>		
<b>Equipment</b>	Glue pot, Viscosity Cup, Paint brush		
<b>Tools</b>	Paint brush, Sponge		
<b>PPE</b>	Gloves		
<b>Materials</b>	Bone folder		
<b>Key Point</b>	Carefully prepare glue viscosity		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Prepare work station as per instruction.</li> <li>• Prepare glue viscosity as per envelope substrate.</li> <li>• Prepare glue viscosity as per window film.</li> <li>• Perform crease folding as per instruction.</li> <li>• Paste window film before envelop pasting.</li> <li>• Apply glue on pasting flap of substrate as per instruction</li> <li>• Perform test run</li> </ul>		
<b>Precautions:</b>	Ensure safety of hands in glue preparation.		
<b>Instructions</b>		<b>Illustrations</b>	
1. Prepare glue viscosity as per envelope substrate			
2. Prepare glue viscosity as per window film			

3. Crease folding of envelop as per instruction	
4. Paste window film	
5. Apply glue on pasting flap of substrate	

**Practical Activity 1/1:**

		Carry out envelop making	
<b>Module: 3</b>	<b>Learning Unit: 3</b>	Perform envelop making operation	
	<b>Practical Description:</b>	Carryout envelop making operation maintaining quality	
<b>Time:</b>	<b>44 hours</b>		
<b>Equipment</b>	Hot foil machine-semi auto		
<b>Tools</b>	Paint brush		
<b>PPE</b>	N/A		
<b>Materials</b>	Bone folder (folder stick)		
<b>Key Point</b>	Carefully prepare envelop.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Get approval from the supervisor.</li> <li>• Carry out envelop making operation as per instruction</li> <li>• Check &amp; maintain the quality of envelop making operation</li> </ul>		
<b>Precautions:</b>	Maintain quality of envelop.		
<b>Instructions</b>		<b>Illustrations</b>	
1. Make envelop as per instruction by hand.			
2. Maintain the quality of envelope.			

**Practical Activity 1/1:**

<b>Carry out envelop making</b>	
<b>Module: 3</b>	<b>Learning Unit: 4</b> Perform post production activity
	<b>Practical Description:</b> Remove the waste material as per instruction and clean the work station
<b>Time:</b>	<b>8 hours</b>
<b>Equipment</b>	N/A
<b>Tools</b>	Pallet, Bin
<b>PPE</b>	Hand gloves, Safety Shoes
<b>Materials</b>	Cleaning brush
<b>Key Point</b>	A clean workplace ensures the safety and health of employees and visitors.
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Remove the waste material as per instruction</li> <li>• Clean the work station as per instruction</li> </ul>
<b>Precautions:</b>	Ensure to wear safety during manual handling.
<b>Instructions</b>	<b>Illustrations</b>
<p>1. Store the segregated trimmed waste at the designated bin and clean the workshop.</p>	

## Practical Activity 1/1:

<b>Module: 3</b>	<b>Carry out envelop making</b>									
	<b>Learning Unit: 5</b>	Maintain log book.								
	<b>Practical Description:</b>	Maintain the record sheet in terms of final counter along with wastages and down time of machine.								
<b>Time:</b>	<b>6 hours</b>									
<b>Equipment</b>	N/A									
<b>Tools</b>	N/A									
<b>PPE</b>	N/A									
<b>Materials</b>	Logbook									
<b>Key Point</b>	Properly maintain the record sheet									
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>Record the final count along with the wastages</li> <li>Record the down time.</li> </ul>									
<b>Precautions:</b>	N/A									
<b>Instructions</b>		<b>Illustrations</b>								
1. Record the total count of the quality sheets on log book		<p><b>WORK TIME LOGBOOK</b></p> <p>Driver Name: _____ Start time for page: _____ Date: _____</p> <p>Driver copy stays in the book.</p> <p>All work must be recorded, including other employment.</p> <p>No more than 13 hours work in any cumulative work day - 10 hour break between days.</p> <p>No more than 70 hours work time before taking a 24-hour break.</p> <p>Record copy must be given to employer within 14 days.</p> <p style="text-align: right;"><b>PCC 123456-01</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>End of last 24-hour break (Date)</th> <th>Work time hours - today</th> <th>+ previous total for cumulative work period</th> <th>= total hours in this cumulative work period</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	End of last 24-hour break (Date)	Work time hours - today	+ previous total for cumulative work period	= total hours in this cumulative work period				
End of last 24-hour break (Date)	Work time hours - today		+ previous total for cumulative work period	= total hours in this cumulative work period						
2. Record the total count of the waste sheets on log book										
3. Record downtime of the envelop making operation on log book										


## TRAINER'S GUIDELINE

### Module-4: Solve Problem at Workplace







Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Analyse the problem	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Explain Analytical skills and broad knowledge of diagnostic tools</li> <li>• Explain broad knowledge of the client business domain</li> <li>• Elaborate broad understanding of organizational systems and functions</li> </ul> <p>• Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-2 Identify possible Solutions	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Outline communication skills according to the type of audience</li> <li>• Describe the ways to develop critical thinking</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals
LU-3 Recommend solution to higher management	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Explain methods and techniques for decision making within a limited range of options</li> <li>• Describe general customer service skills</li> <li>• Explain the methods of questioning and active listening employed to clarify general information</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals

