



MEDICAL TRADES MARKET READINESS

Project Completion Report



ABSTRACT

ASK Development's three days Training Program helped Riphah Excel Tech Institute students become job-ready by strengthening their soft skills.



Forewords

It gives us great pleasure to present the **Completion Report of the Medical Trades Training Project** a journey of growth, learning, and transformation for the students of **Riphah Excel Tech Institute**. This initiative, carried out with the support of **ASK Development**, was more than a training program; it was an opportunity to unlock the potential of young people preparing to serve in the healthcare sector.

Throughout the training, students discovered how to set **goals**, present themselves with **confidence**, communicate effectively, and prepare for the challenges of the professional world. Beyond technical skills, they gained the mindset, attitude, and tools needed to succeed in interviews, workplaces, and future careers.

We celebrate the commitment of our **Trainers**, the enthusiasm of our **Students**, and the vision of our partners who made this possible. The success of this program reminds us that when knowledge and professionalism are combined, students not only become employable, they become leaders, innovators, and change makers in their fields.

We especially recognize and appreciate the **dedication of the project team**, whose tireless efforts, teamwork, and passion turned this vision into reality. Their guidance and commitment ensured that every student received the support and learning experience needed to grow personally and professionally.

This report is a testament to their hard work and a milestone in the shared mission of building a stronger, more prepared healthcare workforce for Pakistan.

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C.E.O

ASK Development

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Executive Summary

ASK Development conducted the **Medical Trades Training Project** for the students of Riphah Excel Tech Institute, affiliated with Riphah International University. The program was specifically designed for young trainees enrolled in medical trade certificate programs such as:

- Dental Technology
- Medical Lab Technology
- Operation Theatre Technology
- Medical Imaging Technology
- Nursing Assistance
- Cardiovascular Technology

A total of 253 students participated in the training, divided into 12 batches

City	Students	Batches	Student per batch
Rawalpindi	153	7	22
Lahore	100	5	20
Total	253	12	

The **methodology** adopted was highly interactive and practice-based, with participants engaging in structured learning exercises, role plays, mock interviews, and CV workshops. Activities were tailored to reflect real-world healthcare and workplace contexts, ensuring that the learning was relevant, practical, and aligned with the participants' professional needs.

Pre and Post training assessments provided evidence of substantial improvements in student competencies. Prior to training, students demonstrated limited awareness of professional etiquette, weak CV writing skills, low confidence in interviews, and minimal exposure to job search tools. By the end of the program, measurable progress was observed:

- Over 95% of students produced professional, error-free CVs.
- Interview confidence improved by nearly 40%.
- More than 85% of participants enhanced their communication, body language, and professional etiquette.
- Trainer effectiveness was rated highly by the majority of participants.

The **student demographics** revealed balanced representation across gender and diverse medical trades, ensuring inclusivity and broad impact. Feedback highlighted strong appreciation for trainer engagement, interactive exercises, and the practical orientation of the sessions. Suggestions included extending the program duration, incorporating more public speaking opportunities.

The project's **deliverables** included the delivery of 12 batches of training, the development of professional CVs, the conduct of mock interviews, distribution of handouts and exercises, completion of assessment reports, compilation of trainer profiles, and preparation of this comprehensive final report with annexures.

Key lessons learned emphasized the importance of extended training duration, more practice-based modules, personalized feedback, and stronger focus on workplace etiquette and job search strategies. These insights will guide the refinement of future training programs to maximize their impact on student employability.

In conclusion, the **Medical Trade Training Program** successfully achieved its objectives by equipping students with the competencies necessary to complement their technical expertise and prepare them for entry into the professional healthcare sector. The collaboration between ASK Development and Riphah Excel Tech Institute has set a strong foundation for future initiatives aimed at bridging the education-to-employment gap in Pakistan.

Introduction

In recent years, the healthcare industry has undergone rapid expansion, driven by technological advancements, growing patient needs, and increasing demand for specialized medical services. While this has created numerous opportunities for young professionals in allied health fields, it has also highlighted a critical gap between technical qualifications and employability skills. Graduates from vocational and technical training institutes often demonstrate strong technical knowledge; however, employers frequently report deficiencies in essential soft skills such as communication, teamwork, adaptability, and professional conduct.

