

# Supporting the development of a National Qualifications Framework for Vocational Education and Training in Pakistan

Curriculum for

## Graphics Design (Print Media) (NVQF – Level 2)

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Islamic Republic of Pakistan  
اسلامی جمہوریہ پاکستان  
Islāmī Jumhūrīya Pākistān



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# Curriculum specification for Graphics Design (Print Media)

## 1. Introduction

### The structure of this course

This curriculum is for the course of Graphic Design (Print Media) and comprises of 08 modules. The recommended delivery time is 800 hours for the entire course. Delivery of the course could therefore be full time, 5 days a week, for 6 months or equivalent. Trainers are at liberty to develop other models of delivery, including part-time and/ or evening delivery.

The full structure of the course is as follow:

Module	Theory <sup>1</sup> Days/ hours	Workplace <sup>2</sup> Days/ hours	Total hours
Module 1: Familiarisation with Terminologies & Tools	40	160	200
Module 2: Develop Design Concepts	20	60	80
Module 3: Analyse Cost Effective Solution	20	60	80
Module 4: Editing of Photos and Development of Graphics	20	160	180
Module 5: Prepare Pre-Press Job	20	40	60
Module 6: Perform Software/ Hardware Maintenance	15	50	65
Module 7: Communicate with Others	40	20	60
Module 8: Duties and rights at the workplace	40	20	60

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<sup>1</sup> Learning Module hours in training provider premises

<sup>2</sup> Training workshop, laboratory and on-the-job workplace

The purpose of the Graphics Design (Print Media) course is to provide a comprehensive introduction to young people with a programme of development that will provide them with the contemporary terminologies, process, issues and trends to start their career in Pakistan. The course has been developed to address specific issues, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and expectations of their guests. The course prepares the trainee to be able to design and publish work for industries such as advertisement, publishing houses, education sector, etc.

### **Central aim of the training provider, trainer or teacher**

The aim for the team of staff responsible for delivery of the Graphics Design (Print Media) curriculum is to develop work related skills through comprehensive action orientation. Action orientation can be understood as the willingness and ability of a student to act in professional, social and private situations appropriate, thoughtfully and in a socially responsible manner.

Teaching staff will support students in developing their willingness and ability, through their technical knowledge and abilities, to solve tasks and problems that are goal-oriented. They will need to use student-centred, practically oriented methods. They will also need to develop a programme of practical assessment that reflects the learning outcomes stated in the curriculum.

Students of the Graphics Design (Print Media) curriculum will also develop their willingness and ability as an individual to clarify issues, think through and to assess development opportunities. They will learn to consider requirements and constraints in family, professional and private life and to develop their own talents and future life plans.

Teaching staff will also support students in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and the willingness and ability to criticize and to accept criticism well and to adapt their future behaviour accordingly.

Teaching also needs to use the Graphics Design (Print Media) curriculum to address development of social competence. Students need to acquire a willingness and ability to live and shape their own social relationships.

Method competency, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in students through the Graphics Design (Print Media) curriculum. Method competence develops in students a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems (for example, in the planning of steps). Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for students to perceive, understand and to represent their own intentions and needs as well as those of their partners. Learning competence develops in students a willingness and ability to understand and evaluate – independently and together with others – information about facts and contexts through the Graphics Design (Print Media) curriculum and to classify these in mental structures. As

part of learning competencies, students will demonstrate the ability and willingness to develop in his or her professional or private life learning techniques and learning strategies and to use them for lifelong learning.

### **Entry level for trainees**

The trainee should at least have/be:

- Successfully passed middle/ 8th grade / or equivalent.
- Computer literate - must be able to operate computer, be able to search and use internet/www, have concept of files/folder/drives/storage devices, basic operations of computer (open, close, delete, save, copy, paste, new, etc), knowledge of input/output devices
- English proficiency - be able to understand and grasp concepts from any learning material/tutorials provided in English, and be able to construct sentences in English.
- The trainee cannot hold a qualification higher to F.Sc/ F.A./Intermediate/12 grade/ or equivalent.

### **Minimum teaching qualification**

Teaching staff should have at least two years' experience in the role of Graphic Designer. They should also hold or be working towards a formal teaching qualification.

- Graduate/ post graduate holding Bachelors/Masters degree in Graphic Design or Computer Science
- 2 year diploma in Graphics Designing in case of Computer Science Degree

Other formal qualifications in the Information Technology (IT) industry would be useful in addition to the above. Trainers must be competent at Level 3 in English and numeracy.

### **Medium of instruction**

The course can be taught using a combination of English and/ or Urdu or relevant regional language. The trainee should be able to design products in English/ Urdu/ Regional language as required by client.

### **Terminology**

This curriculum is for a Graphics Design (Print Media). Some organisations may use alternative terms (Graphics Designer, Graphics Developer) to describe this job role. Organisations are likely to use a range of different terms and this should be interpreted flexibly.

Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential students.

### **Laws and regulations**

Training providers must ensure they keep up to date with laws, standards and regulations – at both national and regional levels – relating to health and safety, food safety, guest rights and other relevant issues. These currently include:

- Pakistan Engineering Council Act, 1976
- The Punjab Information Technology Board Ordinance, 1999
- Electronic Transaction Ordinance, 2002
- Electronic Crimes Act, 2004
- Electronic /Cyber Crimes Bill 2007
- Pakistan Telecommunication (Re-organization) Act, 1996
- Digital Signature Act, 2001
- Computer Crimes Act, 2007
- Intellectual Property/Copyright Act, 1992
- Consumer Protection Act, 2005
- Prevention of Electronic Crimes Ordinance 2007
- PEMRA Ordinance 2002
- Occupational Health and Environmental Safety (OH & ES)

The team of staff responsible for delivery of the Graphics Design (Print Media) curriculum must familiarise themselves with laws and regulations that relate to their area of teaching and ensure that learners know and understand how to comply with and meet their responsibilities. Learning units will refer to the above list where appropriate.

