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LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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LEARNER GUIDE

National Vocational Certificate Level 4

Version 1 - October, 2019



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Introduction

Welcome to your Learner's Guide for the *Computerized Pattern Designer* Programme. It will help you to complete the programme and to go on to complete further study or go straight into employment.

The *Computerized Pattern Designer* programme is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The programme has been developed to address specific issues, such as the national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their customers.

The main elements of your learner's guide are:

- **Introduction:**
 - This includes a brief description of your guide and guidelines for you to use it effectively
- **Modules:**
 - The modules form the sections in your learner's guide
- **Learning Units:**
 - Learning Units are the main sections within each module
- **Learning outcomes:**
 - Learning outcomes of each learning units are taken from the curriculum document
- **Learning Elements:**
 - This is the main content of your learner's guide with detail of the knowledge and skills (practical activities, projects, assignments, practices etc.) you will require to achieve learning outcomes stated in the curriculum
 - This section will include examples, photographs and illustrations relating to each learning outcome
- **Summary of modules:**
 - This contains the summary of the modules that make up your learner's guide
- **Frequently asked questions:**
 - These have been added to provide further explanation and clarity on some of the difficult concepts and areas. This further helps you in preparing for your assessment.
- **Multiple choice questions for self-test:**
 - These are provided as an exercise at the end of your learner's guide to help you in preparing for your assessment.

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Module-11

LEARNER GUIDE

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Modules

Module 11: Develop pattern for leather products using CAD/CAM

Objective of the module: This module aims to teach basic use of CAD/CAM software and basic pattern formation in this software.

Duration: 160 Hours Theory: 32 Hours Practical: 128 Hours

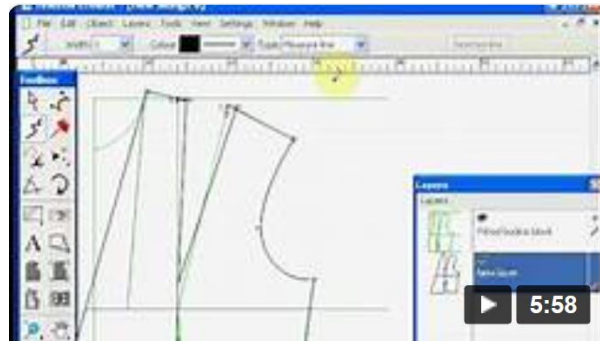
Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Create Base pattern of leather products	<p>The student will be able to:</p> <p>Draft blocks for various patterns considering required measurements in CAD software</p> <p>Create all the necessary points on the block covering all required clearances</p> <p>Create required shape of the product for base pattern</p> <p>Control the drawn pattern according to the measurement size chart</p> <p>Mark dart points and dart according to product fitting requirement</p> <p>Separate base pattern from the block</p>	<p>Recall following essential concepts learnt in Leather Products Development Technician Level-3 (Pattern Maker);</p> <ul style="list-style-type: none"> • Measuring units e.g. mm, cm, inches etc. • Understanding technical sheets, samples, sketches etc. • Sizing systems used in leather sector e.g. European, UK, USA • Construction of various leather garments and gloves • Human body proportions e.g. head line, shoulder line, chest line, waist line, hip line, thigh line, calf line, bottom line • Pattern making process • Purpose and application of dart, points and notches <p>Various CAD/CAM software applications available in the market.</p> <p>Installing and performing basic troubleshooting of the CAD/CAM software.</p> <p>Important features of the software, including the toolbars, dialog boxes, shortcuts along with navigating for getting help and printing.</p> <p>Important functions of creating documents, Setting Page Layout, inserting Text images, Character Formatting,</p>	<p>CAD/CAM Software</p> <p>Digitizer</p> <p>Scanner</p> <p>Pattern Table</p> <p>Projector</p>