Within the context of Pakistan's labor market, particularly in healthcare, the situation is no different. Research indicates that many students completing technical diplomas or certifications struggle to secure employment, not due to a lack of technical proficiency, but because they are underprepared for job interviews, CV writing, and workplace professionalism. As a result, there is a growing emphasis on integrating soft skills training into technical education programs, ensuring that students are not only qualified but also competent in navigating the professional environment.

Riphah Excel Tech Institute, affiliated with Riphah International University, identified this challenge among its students enrolled in various medical trades, including Dental Technology, Medical Lab Technology, Operation Theatre Technology, Medical Imaging, Nursing Assistance, and Cardiovascular Technology. These trades prepare students for critical roles in hospitals, clinics, laboratories, and diagnostic centers. However, feedback from alumni, employers, and academic supervisors indicated that many graduates lacked confidence in job interviews, were unaware of effective job search strategies, and demonstrated limited understanding of professional workplace etiquette.

To address these gaps, Riphah Excel Tech Institute partnered with ASK Development, a leading training and development organization with extensive experience in delivering corporate and youth-focused capacity-building programs. ASK Development has a track record of training more than 20,000 individuals across multiple sectors, with a strong emphasis on practical learning and employability enhancement. Leveraging this expertise, the institute designed and implemented a soft skills training program to prepare students for the realities of the job market.

The rationale for this training program was therefore two-fold:

1. **Student-Centered Need:** To equip young medical trade students with the necessary personal and professional competencies required to transition successfully from education to employment.
2. **Market-Oriented Demand:** To align the skillset of graduates with employer expectations, thereby improving their chances of securing sustainable employment both nationally and internationally.

By addressing these identified needs, the training not only supported individual student growth but also contributed to the strategic mission of Riphah Excel Tech Institute—to produce graduates who are competent, confident, and capable of meeting the evolving demands of the healthcare sector.



► Medical Trades Training Project

Project Scope

The scope of the project was to enhance employability skills of trainees through structured soft skills training. This included:

- Grooming trainees for workplace professionalism.
- Equipping them with job market tools such as CVs, interview practice, and job search strategies.
- Preparing them for both local and international employment opportunities.
- Instilling professional manners, communication, and self-confidence for career advancement.
- This also help students to get a chance in a respective field where they can have a basic understanding of professionalism.

Training Objectives

The training achieved the following

- Cultivating a proactive and goal-oriented mindset to enhance personal development and effectiveness.
- Teaching appropriate dressing and attire for professional environments.
- Equip trainees with skills to write effective and impactful CVs.
- Guide participants on job searching strategies both within Pakistan and internationally.
- Prepare trainees to confidently appear and perform well in job interviews.
- Instill proper manners and professional greetings to enhance workplace interactions.
- Improve basic communication skills, including the understanding and use of body language.

Project Targets:

1. Train 253 students across 12 batches in Rawalpindi & Lahore
2. Build essential soft skills
3. Provide professional CV & boost confidence
4. Conduct pre- & post-assessments