### **Suggested distribution of modules**

This qualification is made up of 08 modules. Five modules relate to design concept, data collection and its editing, and preparation of the final product/service, for example Module 3: Develop Design Concepts; or Module 5: Photo Editing and Graphics Development. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

There are three further modules relating to general code of conduct that a trainee/ designer must possess: Module 1: Duties and Rights at the Workplace; Module 8: Communicating with others, and Module 7 relating to general skills required for operating a computer and its usage. These are independent with the graphics design and development modules and need not to be delivered in sequence. This is illustrated in the distribution table.

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the “Materials Required” component). The detail provided by each module will contribute to a standardised approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught.

The distribution table is shown overleaf:

Suggestion for sequence of modules:

Module 1: Familiarisation with Terminologies and Tools 200 hours	Module 6: Perform Software and Hardware Maintenance 65 hours	Module 7: Communicating with others 60 hours	Module 8: Duties and Rights at the workplace 60 hours
Module 2: Develop Design Concepts 80 hours			
Module 3: Analyse Cost Effective Solution 80 hours			
Module 4: Editing of Photos and Development of Graphics 180 hours			
Module 5: Prepare for Pre-press Job 60 hours			

Modules mentioned in different columns can be taught simultaneously.

### **Definition of Graphic Designing (Print Media)**

A graphics designer or developer collects requirements, plans, conceptualizes, edits, designs, and finally publishes the final product for presentation to client. While specific duties vary depending on the type of establishment, it is the designer's responsibility to create and design innovative products/ services in order to sell the product.

### **Overall objectives of this course**

The course provides a comprehensive introduction to computer graphics designing and the ability to understand the contemporary terminologies, process, issues and trends. The course prepares the trainee to be able to design and publish work for industries such as advertisement, publishing houses, education sector, etc.

### **Competencies gained after completion of the course:**

After completing this course the trainee would be able to conceptualize and design graphics and provide solution to challenging problem. The course will also provide skills to the trainee to be able to gather requirement from the client/organization, apply the techniques learned to develop innovative solution as an end product. The trainee would be able to design and implement the following print media:

- Advertisements
- Banners
- Flyers, Brochures, Magazines etc.
- Certificates
- Posters
- Logos and IDs
- Business cards
- Company Stationary
- Billboards
- Photograph Editing

A graphics designer after completion of this course should be able to:

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Determine size and arrangement of illustrative material and copy, and select style and size of type.
- Use computer software to generate new images.
- Mark up, paste, and assemble final layouts to prepare layouts for printer.
- Draw and print charts, graphs, illustrations, and other artwork, using computer.
- Review final layouts and suggest improvements as needed.

A graphic designer after completion of this course must create a portfolio, reflecting the best work they have created.

### **Personal requirements**

Graphics designer needs the following characteristics:

- A genuine interest in design creation
- A keen sense of innovation and creativity
- A desire to learn
- Good health and vision (able to sit and work at the monitor for long hours)
- Able to work as a member of a team
- Be punctual and dedicated to their work

### **Opportunities for employment and advancement**

After completing the course, graphics designer will be able to work in Publishing Industry and Advertising Agencies as follows. The industry is not limited to publishing and advertising but any industry/organization requiring graphic material to be designed can provide job opportunity to the trainee.

- Brand Identity Designer
- Layout Artist
- Graphic Designer

- Logo Designer
- Photo Editor / Photoshop Artist
- Press Publisher

Beside job opportunities in the industry/ market, the biggest advantage that a graphic designer has is that they can work from home as a freelancer provided they have personal clients. All that is needed is a fully equipped workstation instead of a full-fledged office to start work which gives them the flexibility of location and schedule of work.

## 2. Overview of the curriculum for Graphics Design (Print Media)

Module Title and Aim	Learning Units	
<b>Module 1:</b> Familiarization with terminologies and tools  <b>Aim:</b> The aim of this module is to develop general knowledge, skills, ability and understanding of the basics used to create art work. This module also includes training and use of various graphics software required by a graphics designer.	LU1: Elements of design LU2: Principles of design LU3: Understanding the concept of perspective LU4: Understanding colour theory, and its relevance in design LU5: Typography LU6: Learn the usage of tools in graphics software starting with Adobe Photoshop, Adobe Illustrator, In design, and introduction to Corel Draw.	Timeframe of modules
		200 hours
		Theory <sup>3</sup> Days/ hours
		40 hours
		Workplace <sup>4</sup> Days/ hours
		160 hours

<sup>3</sup> Learning Module hours in training provider premises

<sup>4</sup> Training workshop, laboratory and on-the-job workplace

Module Title and Aim	Learning Units	
<b>Module 2:</b> Develop design concept  <b>Aim:</b> The aim of this module is to provide the concepts necessary to the design of a project from identifying its USP to creating the layout of design.	LU1: Identify Unique Selling Point (USP) of the product/service LU2: Define particular branding guidelines/theme LU3: Visualize layout of the concept following brand guidelines	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/ hours</b>
		20 hours
		<b>Workplace Days/ hours</b>
		60 hours
<b>Module 3:</b> Analyze cost effective solution  <b>Aim:</b> The aim of this module is to compute and calculate the optimal cost based on the client's requirements and the designer's experience.	LU1: Determine suitable size of the document LU2: Determine the number of pages and colour jobs for printing LU3: Understand the usage of appropriate printing material and textures	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/ hours</b>
		20 hours
		<b>Workplace Days/ hours</b>
		60 hours

Module Title and Aim	Learning Units	
<b>Module 4:</b> Editing of Photo and Development of Graphics  <b>Aim:</b> The aim of this module is to develop the concept and understanding of visual enhancement required for media objects and development of the product or service	LU1: Photo Editing and Scanning  LU2: Create layout of design	<b>Timeframe of modules</b>
		180 hours
		<b>Theory Days/ hours</b>
		20 hours
		<b>Workplace Days/ hours</b>
		160 hours
<b>Module 5:</b> Prepare for pre-press job  <b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding required for preparation of final project for printing and delivery to client	LU1: Bleed the layout for cropping LU2: Apply cropping and registration marks LU3: Apply ups LU4: Publish the art work LU5: Prepare (burn) CD or DVD	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/ hours</b>
		20 hours
		<b>Workplace Days/ hours</b>
		40 hours