		<p>Font, Font Style & Font Effect, Using short cut keys, importing/exporting files, creating shapes, using colour tools, working with layers etc.</p> <p>Developing block pattern</p> <p>Extraction of base from the block pattern</p> <p>Application of dart, points and notches</p> <p>Dart transfer according to the product</p>	
<p>LU2: Create the other required patterns according to product</p>	<p>The student will be able to:</p> <p>Create design pattern according to the product requirement on the base pattern</p> <p>Control the drawn pattern according to the design and control the matching of the pattern pieces</p> <p>Create cutting pattern by adding seam allowances, drill, marks, notches, grain line and nomenclature to the design pattern</p> <p>Create lining pattern by adding seam allowances, drill, marks, notches, grain line and nomenclature to the design pattern</p> <p>Draw fusing pattern according to product requirement, add grain line and nomenclature</p>	<p>Recall following concepts;</p> <ul style="list-style-type: none"> • Purpose of lining and lining materials • Difference between base and lining pattern • Different seams according to the design e.g. overlock seam, safety overlock seam, lock stitch seam, piping seam etc. • Interface material (fusing) and its types • Application and benefits of interface material (fusing) according to the product • Various fusing patterns e.g. under collar, under cuff, Flap, bone pocket etc. <p>Using the CAD/CAM software to perform;</p> <ul style="list-style-type: none"> • Preparing Copy patterns • Applying label and accessories placement in lining and design pattern • Placement according to the actual design • Direction of panels of the pattern in design and lining patterns • Direction of the pattern in fusing in CAD software • Mentioning Product/article name, size, cutting quantity and panel name 	<p>CAD/CAM Software</p> <p>Digitizer</p> <p>Scanner</p> <p>Pattern Table</p> <p>Projector</p>
<p>LU3: Perform Pattern Grading</p>	<p>The student will be able to:</p> <p>Set various grading angles on</p>	<p>Grading types e.g. Manual Grading & Computerized Grading</p>	<p>CAD/CAM Software</p> <p>Digitizer</p>

	<p>required pattern</p> <p>Grade the pattern according to the size chart or grading rule</p> <p>Control the grading according to the measurement chart and control the matching of the pattern pieces</p> <p>Separate the graded pattern from the prepared pattern</p>	<p>Grading techniques e.g. standard grading, restriction grading, Coordinated grading (break size grading)</p> <p>Sizing system e.g. UK, European and USA</p> <p>Housekeeping of pattern e.g. proper marking, binding, labelling, hanging etc.</p> <p>Grading rule by defining X-Axis and Y-Axis</p> <p>Separating patterns in CAD software from grading e.g. separating Small & Large size pattern from complete size run</p>	<p>Scanner</p> <p>Pattern Table</p> <p>Projector</p>
<p>LU4: Perform Marker making and plotting/printing for required leather products</p>	<p>The student will be able to:</p> <p>Transfer the required pattern for marker making in CAD software</p> <p>Set the required fabric width</p> <p>Mark the pattern according to the required sizes and calculated quantity</p> <p>Prepare markers by respecting cutting standards (grain lines) according to the design (matching of garment pieces)</p> <p>Compare auto and manual marker to maximize efficiency by minimizing the material waste</p> <p>Create a PLT/DXF/AMMA/pdf file and print the pattern</p>	<p>Marker making techniques</p> <p>Colour bundle (variant)</p> <p>Setting up material width and efficiency of cutting and wastage control</p> <p>Pattern placement in marker</p> <p>Automatic and manual marker making</p> <p>Plotting and cutting the pattern from CAD software</p>	<p>CAD/CAM Software</p> <p>Digitizer</p> <p>Printing Plotter</p> <p>Printer</p> <p>Scanner</p> <p>Pattern Table</p> <p>Projector</p> <p>Cutting Plotter</p>

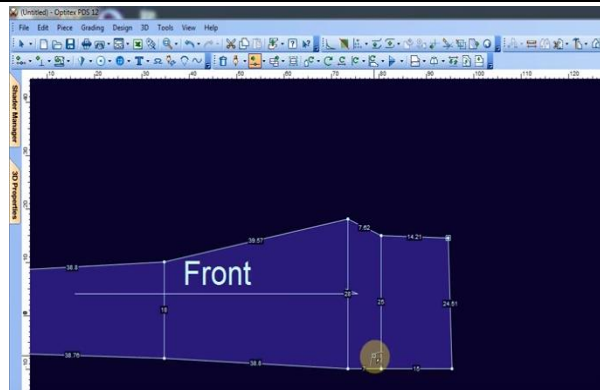
Examples and illustrations

VIDEOS:



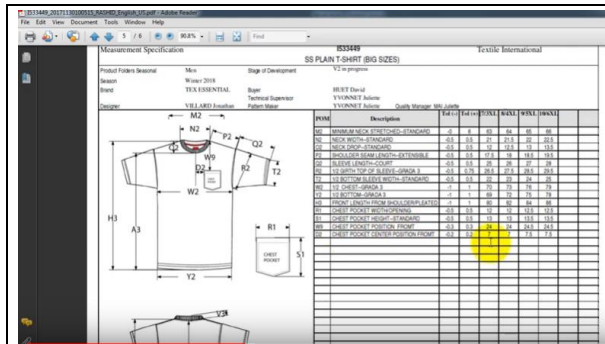
CAD Pattern Designing Software

<https://youtu.be/n-tWecPMIQc>

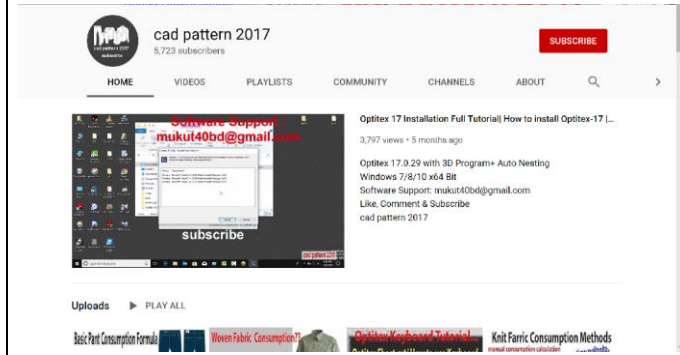


How to use CAD Software to Create Base Pant pattern

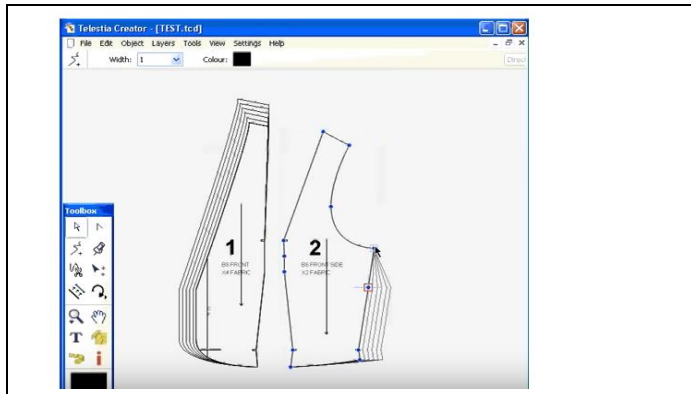
<https://www.youtube.com/watch?v=qVV0PCsiRyU>



How to use CAD Software to Create Base Shirt pattern
<https://www.youtube.com/watch?v=bPiAbMWPwdE>

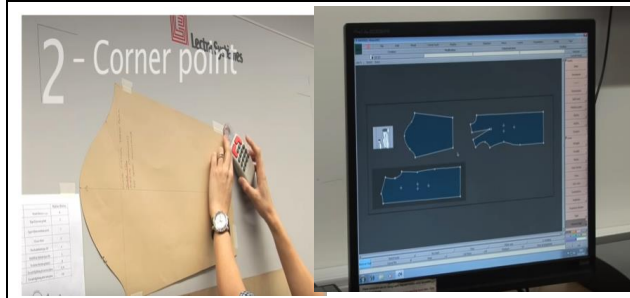


Numerous videos and tutorials on digital pattern making available at this YouTube channel
<https://www.youtube.com/channel/UCP9ey5RtLFrLyX19BHsQGyA>



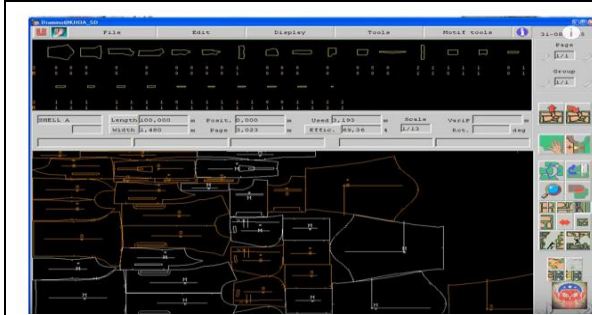
How To Grade in CAD Software

<https://www.youtube.com/watch?v=vTE5W9G-DSY>



How to Digitizing Pattern

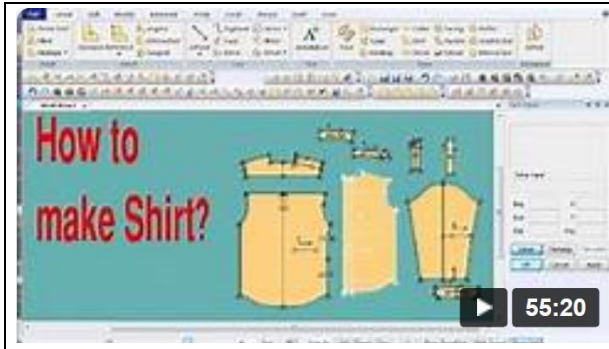
<https://www.youtube.com/watch?v=iWlqerL0EqQ>



How to do Marker Making in CAD Software
<https://www.youtube.com/watch?v=NZGKIZJ4aEq>