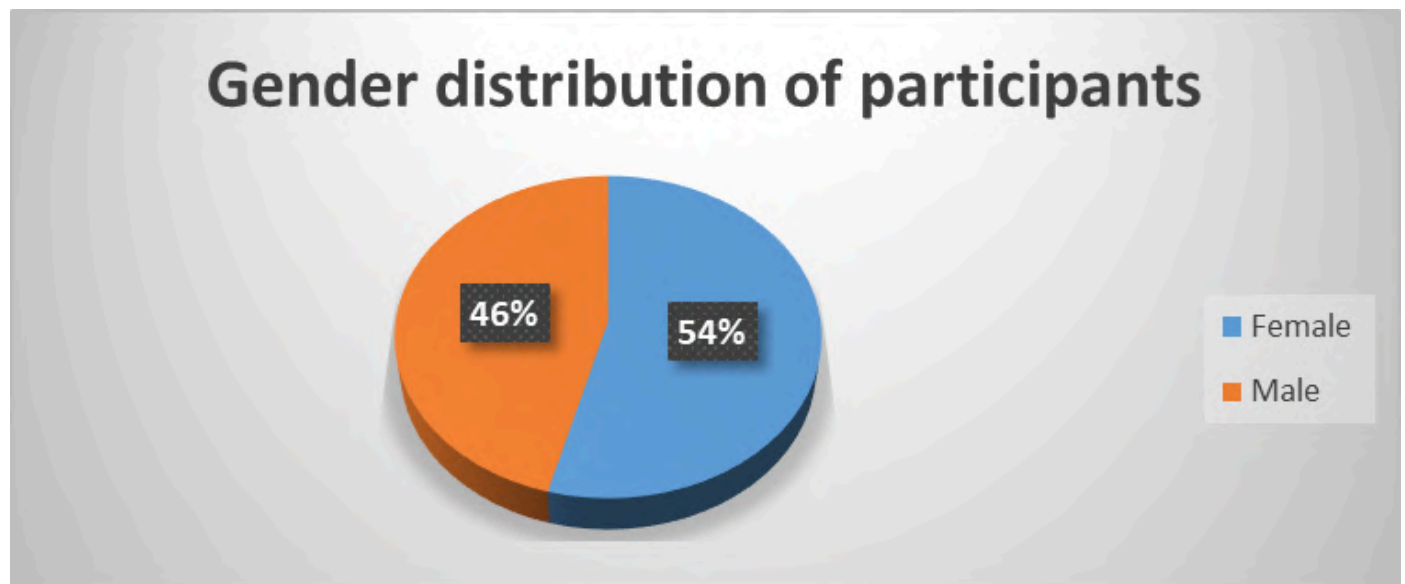
Project Deliverables

- 12 training batches successfully conducted, covering 253 students from diverse medical trades across Rawalpindi/Islamabad and Lahore campuses.
- Pre- and post-training assessments documented measurable improvements in CV writing, interview readiness, communication skills, and professional etiquette.
- Each participant developed a polished, job-ready CV and participated in mock interviews simulating real-world HR settings.
- Handouts and reference materials on communication, grooming, job search, and workplace behavior provided both in-class and long-term learning support.
- Experienced facilitators delivered interactive sessions, while their profiles (in annexures) reflect ASK Development's trainer capacity.

► Students' Demographics

The Soft Skills Training Program engaged a total of 253 students across 12 batches in Rawalpindi and Lahore. Out of these, 205 participants completed the post-course assessment forms, providing valuable feedback and measurable insights into the effectiveness of the training. This demographic data provides valuable insight into the diversity of participants in terms of gender and academic specialization, and highlights the wide reach of the program across different medical trades.