Module Title and Aim	Learning Units	
<b>Module 6:</b> Perform software and hardware maintenance  <b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to operations of a computer and related skills required by a designer for daily use and developing graphics.	LU1: Install graphics software LU2: Install/ Uninstall operating system LU3: Install and configure drivers, Input/ Output devices LU4: Connect devices/ ports/ cables	<b>Timeframe of modules</b>
		65 hours
		<b>Theory Days/ hours</b>
		15 hours
		<b>Workplace Days/ hours</b>
		50 hours
<b>Module 7:</b> Communicate with others  <b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding required to communicate effectively	LU1: Communicate with client/owner/boss LU2: Communicate with senior/junior/peers LU3: Communicate with concerned office/ stakeholder	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/ hours</b>
		40 hours
		<b>Workplace Days/ hours</b>
		20 hours

Module Title and Aim	Learning Units	
<b>Module 8:</b> Duties and rights at the workplace  <b>Aim:</b> The aim of this module is to develop concept of working in an environment and understand their rights. This module also deals with copyright.	LU1: Ethics and professional conduct LU2: Planning of business process activities LU3: Awareness to rights LU4: Copyrights and Piracy	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/ hours</b>
		18 hours
		<b>Workplace Days/ hours</b>
		42 hours

### **3. Teaching and Learning Guide for Graphics Design (Print Media)**

The aim of this training is for students to be able to act independently and responsibly in their field of study, by following an educational programme where this is part of the overall methodological concept.

Different methodologies can therefore contribute to achieving this objective. Theory methodologies should be supported by appropriate resources, as indicated in the 'Materials Required' column of the Learning Unit specifications. Teachers should also illustrate theory sessions with examples of how the learning could be applied in the workplace. Practical methodologies should be set in an appropriate environment and supported by appropriate resources, also indicated in the 'Materials Required' column of the Learning Unit specifications. Methods that directly promote capacity-building for the student are particularly suitable and therefore should be included appropriately in the teaching approach.

### 3.1. Module 1: Familiarization with Terminologies and Tools

**Objective of the module:** The aim of this module is to develop general knowledge, skills ability and understanding of the basics of used to create art work. This module also provides training of graphics software.