Gerber Polo Shirt Tutorial | Gerber Polo Shirt Design | T Shirt Design
By Gerber Software | Accumark
<https://youtu.be/qoVepuTfBow>



Gerber Shirt Tutorial | Shirt Design by Gerber Software | Men's Shirt
Pattern Video | Gerber Software

<https://youtu.be/EhxQ5W1qKSs>

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Module-12

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Module 12: Monitor the duties and activities of a team

Objective of the module: The aim of this module to develop the advanced knowledge, skills and understanding needed to monitor the duties and activities of a team

Duration: 120 hours **Theory:** 30 hours **Practical:** 90 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Observe and check that professional standards are maintained throughout operations</p>	<p>The student will be able to:</p> <p>Monitor the use of personal protective equipment and wear appropriate uniform throughout shift by associates</p> <p>Monitor the extent to which associates maintain a safe, hygienic and secure working environment</p> <p>Observe and check that associates work effectively as part of a team and communicate efficiently with each other throughout shift</p> <p>Ensure that associates attend briefing and be aware of daily requirements and other issues</p> <p>Monitor the extent to which associates check that all equipment is in good working order and check the quality and quantity of material and production</p>	<p>Principles of professional standards, including personal safety and appropriate uniform (for health and safety purposes and to present a professional image), maintaining a safe and secure working environment</p> <p>The benefits of working effectively as part of a team and communicating efficiently with each other throughout shift, including good working practices, using technical and social language as appropriate, efficient production of leather products, contributing to excellence in quality, meeting organisational goals</p> <p>The features of a good briefing, including rotas for the day, level of production, any customers' special requirements, special information on standards expected; and how it should be delivered, including using clear language, watching the body language of associates, providing opportunities to ask questions</p> <p>Checking that all equipment is in good working order, including cleanliness, testing the equipment, and checking the quality and quantity of materials delivered to the section, using organisational standards</p> <p>Key elements of an organisational safety policy, including standards of personal safety, procedures for reporting sickness and accidents, minimum acceptable standards of cleaning</p> <p>Leather and synthetic material safety and handling when</p>	<p>Duty rota</p> <p>Job descriptions</p> <p>Standard operating procedures for safe working</p> <p>Logbooks for recording accidents and incidents</p> <p>Uniform (appropriate to the organization)</p> <p>Organizational health and safety policy</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>storing and manufacturing</p> <p>Hazards and risks of chemicals in storage, handling, transportation, processing and disposing</p> <p>Problems and unexpected situations, including unexpected wastage, failure of Standard Operating Procedures</p> <p>Responding to accidents in accordance with organisational requirements, including arranging for first aid, alerting supervisors and/or management (depending on the nature and seriousness of the accident), recording the accident and the actions taken</p> <p>Dealing with problems and unexpected situations in an appropriate manner, including consulting with associates, issuing directives, arranging training</p> <p>Compliance with relevant regulations and standards</p>	
<p>LU2: Check that operatives are present and manage absence issues for operational areas</p>	<p>The student will be able to:</p> <p>Check the work requirements for the day</p> <p>Check that the number of associates at work match both the duty rota and work requirements</p> <p>Adjust the duty rota according to requirements</p> <p>Tackle the absent associates with appropriate methods</p> <p>Take appropriate steps to motivate staff to avoid absenteeism</p>	<p>Operational knowledge and understanding of work areas, including leather good manufacturing, pattern making, designing, housekeeping, display centre etc.</p> <p>Checking the production requirements for the day, special customer requirements for quality, packaging etc.</p> <p>Checking that the number of associates at work match both the rota and production requirements, including checking staffing rota, understanding job descriptions, being aware of associates' capabilities, levels of training, appraisals</p> <p>Adjusting the duty rota according to requirements, tackling absenteeism, including keeping a record of the reasons staff give for absence, monitoring trends, discussing absence with associates, providing management and peer support during and after absence</p> <p>Taking appropriate steps for motivation of staff to avoid absenteeism, including promoting staff loyalty, managing teamwork and the team effort, understanding the health</p>	<p>Daily production / work plan</p> <p>Schedule of production and delivery</p> <p>Copies of staffing rotas</p> <p>Job descriptions</p> <p>Training records</p> <p>Appraisals</p> <p>Log for recording absences</p> <p>Uniform (appropriate to the organisation)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		backgrounds of associates	
LU3: Support the head of department	The student will be able to: Discuss and agree on methods and formats of communication with the head of department Agree with the head of department daily and medium-term areas for delegated responsibilities Support the head of department in managing work area activities and responsibilities Ensure that every-day work area requirements of section are signed off by head of department	Methods and formats for communication with the Head of Department, including formal, informal, verbally, in writing, using the log; communicating through positive body language, using appropriate technical and social language Areas for responsibilities delegated by Head of Department on a daily and medium-term basis, including operational, administrative and supervisory support Agreeing with the Head of Department daily and medium-term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills Supporting the Head of Department in undertaking training and inspections, including observation, developing and providing training, recording the outcomes of inspections, evaluating the effectiveness of training Ensuring that every-day requirements of section are signed off by Head of Department, including presenting completed requisitions for sign-off, raising queries and issues	Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard Daily production / work plan Fire equipment First aid equipment Equipment for contacting security Standard Operating Procedures for different work area and operations Organizational procedures for dealing with emergencies and problems, including accidents, fire, evacuations Uniforms (appropriate to the organisation)