Gender Distribution

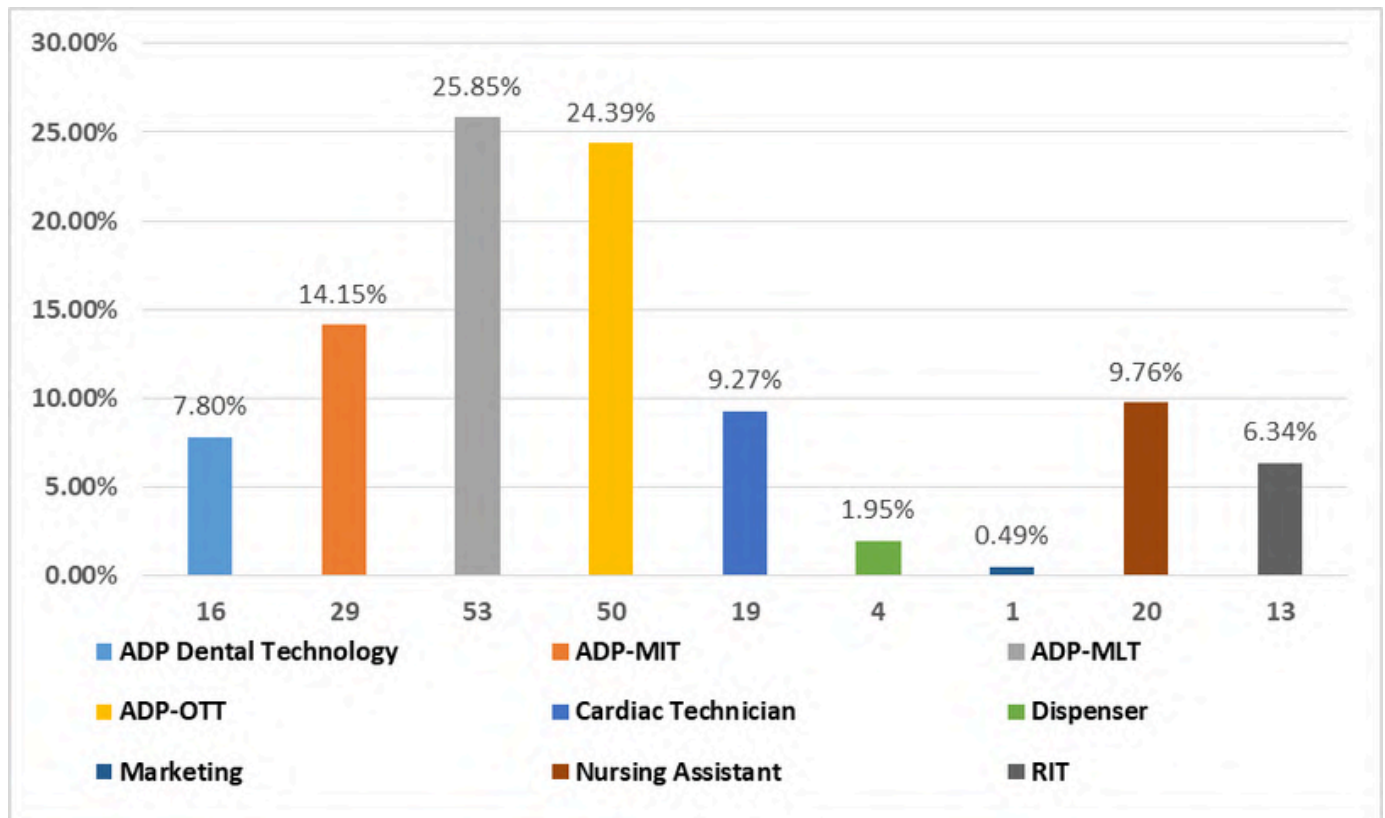


Male: 94 participants (45.85%)
Female: 111 participants (54.15%)

Description: A total of 205 participants completed the post-course assessment forms. Among them, 94 were male (45.85%) and 111 were female (54.15%).

Comment: The gender balance shows a slightly higher female participation, which aligns with the increasing trend of women pursuing healthcare diplomas. This ensured inclusivity and added diverse perspectives in group learning and discussions.

Course-wise Distribution



Description: The respondents came from nine different trades, the largest groups being Medical Lab Technology (25.85%) and Operation Theatre Technology (24.39%). Smaller but important representations included Dispenser (1.95%) and Marketing (0.49%).

Comment: The diversity across trades reflects the wide reach of the training. The dominance of OTT and MLT students indicates that the program was most impactful for technical roles requiring teamwork and interpersonal interactions in medical settings.

Overall, the demographic profile confirms that the training was comprehensive and inclusive, reaching students across a wide spectrum of medical trades and ensuring balanced training coverage for multiple professional trajectories. This diversity enriched classroom discussions, peer-to-peer learning, and group activities by bringing together perspectives from different healthcare disciplines.

▶ Training Methodology

The methodology adopted by ASK Development was interactive, practice-oriented, and learner-centered, ensuring that participants were not only introduced to concepts but also given the opportunity to apply them through structured exercises and real-life simulations. The training was divided into thematic modules, each reinforced with targeted activities.

1. Exercises and Simulations

To build self-awareness and a proactive attitude, students engaged in activities such as:

- “Your 5-Year Vision Roadmap” where participants mapped out personal, career, and skill development goals across short- and long-term horizons.
- “Fix It” Exercise identifying a personal problem, analyzing root causes, and developing practical solutions.

These simulations encouraged reflective thinking, goal-setting, and problem-solving.