**Duration** 200 hours **Theory:** 40 hours **Practical:** 160 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Elements of design: They are the building blocks used to create a work of art. The elements of design can be thought of as the things that make up a painting, drawing, design etc.	<b>The student will be able to:</b> Understand the elements of design and their application in different designs Select respective elements of designs, all designs will contain most if not all the elements Produce designs concept for any given product/ service appropriately Know colour theory and composition, how to select colours based on requirements or branding guidelines	Differentiate, describe, practice the use of the following design elements Dot/ Point are the smallest and most basic element. It can vary in size, value, regularity, and can be used alone or as a unit in a group which form a line or shape in the design Understand Line Characteristics and Types of Lines; Line can be considered in two ways. The linear marks made with a pen or brush or the edge created when two shapes meet Understand Categories of Shapes; A shape is a self	<b>Total:</b> 48 hours <b>Theory:</b> 10 hours <b>Practical:</b> 38 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations to demonstrate each element of design Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>contained defined area of geometric or organic form. A positive shape in a painting automatically creates a negative shape.</p> <p>Direction of lines, which can be Horizontal, Vertical or Oblique; Horizontal suggests calmness, stability and tranquillity. Vertical gives a feeling of balance, formality and alertness. Oblique suggests movement and action</p> <p>Size is simply the relationship of the area occupied by one shape to that of another</p> <p>Texture is the surface quality of a shape - rough, smooth, soft hard glossy etc. Texture can be physical (tactile) or visual.</p> <p>Value/ Tone which is the lightness or darkness of a colour. Value is also called Tone</p> <p>Identify Positive/ Negative</p>		<p>for recording or noting down lecture</p> <p>Canvas and lead pencil</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		Space			
<b>LU2:</b> Principles of Design: The Principles of design can be thought of as what we do to the elements of design. How we apply the Principles of design determines how successful we are in creating a work of art.	<b>The student will be able to:</b> <p>Understand applications of design principles and the difference in a good or bad design</p> <p>Use design principles (most of them if not all) to help make visual layout communicating message creatively for a product or service</p>	Differentiate, describe, practice the use of the following design principles: <p>Understand that Balance is psychological sense of equilibrium</p> <p>Apply Gradation to size and direction in order to produce liner perspective</p> <p>Compare how Repetition can make an image either interesting or monotonous</p> <p>Define how Contrast is the juxtaposition of opposing elements on the color wheel</p> <p>Identify how Harmony brings together a composition with similar or related visual images</p> <p>Understand the use of Dominance to give a design interest, counteracting confusion and monotony</p> <p>Understand Unity in a design helps the relationship among</p>	<b>Total:</b> 48 hours <b>Theory:</b> 10 hours <b>Practical:</b> 38 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials for recording or noting down lecture Canvas and lead pencil	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		elements of a visual in functioning together			
<b>LU3:</b>  Understanding the concept of perspective	<b>The student will be able to:</b>  Understand how perspective is used to introduce the illusion of depth in an image  Use perspective in a design to make the design appear real by altering of size, location of objects on a canvas  Use perspective to draw attention to certain objects of interest or concept	Perspective is created through the arrangement of objects in two-dimensional space to look like they appear in real life.  Perspective is a learned meaning of the relationship between different objects seen in space. E.g. Is the dark rectangle in front of a circle, or beside a semi-circle?  Perspective can be used to draw the audience into a visual.  Perception can be achieved through the use of relative sizes of objects, overlapping objects, and blurring or sharpening objects	<b>Total:</b> 30 hours  <b>Theory:</b> 05 hours  <b>Practical:</b> 25 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b>  Equipment and materials for recording or noting down lecture  Canvas and lead pencil	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<b>LU4:</b>	<b>The student will be able to:</b>	Knowledge of colour families: Warm colours	<b>Total:</b>	Writing surface preferably white board complete with	<b>For theoretical learning:</b>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
Colour theory and the meaning of colour in a design	<p>Understand how colour in a design is very subjective</p> <p>Know how something as simple as changing the exact hue or saturation of a colour can evoke a completely different feeling</p> <p>Interpret importance of certain colours with respect to culture and mood depiction</p> <p>Use appropriate colour combination</p> <p>Select and apply relevant colour scheme and theme</p> <p>Understand and know in terms of colour job for printing</p>	<p>include red, orange, yellow and variations of these colors. Red and yellow are both primary colors, with orange falling in the middle. Use warm colors in your designs to reflect passion, happiness, enthusiasm, and energy.</p> <p>Cool colors include green, blue, and purple, are often more subdued than warm colors. They are the colors of night, of water, of nature, and are usually calming, relaxing, and somewhat reserved. Blue is the only primary color within the cool spectrum Use cool colors in your designs to give a sense of calm or professionalism.</p> <p>Neutral colors often serve as background in design. They're commonly combined with brighter accent colors, but they can also be used on their own in designs, and can create</p>	<p>50 hours</p> <p><b>Theory:</b> 10 hours</p> <p><b>Practical:</b> 40 hours</p>	<p>markers and eraser</p> <p>Audio/Video aid and display screen</p> <p>Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p> <p>Visual illustrations for demonstration</p> <p>Manuals, handouts, video tutorials, and other relevant materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture</p> <p>Canvas and lead pencil</p> <p>Colour wheel, paint brush and paint colours, colours should be primary colours, white, and black</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p>Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>very sophisticated impressions.</p> <p>Understanding concepts and terminology of hue (color), chroma (purity of color), saturation (how strong or weak a color is), value (how light or dark a color is), tones (are created by adding gray to a color, making it duller than the original), shades (are created by adding black to a color, making it darker than original) , tints (are created by adding white to a color, making it lighter than original).</p>			
<b>LU5:</b> Typography	<b>The student will be able to:</b> Choose appropriate fonts relating or reflecting the design concept Understand the anatomy of Typeface	Define Typography Anatomy, the expression of different fonts, their families and its use in graphics design Choose typeface and how you make it work with the layout, grid, colour scheme, design theme	<b>Total:</b> 24 hours <b>Theory:</b> 05 hours <b>Practical:</b> 19 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<p>graphics software with internet facility</p> <p>Visual illustrations for demonstration</p> <p>Manuals, handouts, video tutorials, and other relevant materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture</p> <p>Canvas and lead pencil</p>	latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<p><b>LU6:</b></p> <p>Study tools and software for graphics and artwork creation</p>	<p><b>The student will be able to:</b></p> <p>Study and make use of graphics development software</p>	<p>Learn and practice the use of:</p> <ul style="list-style-type: none"> <li>Tools in Adobe Photoshop for creating and editing images, graphics, pictures, etc.</li> <li>Tools in Adobe Illustrator for creating and editing type, and text</li> <li>Tools in Adobe InDesign for creating</li> </ul>	<p><b>Total:</b></p> <p>24 hours</p> <p><b>Theory:</b></p> <p>05 hours</p> <p><b>Practical:</b></p> <p>19 hours</p>	<p>Writing surface preferably white board complete with markers and eraser.</p> <p>Audio/Video aid and display screen.</p> <p>Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility.</p> <p>Manuals, hand-outs, video tutorials, and other relevant</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts.</p> <p><b>For practical learning:</b></p> <p>Lab with fully functional latest up to date computer system installed with operating system, graphics card,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>and editing type, text, and layout</p> <ul style="list-style-type: none"> <li>Tools in Corel Draw</li> </ul>		<p>materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture.</p> <p>External storage devices for saving work.</p>	<p>and graphics software with internet facility.</p>

### 3.2. Module 2: Develop Design Concept

**Objective of the module:** The aim of this module to develop the initial design and its sketches and taking it to the end product. This is done based on the product/ services' unique selling point (USP) and knowledge of target market and requirements of the client.

**Duration** 80 hours      **Theory:** 20 hours      **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Identify Unique Selling Point (USP) of Product/ Service	<b>The student will be able to:</b> Have an understanding of requirements and needs of target market/ audience Identify the unique selling point of product or service Express implement the idea in visual form in the design	Extract USP of a given product/ service by analysing product characteristics, price structure, placement strategy or promotional strategy Analyze requirements/ needs of target market/ audience Decide what emotional need is being specifically met by your product or service Know what motivates your customers' behaviour and buying decisions Identify aspects of your	<b>Total:</b> 32 hours <b>Theory:</b> 08 hours <b>Practical:</b> 24 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Information material of the product or service and its features Manuals, handouts, video tutorials, and other relevant	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>product or service that your competitors cannot imitate</p> <p>Create design about your unique product or service</p>		<p>materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture</p> <p>Canvas and lead pencil</p>	
<p><b>LU2:</b></p> <p>Define particular branding guidelines and themes</p>	<p><b>The student will be able to:</b></p> <p>Design effective brand guidelines</p> <p>Develop colour themes based on brand guidelines</p> <p>Use of brand guidelines in their design creation</p>	<p>Pick up the big idea which permeates the brand</p> <p>Live the brand; design the guidelines in the look and feel of the new brand design</p> <p>Use knowledge of elements, principles of elements, perspective, typography, colour theory to create brand guidelines, brand manual and themes</p>	<p><b>Total:</b></p> <p>19 hours</p> <p><b>Theory:</b></p> <p>05 hours</p> <p><b>Practical:</b></p> <p>14 hours</p>	<p>Writing surface preferably white board complete with markers and eraser</p> <p>Audio/Video aid and display screen</p> <p>Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p> <p>Visual illustrations for demonstration</p> <p>Information material of the product or service and its features</p> <p>Manuals, handouts, video tutorials, and other relevant materials.</p> <p><b>Student shall have:</b></p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p>Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				Equipment and materials for recording or noting down lecture  Canvas and lead pencil	
<b>LU3:</b>  Visualize the Layout of the Concept Following Brand Guidelines	<b>The student will be able to:</b>  Develop concept of products/ services  Analyze concept in order to develop thumbnails sketches	Develop thumbnails of objects and design  Create and design the page or canvas layout based on brand guidelines  Identify the composition of elements following concepts learned in module 2  Collection, organization and application of material in the layout	<b>Total:</b> 29 hours  <b>Theory:</b> 7 hours  <b>Practical:</b> 22 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Content to be used for design (text, graphics, tables, diagrams, visual illustrations, etc)  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b>  Equipment and materials	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				for recording or noting down lecture  Canvas and lead pencil	

### 3.3. Module 3: Analyse Cost Effective Solution

**Objective of the module:** The aim of this module to compute the optimal cost based on client requirement and designer's experience. Knowledge of printing machine, medium of publication, paper types, size, number of pages and color jobs that best satisfy the requirement of client and final product/service is essential.