<p>LU-4 Implement solution</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Elaborate problem solving tools: <ul style="list-style-type: none"> <li>○ Cause/effect</li> <li>○ Pare to</li> <li>○ Multi criteria matrix etc.</li> </ul> </li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
<p>LU-5 Evaluate/monitor results and outcome</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Explain the ways to improve teamwork in reference to personal responsibility</li> <li>• Explain the ways time management and planning</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

## Practical Activity # 1/1

		Solve problems at work place	
<b>Module: 4</b>	<b>Learning Unit: 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• <b>Analyze the problem</b></li> <li>• <b>Identify possible Solutions</b></li> </ul>	
	<b>Practical Description:</b>	Case Study - ABC customer report a problem regarding envelop pasting, there were order of 2000 envelop and out of which 500 envelop are not pasted properly and the documents are falling out	
<b>Time:</b>	<b>5 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Flip Chart, Pen, Pencil , Paper , Note book		
<b>Key Point</b>	Identify possible causes of problem within the area of responsibility as based on experience		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Evaluate issues/concerns based on data gathered.</li> <li>• Identify possible causes of problem within the area of responsibility as based on experience</li> <li>• Use problem solving tools/analytical techniques.</li> <li>• Develop possible cause statements based on findings.</li> <li>• Use analogies to support reasoning.</li> <li>• Identify cause and effects based on the criteria or information provided to support reasoning</li> </ul>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
1. Evaluate issues/concerns based on data gathered.		 <b>EVALUATE</b>	




<p>2. Identify possible causes of problem within the area of responsibility as based on experience</p>	
<p>3. Use problem solving tools/analytical techniques.</p>	
<p>4. Develop possible cause statements based on findings.</p>	
<p>5. Use analogies to support reasoning.</p>	
<p>6. Identify cause and effects based on the criteria or information provided to support reasoning</p>	
<p>7. Perform SWOT (Strength &amp; weaknesses) analysis</p>	
<p>8. Evaluate Past experience</p>	

9. Take Corrective measures to solve the problem



## Practical Activity # 1/2

Prepare report and implement solution

		Solve problems at work place	
<b>Module: 4</b>	<b>Learning Unit: 3, 4 &amp; 5</b>	<ul style="list-style-type: none"> <li>• Recommend solution to higher management</li> <li>• Implement solution</li> <li>• Evaluate/monitor results and outcome</li> </ul>	
	<b>Practical Description:</b>	Prepare report and implement solution	
<b>Time:</b>	<b>5 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Flip Chart, Pen, Pencil, Paper, Note book		
<b>Key Point</b>	Prepare report and implement solution		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Prepare report or documentation</li> <li>• Present recommendations to appropriate personnel.</li> <li>• Follow up recommendations</li> </ul>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
1. Prepare report			

2. Present report to appropriate personnel



3. Prepare plan to solve the issue



4. Implement solution



5. Monitor the activity as per plan




## TRAINER'S GUIDELINE

### Module-5: Develop communication skills

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Make telephone calls	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Concentrate on commands/speeches</li> <li>• Record information about enquiry or complaint as per company's practice</li> <li>• Identify factors required to communicate effectively and precisely within same organization</li> <li>• Enlist elements required to deal with vendors and the other organizations.</li> </ul>	Classroom	Learner's Guide/ Hand Outs Visuals
LU-2 Instruct labours	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Describe methods to overcome the sentiment.</li> <li>• Opt language which labor could understand elegantly</li> </ul>	Classroom	Learner's Guide/ Hand Outs Visuals
LU-3 Communicate with supervisor	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Adapt strategy to produce the quality of outcomes required</li> <li>• Describe importance of accurate communication</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	Learner's Guide/ Hand Outs Visuals

<p>LU-4 Maintain relations with people</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Write work reports</li> <li>• Fill indent form</li> <li>• Maintain work history</li> <li>• Give advantages of maintaining good occupational relations with printing industry people</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p>          <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
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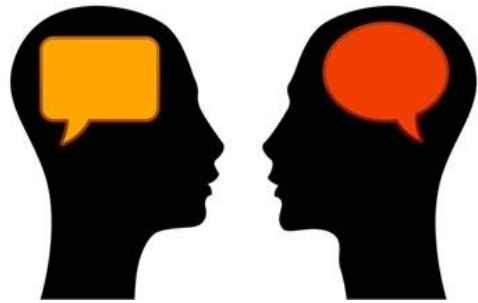
## Practical activity 1/1:

		Develop communication skills	
<b>Module: 5</b>	<b>Learning Unit: 1</b>	<b>Make telephone calls</b>	
	<b>Practical Description:</b>	Make telephone calls as per standard practice	
<b>Time:</b>	<b>4 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Flip Chart, Pen, Pencil, Paper, Telephone set		
<b>Key Point</b>	Keep maintain norms of telephone calls.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>Determine communication styles</li> <li>Investigate issue /problem through relevant questions</li> <li>Demonstrate courteous behaviour while listen to the people</li> <li>Perform phone conversation applying time management concisely</li> </ul>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
<p>1. Determine communication styles: Every person has a unique communication style, learner should know how to interact and exchange information with others.</p>			

2. Learner should know how to ask the right question; Learner should be able to determine question to ask & not to ask.



3. Learner should be polite when listening someone.





4. Learner able to manage his time when talking on phone.







## Practical activity 1/1:

		Develop communication skills	
<b>Module: 5</b>	<b>Learning Unit: 2</b>	<b>Instruct labors</b>	
	<b>Practical Description:</b>	Instruct labor as per standard.	
<b>Time:</b>	<b>4 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Flip Chart, Pen, Pencil, Paper		
<b>Key Point</b>	N/A		
<b>Learning Outcome:</b>	<ol style="list-style-type: none"> <li>1. Display body language while communicating to a customer to show attention</li> <li>2. Communicate within department as per SOPs.</li> <li>3. Opt language for commanding</li> </ol>		
<b>Precautions:</b>	N/A		
<b>Instructions</b>		<b>Illustrations</b>	
<ol style="list-style-type: none"> <li>1. Learner able to use body language while communicating to a customer to show attention.</li> </ol>			
<ol style="list-style-type: none"> <li>2. Learner should be able to understand communication according to SOPs of the organization.</li> </ol>			

3. Learner able to Opt out language for commanding.



## Practical activity 1/1:

<b>Module: 5</b>	<b>Develop communication skills</b>	
	<b>Learning Unit: 3</b>	<b>Communicate with supervisor</b>
	<b>Practical Description:</b>	Communicate with supervisor as per standard.
<b>Time:</b>	<b>5 hours</b>	
<b>Equipment</b>	N/A	
<b>Tools</b>	N/A	
<b>PPE</b>	N/A	
<b>Materials</b>	Flip Chart, Pen, Pencil, Paper	
<b>Key Point</b>	N/A	
<b>Learning Outcome:</b>	<ol style="list-style-type: none"> <li>1. Develop a strategy for using communication skills</li> <li>2. Convey ideas to the supervisor precisely</li> <li>3. Report safety hazards to supervisor urgently</li> <li>4. Maintain good working relation with supervisor</li> </ol>	
<b>Precautions:</b>	N/A	
<b>Instructions</b>		<b>Illustrations</b>
<ol style="list-style-type: none"> <li>1. Learner able to develop strategy for using communication skills</li> </ol>		 <p>The illustration shows several hands holding mobile phones, with the text "Communication Strategies" written in red cursive in the center. Below the text, a man in a grey suit is pointing upwards with his right hand.</p>
<ol style="list-style-type: none"> <li>2. Learner should able to communicate with supervisor precisely.</li> </ol>		 <p>The illustration shows four people (three women and one man) standing around a table with laptops. They appear to be in a meeting or collaborative work environment, with one woman pointing towards the laptops.</p>


3. Learner able to report safety hazards to supervisor urgently



4. Learner able to maintain good working relationship with supervisor



## Practical activity 1/1:

		Develop communication skills	
<b>Module: 5</b>	<b>Learning Unit: 4</b>	<b>Maintain relations with people</b>	
	<b>Practical Description:</b>	Maintain relations with people	
<b>Time:</b>	<b>2 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Flip Chart, Pen, Pencil, Paper, Note book		
<b>Key Point</b>	N/A		
<b>Learning Outcome:</b>	<ol style="list-style-type: none"> <li>1. Communication with other departments.</li> <li>2. Communicate effectively with colleagues, peers, the Community, other related personnel to exchange information.</li> <li>3. Interact with other professionals through effective teamwork.</li> <li>4. Enlist names and address of printing press related people and organization.</li> </ol>		
<b>Precautions:</b>	N/A		
Instructions		Illustrations	
<ol style="list-style-type: none"> <li>1. Learner able to communicate with other departments.</li> </ol>			

2. Learner able to communicate with colleagues, peers, the Community, other related personnel to exchange information.



3. Learner able to interact with other professionals through effective teamwork.



4. Learner should able to enlist names and address of printing press related people and organization.



# IMPLEMENTATION OF CBT PROGRAM

## **Entry Requirement:**

Entry for assessment for this qualification is open for CNIC holders. However, entry in institute for formal Competency Based Training (CBT) in this qualification, the candidate must have Middle School Certificate (Preferable Matric) 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: 04 Month

OJT: 02 Month

## **Scheme of work:**

This curriculum comprises of 5 modules.

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

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

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

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

## GENERAL INSTRUCTIONS FOR TRAINER/INSTRUCTOR

Following are some general instructions for Trainers/Instructors:


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



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