2. Professional Grooming and Etiquette

To reinforce workplace etiquette, participants practiced:

- “What’s wrong?” identifying how to make their attire more professional and interview-appropriate.
- “Silent Greeting” role-playing greetings through gestures and posture to highlight the importance of non-verbal communication.

These exercises created awareness of professional image, attire, and first impressions.

3. Communication Skills

Students practiced real-world scenarios through:

- “Handling an Angry Patient Attendee” a role-play exercise simulating conflict management at a hospital reception desk.
- “Rapid Emotion Reading” interpreting emotions from body language and tone of voice.

These activities enhanced participants’ ability to remain calm, empathetic, and professional under pressure skills vital for healthcare workers.



4. Patient Care

In alignment with medical trades, patient-centered exercises were included:

- “One Sentence Comfort” formulating empathetic statements to reassure patients in difficult scenarios.
- “Hygiene Check” listing and ranking critical hygiene practices for patient care.

These sessions integrated soft skills with the students’ technical training, bridging professional and clinical contexts.



5. Job Search and Career Readiness

Career-focused activities provided practical job-hunting strategies:

- “Job Hunt on the Spot” using mobile phones to find real-time healthcare job postings and identifying ways to tailor CVs accordingly.
- “Networking” paired exercises where students practiced small talk and first impressions.

These hands-on tasks gave participants direct exposure to tools and strategies for employability.



6. Interview Preparation

To strengthen interview readiness, students engaged in:

- “Body Language Drill” practicing correct ways to enter, greet, and sit in an interview.
- “Question Bank Brainstorm” generating possible interview questions and answers relevant to their medical trade fields.
- This component was further reinforced with mock interviews, enabling students to practice and receive trainer feedback.



7. Supporting Tools

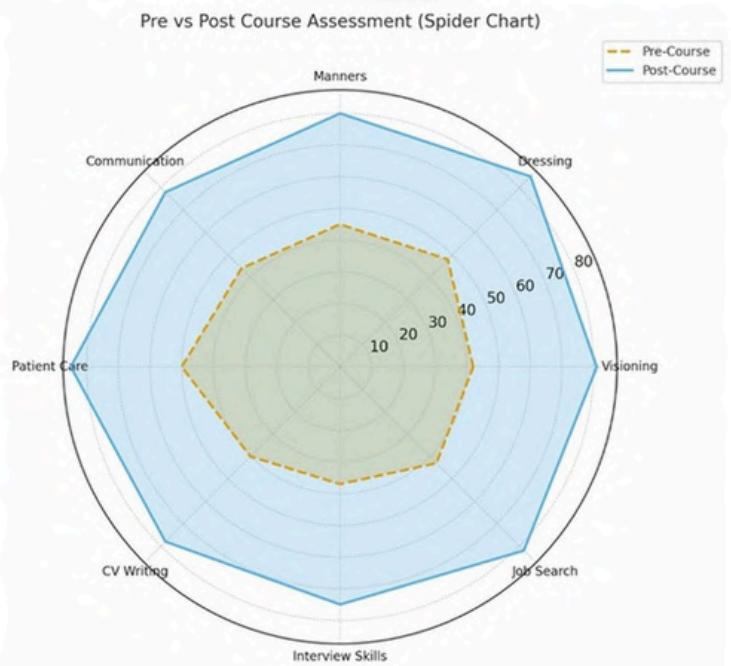
Alongside these exercises, trainers used:

- Multimedia and Infographics to visualize key concepts.
- Handouts summarizing lessons for future reference.
- Photographic Documentation of sessions (attached in annexures) to evidence participation.



► Pre and Post Training Assessment

To evaluate the effectiveness of the Soft Skills Training Program, ASK Development conducted both pre-training and post-training assessments. These assessments provided valuable insights into the existing skill gaps of participants at the beginning of the program and the measurable improvements achieved by the end of the training.



The spider chart provides a visual comparison of student competencies before and after the training across the eight thematic areas. The dashed line (Pre-Course) shows baseline levels, while the solid line (Post-Course) highlights progress achieved.