**Duration** 80 hours **Theory:** 20 hours **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Determine suitable size of the document	<b>The student will be able to:</b> Select the suitable document size in terms of medium of publication Decide appropriate printing process Decide the suitable orientation of document size Propose cost effective printing process Familiar with local and international names of paper sizes and printing machines	Elaborate on various paper sizes both international and local paper sizes available (Letter, Legal, Tabloid, Letter Half Size, A4 – A1, Compact Disc, Postcards, Business Cards, Posters, Banners, etc) Knowledge about creating custom paper sizes in a graphics software, and being able to set it for printing without effecting the image quality Selection of appropriate orientation and size of paper or document Knowledge of offset printing process and its printing machines like Rota,	<b>Total:</b> 32 hours <b>Theory:</b> 08 hours <b>Practical:</b> 24 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration of paper sizes, both local and international Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b>	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility <b>ALSO</b> Visit to printing press, digital printing and screen printing facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Solna, Roland and Heidelberg</p> <p>Understanding of digital printing process and its setup, also have knowledge of its pros and cons</p> <p>Understanding of screen printing process and its setup, also have knowledge of its pros and cons</p>		Equipment and materials for recording or noting down lecture	to demonstrate to the students the actual process of printing
<b>LU2:</b> Determine number of pages and colours for printing	<b>The student will be able to:</b> Identify the cost efficient solution based on number of pages and number of colors	<p>Selection of appropriate colour mode: RGB, CMYK, Lab, etc</p> <p>Understand the difference between spot and offset printing</p> <p>Knowledge of number of pages verses cost effective solution</p> <p>Define number of colors sufficient for print job verses cost effective solution</p>	<p><b>Total:</b> 23 hours</p> <p><b>Theory:</b> 05 hours</p> <p><b>Practical:</b> 18 hours</p>	<p>Writing surface preferably white board complete with markers and eraser</p> <p>Audio/Video aid and display screen</p> <p>Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p> <p>Visual illustrations for demonstration</p> <p>Manuals, handouts, video tutorials, and other relevant</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				materials. <b>Student shall have:</b> Equipment and materials for recording or noting down lecture	
<b>LU3:</b> Understand the Usage of Appropriate Printing Material and Texture	<b>The student will be able to:</b> Differentiate between various types of printing material and their weight Identify suitable printing textures	Explain various printing material available (glossy, matte paper, vinyl, cloth, etc) Present various papers' weights Explain various paper textures Understand Laminations (Glossy, Matte, Textured)	<b>Total:</b> 20 hours <b>Theory:</b> 07 hours <b>Practical:</b> 18 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration of material types (glossy, vinyl, cloth, art card, photo paper, newsprint paper, fancy card, offset paper, texture paper, ivory card, etc) Manuals, handouts, video tutorials, and other relevant materials.	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Industrial visit to printing press (Offset/ Digital Printing)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<b>Student shall have:</b> Equipment and materials for recording or noting down lecture	

### 3.4. Module 4: Photo editing and graphics development

**Objective of the module:** The aim of this module to develop various editing techniques and skills in order to capture the essence of people, places, or objects – for images to stand out - they must be edited.

**Duration** 180 hours      **Theory:** 20 hours      **Practical:** 160 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Photo Editing and Scanning	<b>The student will be able to:</b> Edit photos through different editing software , tools and techniques available Apply visual effects such as filters to a photo to enhance it Merge different photos to create one single photo Scan and use photos	Explain different color correction techniques Adjust brightness, contrast, color tint, color saturation of the image as a whole Define sharpening, retouching, removing dust specks and scratches Understand and practice use of visual effects Define transformation and styles Correct lens aberrations (barrel and pincushion), chromatic aberrations and light falloff in wide angle lens Adjust the geometry by crop, rotate, correct	<b>Total:</b> 14 hours <b>Theory:</b> 15 hours <b>Practical:</b> 70 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials for recording or noting	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>perspective, distortion</p> <p>Explain photo enhancement/ manipulation through the use of filters</p> <p>Understand how two or more photos can be merged together to form one photo</p> <p>Importing photos through scanning them in a layout</p>		down lecture	
<b>LU2:</b> Create Layout	<b>The student will be able to:</b> Have sense of balance and alignment of objects in a layout on canvas Use of typography, create graphics/ objects Use a good layout to allow better communication of complex information to the viewer	Create objects (media elements, graphics, graphs, tables, diagrams, etc.) on canvas Apply colors into objects	<b>Total:</b> 14 hours <b>Theory:</b> 05 hours <b>Practical:</b> 90 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials.	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<b>Student shall have:</b> Equipment and materials for recording or noting down lecture	

### 3.5. Module 5: Preparing pre-press job

**Objective of the module:** The aim of this module is to preparing the completed design for printing purposes, by adding the registration mark and cropping marks. It is expected that learner should be able to come up with design and burn it on the CD or DVD to be sent for printing.

**Duration**      60 hours      **Theory:**      20 hours      **Practical:**      40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Setting bleed, margins, gutter and slug for cropping (printing)	<b>The student will be able to:</b> Understand the printing process	Knowledge of what bleed is, and type of documents that require bleed Using bleed to extend the images background color beyond live area to ensure clean edges Applying of standard size margins to the document Knowledge of gutter setting for the document to be printed Understanding of slug	<b>Total:</b> 15 hours <b>Theory:</b> 05 hours <b>Practical:</b> 10 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials for recording or noting	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				down lecture	
<b>LU2:</b> Apply cropping marks and registration marks	<b>The student will be able to:</b> Use of crop and registration marks	Understand the use of crop marks or trim marks, which are lines in the corner of the document to show to the printer where to trim  Using of crop marks for printing makes it much easier to then trim the sheet back to create the bleed  Using trim marks to set the final intended size of the document or design	<b>Total:</b> 15 hours  <b>Theory:</b> 05 hours  <b>Practical:</b> 10 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b>  Equipment and materials for recording or noting down lecture	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<b>LU3:</b> Apply ups guidance	<b>The student will be able to:</b> Understand the relation of printing plates and document size.	Understand the use of rulers  Define document size and paper size for ups	<b>Total:</b> 15 hours  <b>Theory:</b> 05 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
			<b>Practical:</b> 10 hours	Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b>  Equipment and materials for recording or noting down lecture	charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<b>LU4:</b>  Prepare and publish artwork	<b>The student will be able to:</b>  Have an understanding of formats for publishing artwork  Use appropriate storage medium for storing and publish the artwork  Prepare CD or DVD	Understand the how to save artwork on CD/DVD or other storage media  Know the submission guidelines for artwork  Knowledge of formats used for preparing artwork for publishing	<b>Total:</b> 15 hours  <b>Theory:</b> 05 hours  <b>Practical:</b> 10 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<p>demonstration</p> <p>Manuals, handouts, video tutorials, and other relevant materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture</p>	<p>system, graphics card, and graphics software with internet facility</p>

### 3.6. Module 6: Perform software and hardware maintenance

**Objective of the module:** The aim of this module to develop concepts regarding how to prepare the computer for a designer. It gives the trainee introduction to the computers and its usage

**Duration**      65 hours      **Theory:**      15 hours      **Practical:**      50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Install Graphics Software	<b>The student will be able to:</b> Install relevant graphics software Uninstall relevant graphics software	Method of installing graphics software Learn the configuration (if any) required by software Describe work environment of Photoshop, Illustrator, Indesign for designing artwork Introduction to Corel Draw	<b>Total:</b> 14 hours <b>Theory:</b> 03 hours <b>Practical:</b> 11 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				for recording or noting down lecture	
<b>LU2:</b> Install/ Uninstall Operating System	<b>The student will be able to:</b> Install relevant Operating System Uninstall relevant Operating System	Installing Operating System on a computer/ laptop  Un-installing operating system on a computer/ laptop  Explain upgrade and configuration of operating systems	<b>Total:</b> 17 hours <b>Theory:</b> 04 hours <b>Practical:</b> 13 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b> Equipment and materials for recording or noting down lecture	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<b>LU3:</b> Install/ Configure Drivers, Input/ Output Devices	<b>The student will be able to:</b> Install and configure required driver	Explain installation of software and configuration of drivers  Explain installation and	<b>Total:</b> 17 hours <b>Theory:</b>	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and	<b>For theoretical learning:</b> Class room with multimedia aid, audio-

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Install and configure input/output devices	configuration of input/output devices  Define plug and play devices	04 hours  <b>Practical:</b> 13 hours	display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility  Visual illustrations for demonstration  Manuals, handouts, video tutorials, and other relevant materials.  <b>Student shall have:</b>  Equipment and materials for recording or noting down lecture	visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility
<b>LU4:</b>  Connect devices to ports using appropriate cables	<b>The student will be able to:</b>  Connect various devices using appropriate ports and cables	Understand the different types of connector  Differentiate between different types of cables  Explain different ports used for connection of various devices  Installing the drivers of devices	<b>Total:</b> 17 hours  <b>Theory:</b> 04 hours  <b>Practical:</b> 13 hours	Writing surface preferably white board complete with markers and eraser  Audio/Video aid and display screen  Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b>  Lab with fully functional latest up to date

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<p>internet facility</p> <p>Visual illustrations for demonstration</p> <p>Manuals, handouts, video tutorials, and other relevant materials.</p> <p><b>Student shall have:</b></p> <p>Equipment and materials for recording or noting down lecture</p>	<p>computer system installed with operating system, graphics card, and graphics software with internet facility</p>

### 3.8. Module 7: Communicate with others

**Objective of the module:** The aim of this module to develop the skills necessary for communication. The learner should communicate efficiently and gather requirements from the client for product/ services.

**Duration** 60 hours      **Theory:** 40 hours      **Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Communicate with Client/Owner/ Boss/stakeholder	<b>The student will be able to:</b> Listen to client/owner/ boss and synthesize relevant information about all problems and understanding of their product/ service required	Introduction to communication and interpersonal communication Learn skills needed to interact in a social environment Communicate attentively in order to gather requirements and needs Apply communication skills to facilitate understanding to enable them to undertake decisions as equal partners Communicate effectively both orally and in writing Synthesize and present information appropriate to	<b>Total:</b> 30 hours <b>Theory:</b> 20 hours <b>Practical:</b> 10 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials for recording or noting	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Workshop: Career Hunt, Creating and maintaining CV, pre and post job-portfolio

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		the needs of the client, and discuss achievable goals and final product/ services		down lecture	
<b>LU2:</b> Communicate with Senior/Junior/Peers	<b>The student will be able to:</b> Develop a strategy for using communication skills Interact with other professionals involved in design development through effective teamwork	Communicate effectively with colleagues, peers, the community, other related personals to exchange information over an extended period of time Monitor and critically reflect on your use of communication skills, adapting your strategy as necessary, to produce the quality of outcomes required	<b>Total:</b> 30 hours <b>Theory:</b> 20 hours <b>Practical:</b> 10 hours	Writing surface preferably white board complete with markers and eraser Audio/Video aid and display screen Fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility Visual illustrations for demonstration Manuals, handouts, video tutorials, and other relevant materials. <b>Student shall have:</b> Equipment and materials for recording or noting down lecture	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> Lab with fully functional latest up to date computer system installed with operating system, graphics card, and graphics software with internet facility

### 3.9. Module 8: Duties and rights at a work place

**Objective of the module:** The aim of this module is to develop code of ethics and professional conduct, improve planning capabilities, and awareness to provision of employment rights. This module can be delivered alongside other modules.