- **Visioning (Goals & To-Do Attitude):** Improved from 42% pre-course to 81% post-course, reflecting clearer career direction and motivation.
- **Professional Attire:** Increased from 48% to 85%, showing strong awareness of appropriate dressing in healthcare.
- **Manners & Etiquette:** Grew from 45% to 80%, indicating greater respectfulness and cultural sensitivity.
- **Communication Confidence:** Rose from 44% to 78%, with students demonstrating better listening, speaking, and body language.
- **Empathy & Patient Care:** Progressed from 50% to 85%, balancing patient safety with compassion.
- **CV Writing:** Jumped from 40% to 78%, with students producing structured and tailored CVs.
- **Interview Skills:** Increased from 37% to 75%, showing stronger self-presentation and preparedness.
- **Job Search Preparedness:** Improved from 43% to 82%, reflecting knowledge of digital platforms and confidence in job hunting

▶ Training Program Summary

Training schedule

L a h o r e	Batch 01			Batch 02			S u n d a y	Batch 03			Batch 04						
	18-Aug-25 Monday	19-Aug-25 Tuesday	20-Aug-25 Wednesday	21-Aug-25 Thursday	22-Aug-25 Friday	23-Aug-25 Saturday		25-Aug-25 Monday	26-Aug-25 Tuesday	27-Aug-25 Wednesday	28-Aug-25 Thursday	29-Aug-25 Friday	30-Aug-25 Saturday				
	Day 01	Day 02	Day 03	Day 01	Day 02	Day 03		Day 01	Day 02	Day 03	Day 01	Day 02	Day 03				
	Batch 05																
	1-Sep-25 Monday	2-Sep-25 Tuesday	3-Sep-25 Wednesday														
	Day 01	Day 02	Day 03														
I s l a m a b a d	Batch 01						S u n d a y	Batch 02			Batch 03						
	18-Aug-25 Monday	19-Aug-25 Tuesday	20-Aug-25 Wednesday	21-Aug-25 Thursday	off			25-Aug-25 Monday	26-Aug-25 Tuesday	27-Aug-25 Wednesday	28-Aug-25 Thursday	29-Aug-25 Friday	30-Aug-25 Saturday				
		Day 01	Day 02	Day 03				Day 01	Day 02	Day 03	Day 01	Day 02	Day 03				
	Batch 04			12 Rabiulawal			S u n d a y	Batch 05			Batch 06			S u n d a y	Batch 07		
1-Sep-25 Monday	2-Sep-25 Tuesday	3-Sep-25 Wednesday	4-Sep-25 Thursday	5-Sep-25 Friday	6-Sep-25 Saturday	8-Sep-25 Monday		9-Sep-25 Tuesday	10-Sep-25 Wednesday	11-Sep-25 Thursday	12-Sep-25 Friday	13-Sep-25 Saturday	15-Sep-25 Monday		16-Aug-25 Tuesday	17-Aug-25 Wednesday	
Day 01	Day 02	Day 03	Holiday				Day 01	Day 02	Day 03	Day 01	Day 02	Day 03	Day 01	Day 02	Day 03		

Day1: Personal Development & Professional Behavior

- Orientation & TNA (30 mins)
- **To-Do Attitude:** Building positive mindset, personal vision, self-confidence, and professional commitment.
- **Professional Dressing & Grooming:** Differentiating between casual and professional attire.
- **Manners & Etiquette:** Greetings, workplace norms, cultural sensitivity.
- **Communication Basics:** Body language, tone, clarity in communication.

Session	Time	Topic
1	9.00- 9.30	Briefing on course & introductions
2	9.30 - 10.30	To Do Attitude
3	10.30- 11.30	Dressing, Attire and Manners
	11.30 - 12.00	Break
4	12.00- 1.00	Communication Skills
5	1.00-2.00	Communication (Continued)

Day 2: Communication & Job Readiness Skills

- Verbal & Non-verbal Communication: Active listening, gestures, tone, and eye contact.
- CV Writing (Theory + Practice): Drafting professional CVs relevant to medical trades, peer reviews, trainer feedback.
- Job Search Strategies: Exploring local portals, overseas opportunities, and fraud prevention.