**Duration** 60 hours      **Theory:** 18 hours      **Practical:** 42 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Ethics and professional conduct	<b>The student will be able to:</b> Understand and perform the mandatory standard for: Responsibility Respect Fairness Honesty	The responsibility to take ownership for the decisions and actions they make or fail to make and their consequences. This can be learnt through role play. The duty to show a high regard for resources entrusted to them. This includes accountability to subordinates, tangible assets such as equipments, and company profile. The responsibility to make decisions and act impartially and objectively; free from self interest. (Quantified self assessment can be performed e.g. case studies/white papers, for areas like conflict of interest.) Being able to understand	<b>Total:</b> 20 hours <b>Theory:</b> 08 hours <b>Practical:</b> 12 hours	Equipment and materials for recording or noting down lectures Manuals, handouts, computer based trainings (CBT), case studies, templates for industry standards, video assistance, and other relevant materials. General guidelines for professional of conduct and ethics	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> <b>EITHER</b> Labs <b>OR</b> Access to a work place/ organization for training purposes (for example printing press, arts studios, graphics institutes, and similar establishments)

		truth and act in truthful manner in conduct and communication. E.g. daily attendance enrolment on register, “What you say is what you did”			
<b>LU2:</b> Planning of the business process activities	<b>The student will be able to:</b> Identify tasks, their scheduling, define milestones, and learn optimal utilization of resources	<p>Provide due assistance to in-line manager e.g. coordinating recurring meetings, intimate resource availability, create and keep documentations, validate applicable company defined standards.</p> <p>Define activities, e.g. Apply specific life cycle methodologies – (Requirement gathering, design solution, prototype, testing, documentations)</p> <p>Estimate time, e.g. hours’ calculations for an activity; consider calendar year official leaves, company working timings.</p> <p>Achieve work breakdowns, divide module in smaller and more manageable components. E.g. testing a product may have</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 02 hours</p> <p><b>Practical:</b> 08 hours</p>	<p>Equipment and materials for recording or noting down lectures</p> <p>Manuals, handouts, computer based trainings (CBT), case studies, templates for industry standards, video assistance, and other relevant materials.</p> <p>Orientation to “project planning tool” is recommended.</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b></p> <p>Labs</p> <p><b>OR</b></p> <p>Access to a work place/ organization for training purposes (for example printing press, arts studios, graphics institutes, and similar establishments)</p>

		<p>components like interface, performance, and test cases.</p> <p>Resource leveling due to work load, e.g. calculations of leisure hours of a worker.</p>			
<p><b>LU3:</b></p> <p>Awareness to rights</p>	<p><b>The student will be able to:</b></p> <p>Recognize the aspirational requirements of human rights in employment context.</p>	<p>Inform ourselves and uphold the policies, rules and regulations that govern the work and workplace.</p> <p>Report illegal conduct or illegitimate action to appropriate management.</p> <p>Protect propriety or confidential information</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>03 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Equipment and materials for recording or noting down lectures</p> <p>Manuals, handouts, computer based trainings (CBT), case studies, templates for industry standards, video assistance, and other relevant materials.</p> <p>Designing tools as Reference: (ArguUML, Sparx Enterprise Architect)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Labs</p> <p><b>OR</b></p> <p>Access to a work place/ organization for training purposes (for example printing press, arts studios, graphics institutes, and similar establishments)</p>
<p><b>LU4:</b></p> <p>Understanding of copyrights and</p>	<p>Understand the legal right granted to an author, composer, publisher, production, or any other artist's</p>	<p>Learn and adapt to the process of purchasing photos or any other required material from</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p>	<p>Equipment and materials for recording or noting down lectures</p> <p>Manuals, handouts,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-</p>

piracy	<p>work</p> <p>Understand that unauthorized use or reproduction of copyright or patented material is illegal</p> <p>Understand that they can't give the design made for and sold to one client to the others.</p>	<p>internet which has copyrights.</p> <p>Understanding what royalty free content.</p> <p>Explain what can be used and what cannot be used from internet or other resources</p>	<p>05 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p>computer based trainings (CBT), case studies, templates for industry standards, video assistance, and other relevant materials.</p> <p>General policies regarding copyrights and piracy implemented in organizations</p>	<p>visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p>Labs</p> <p><b>OR</b></p> <p>Access to a work place/ organization for training purposes (for example printing press, arts studios, graphics institutes, etc)</p>
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#### **4. General assessment guidance for the Graphics Design (Print Media) Curriculum**

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

Sessional assessment is going on all the time. Its purpose is to provide feedback on what students are learning:

- to the student: to identify achievement and areas for further work
- to the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

Final assessment is the assessment, usually on completion of a course or module, which says whether the student has "passed" or not. It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

##### **Methods of assessment**

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of a graphics designer include:

- Creating a logo
- Designing of an advertisement for a given company or organization
- Direct questioning, where the assessor would ask the student why he using certain editing process, or tools, or style
- Paper-based tests, such as multiple choice or short answer questions on theory parts.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a graphic designer include:

- Creating of a company stationary
- A concept based poster

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

### **Principles of assessment**

All assessments should be valid, reliable, fair and flexible:

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Validity means that a valid assessment assesses what it claims to assess. For example, if the designing ability is to be assessed and certificated, the assessment should involve performance criteria that are directly related to that creative designing activity. An interview about different paper sizes or colour formats would not meet the criteria.

Reliability means that the assessment is consistent and reproducible. For example, if design work such concept based poster design has to be assessed, another assessor (eg the future employer) should be able to see the same work performance and witness the same level of achievement.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

## **Assessment strategy for the Graphics Design (Print Media) Curriculum**

This curriculum comprises 08 modules:

- Module 1: familiarisation with terminologies and tools
- Module 2: Develop design concept
- Module 3: Analyse cost effective solution
- Module 4: Photo editing and graphics development
- Module 5: Prepare for pre-press job
- Module 6: Perform software/ hardware maintenance
- Module 7: Communication with others
- Module 8: Duties and rights at the workplace

### **Sessional assessment**

The sessional assessment for all 08 modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

### **Final assessment**

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

The final theoretical assessment shall consist of one 3-hour paper, consisting of multiple choice and short answer questions, covering all modules. This must include at least two short answer questions for each Modules 07 and 08: 'Communication with others' and 'Duties and Rights at the workplace'.

For the final practical assessment, each student shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totalling 12 hours of practical assessment for each student. During this period, each student must be

assessed on his/her ability to create from scratch a piece of design work, this could be a company stationary for an assumed organization, or a advertisement banner for a product or service and present the work in printed form. The student shall use and apply the knowledge learned in modules 01-06 for its creation.

- Module 1: familiarisation with terminologies and tools
- Module 2: Develop design concept
- Module 3: Analyse cost effective solution
- Module 4: Photo editing and graphics development
- Module 5: Prepare for pre-press job
- Module 6: Perform software/ hardware maintenance

Module 07: 'Communication with others' and 'Module 08: Duties and rights at the workplace', shall be assessed separately, preferably through role play.

## **The assessment team**

The number of assessors must meet the needs of the students and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of five students per assessor. In this example, a group of 20 students shall therefore require assessments to be carried out over a four-day period.

## **Planning for assessment**

Sessional assessment: assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

Final assessment: Training providers need to decide ways to combine modules into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the dishes for practical assessments in advance.

## Planning aid for sessional assessments

Module 1: Familiarisation with terminologies and tools			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU1: Elements of design			
LU2: Principles of design			
LU3: Understand concept of perspective			
LU4: Understand colour theory, and its relevance in design			
LU5: Typography			
LU6: Learn the usage of tools in graphics software starting with Adobe Photoshop, Adobe Illustrator, In design, and introduction to Corel Draw.			

Module 2: Develop design concepts			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU1: Identify Unique Selling Point (USP) of the product/service			
LU2: Define particular branding guidelines/theme			
LU3: Visualize layout of the concept following brand guidelines			

<b>Module 3: Analyze cost effective solution</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU1: Determine suitable size of the document			
LU2: Determine the number of pages and colours			
LU3: Understand the usage of appropriate printing material and textures			

Module 4: Photo editing and graphics development			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU1: Photo Editing/Scanning			
LU2: Create layout			

Module 5: Prepare pre-press job			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU1: Bleed the layout for cropping			
LU2: Apply cropping marks and registration marks			
LU3: Apply ups			
LU4: Publish art work			
LU 5: Prepare (burn) CD or DVD			

<b>Module 6: Perform software/ hardware maintenance</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU1: Install graphics software			
LU2: Install/ Uninstall operating System			
LU3: Install/ Configure Drivers, Input/ Output devices			
LU4: Connect devices/ ports/ cables			

Module 7: Communicate with others			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU1: Communicate with client/owner/boss			
LU2: Communicate with senior/junior/peers			
LU3: Communicate with concerned office/ stakeholder			

Module 8: Duties and rights at a workplace			
Learning Units	Hours of theoretical assessment	Hours of practical assessment	Scheduled Dates
LU 1: Ethics and professional conduct			
LU2: Planning of business process activities			
LU3: Awareness to rights			
LU4: Copyrights and Piracy			

## 5. Tools and equipment

Sr. No.	Name of Item/ Equipment / Tools	Quantity
1.	<p>Computer Systems</p> <p>Intel® 3rd gen. Core i7 3770 3.4GHz  8GB DDR3-1600 memory  1000GB SATA hard drive  internal SATA DVD &amp; CD writer  2GB dedicated graphic card (EVGA GT 640 2048MB - 128bit - GDDR 3 -  core clock 901MHz memory clock  1782MHz - mini display port - HDMI - dual-link DVI - (02GP42643KR)  10-channel surround sound support  true 420W power supply  4 way cooling chassis  front USB 3.0,USB 2.0 ports  up to 1000 MBPS LAN support</p> <p>Casing Intel approved, with rear and front USB ports and audio jacks  Optical mouse (wireless)  Multimedia keyboard (wireless)</p>	20
2.	LCD Display 17" with built in speakers	20
3.	HP Laser Jet Printer – Black	01
4.	HP Laser Jet Printer- Coloured	01
5.	Flat bed Scanner	01
6.	Graphics Tablet	01
7.	USB Flash Drive	01

8.	Multimedia Projector	01
9.	Multimedia Projector Screen	01
10.	White Board	01
11.	Computer Tables & Chairs – Lab	20
12.	Study Tables & Chairs – Classroom	20
13.	Licensed Graphics Software Adobe Photoshop Adobe Illustrator Adobe InDesign Corel Draw	20
14.	Licensed Microsoft Office Suit	20
15.	Licensed Nero Burning Software	20
16.	Licensed Operating System	20
17.	3000 VA UPS AMP Batteries Led AGS Reconditioned  OR Generator to support a lab of 20 systems	10
18.	3KVA Stabilizer	20

## 6. List of consumable supplies

Sr. No.	Name of Consumable Supplies	Quantity
1.	Offset Paper A4 size (90 gm)	10 Rims
2.	Offset Paper Legal size	06 Rims
3.	White Board Markers	04 Dozen
4.	White Board Eraser	03
5.	Toner Black: Laser Printer	01
6.	Toner Coloured: Laser Printer	01
7.	CD's/ DVD's (RW)	04 Dozen
8.	Ball Point Pens (blue)	1 dozen
9.	Ball Point Pens (blue)	1 dozen
10.	Office Files	20
11.	Office Box Files	05
12.	Notepads	05
13.	Pencils	1 dozen
14.	Paint brushes	05
15.	Canvas	01
16.	Office Stationary Set	01
17.	Air Freshener	01