Session	Time	Topic	Remarks
6	9.00- 10.00	Review of Day 1	Yesterday's learning, Refreshing and Practice
7	10.00 – 11.30	Patient Care	
	11.30 – 12.00	Break	
8	12.00- 1.00	CV Writing and Job Search	30-40 m on Job search
8	1.00- 2.00	CVs	Assignment for tomorrow on CV and patient care

Day 3: Interview Skills

- Interview Techniques: Types, common questions, preparation checklists.
- Mock Interviews: One-on-one practice sessions with constructive feedback.
- Reflection & Recap: Group discussion on key learning points, tips for improvement.
- Closing Session: Participant feedback, trainer remarks.

Session	Time	Topics	Remarks
9	9.00- 10.00	Review of Day 2	Yesterday's learning, Refreshing and Practice
12	10.00 – 11.30	Appearing in Job Interviews	
	11.30 – 12.00	Break	
10	12.00- 1.30	Mock Interviews	
11	1.30-2.00	Post-course Assessment(online)	Assignment for submission on job search and appearing in interviews

Key Recommendations from Student Feedback

These recommendations are derived from the **Pre-Course Assessment Test and Interviews** conducted with participants. The feedback collected, helped identify students' expectations, gaps in learning, and areas for improvement in program design and delivery.

- **Increase practical application:** Students expressed a strong desire for more hands-on activities and exercises to apply the soft skills learned during the program. This suggests a need to shift the balance from theory to practical application.
- **Extend program duration:** A significant number of participants felt the program was too short, suggesting that a longer duration would allow for a deeper understanding and more effective practice of the concepts.
- **Enhance communication skills training:** Feedback highlighted a consistent need for more dedicated sessions to practice and refine both formal and informal communication skills.
- **Provide more in-depth content:** Students requested more comprehensive coverage of key topics such as professional attire, resume writing, and interview preparation.
- **Offer more detailed and actionable feedback:** Participants emphasized the importance of receiving more specific, personalized feedback from trainers to support their improvement.
- **Integrate more realistic practice scenarios:** The feedback indicated a demand for practice sessions that simulate real-world professional contexts, moving beyond a typical classroom setting.
- **Conduct more mock interviews:** To better prepare for job applications, students specifically requested an increase in the number of mock interview sessions.
- **Strengthening public speaking training:** Participants asked for more focused practice and guidance on improving their public speaking and presentation skills.
- **Include practical job search advice:** Students expressed a need for more practical tips and advice on how to effectively use their soft skills during the job-hunting process.
- **Improve content structure and objectives:** Feedback from participants noted that having a more organized structure and clearly defined objectives for each session would enhance the overall learning experience.
- **Add professional etiquette sessions:** Students also suggested including more guidance on professional behavior and workplace manners.

Learning and Suggestions

- More time allocation is needed for in-depth practice of skills, especially communication and interview preparation; extending the training duration would allow repeated exercises, iterative feedback, and sustained engagement.
- Strong demand for structured opportunities to practice public speaking and presentation skills; future programs should include dedicated modules with practical drills, peer evaluation, and real-time trainer feedback.
- Practical job search guidance should be strengthened with live demonstrations of LinkedIn account creation, profile building, and resume uploads to translate skills into actionable job-hunting strategies.
- Individualized feedback proved highly valuable; future programs should ensure more trainer-participant interaction for one-on-one coaching on CVs, interview performance, and communication style.
- Mock interview sessions were among the most successful components; increasing their frequency and introducing variations in questions and panel structures would better prepare students for real-world scenarios.
- Greater emphasis on professional etiquette and workplace culture is needed to help graduates enter the workforce as not only skilled but also polished, adaptable professionals who understand organizational norms.

ANNEXURES

The following annexures are attached to support and complement the Final Training Report. They capture the program design, learning outcomes, and long-term benefits for both students and the institution.

List of Annexures / Attachments

Annexure No.	Title / Description
Annexure I	Pre & Post Assessment Reports
Annexure II	Training Schedule
Annexure III	Attendance sheets of students
Annexure IV	Trainer's Profiles
Annexure V	Handouts
Annexure VI	Exercises