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU4: Supervise operatives in work areas</p>	<p>The student will be able to:</p> <p>Ensure that associates are punctual and efficient in carrying out their duties</p> <p>Communicate instructions and other information clearly to associates</p> <p>Motivate associates in a timely and efficient manner to complete all their duties</p> <p>Ensure that all staff are performing at the optimum level when carrying out work area duties</p> <p>Create a friendly, professional environment which inspires teamwork within work area</p> <p>Monitor the extent to which quality service is provided</p>	<p>Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues</p> <p>The methods of communication with associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written communications are legible and passed on to the right person</p> <p>Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required</p> <p>Ensuring that all associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required</p> <p>Ensuring that associates are producing the highest quality of products</p> <p>Creating a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between associates, using technical and social language appropriately, effective team leadership and management</p> <p>Compliance with relevant regulations and standards</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily production / work plan</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Preventive maintenance program</p> <p>Equipment for contacting security</p> <p>Standard Operating Procedures for different work area and operations</p> <p>Organizational procedures for dealing with problems</p> <p>Organizational procedures for dealing with emergencies and problems, including</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			accidents, fire, evacuations Uniforms (appropriate to the organisation)

Examples and illustrations

Receiving goods

For more information, please visit <https://www.bizmove.com/general/m6i6.htm>

Upon receiving purchased goods from a supplier, it is important that the shipment is checked to make sure that the correct quantity and quality was received. A receiving report should immediately be completed which indicates:

- The date the material was received
- Whether the delivery was on time
- The quantity of material received and whether any discrepancies exist when compared with the packing slip
- Whether the quality of the material meets specifications
- The names of the personnel who performed these checks

This receiving report can be of great help to the bookkeeper in maintaining accurate records, and when paying the bills.

Quantity Check

When a shipment arrives, it is a good idea for receiving personnel to check it against the packing slip to make sure that the quantities are correct.

The thoroughness of the quantity check depends upon how many packages are involved, and how important the contents of the package are. If there are many packages, and there are many items in each package to count, complete counts would be a very time consuming process. In such cases, it may be better to use sampling to establish the quantity received.

Total weight or physical dimensions can be used for fairly accurate estimates of quantities in a shipment. When the material is packed in boxes, suppliers can be asked to write the quantity on the cut-side of each box so that in a shipment of several or many boxes, a few can be picked for a detailed check. If they turn out to be accurate, then there is considerable assurance that the shipment is complete.

A bulk count may be necessary when unit price is high. The receiving report should show how the count was made, i.e., by full count, by weighing and calculating the quantity, or by spot checks of packages.

Quality Inspection

It is important, upon receiving a shipment, to make sure that the material meets quality specifications. If it is of great importance that no defects in quality exist, you will probably want to run a quality check on each item of the entire shipment.

Spot checks on quality can be made on a small representative portion of the shipment. The reasoning behind spot checks is that if some of the material is defective, then you should have a fairly good chance of finding some defects if you sample items at random. Thus, you might pick some material from different places in the shipment. In the case of several packages, you might select a few pieces from the top of one package, from the bottom of another one, from the sides of a third one, etc., and run quality checks on this material instead of on the whole shipment.

Some conditions for using spot checks, or sampling, are as follows:

- Complete accuracy in locating all defects with a shipment cannot be required. No sampling method can find all defective material.
- It should be possible to obtain a representative sampling of materials from the shipment.
- An accurate method for judging the quality of the material must exist. A quality inspector must be able to reliably judge what is acceptable, and what is defective.

The procedure for correctly sampling material and conducting spot checks is somewhat complicated, however, and involves looking up figures in statistical tables. One principle, of course, applies: a larger sample size, or spot checking more items, will naturally increase chances of finding defective parts, if they exist.

Report to Accounts payable

To assure that payment will be made only if the merchandise which the vendor bills has been received in the proper quantity and of acceptable quality, the person making out the check should compare:

- Purchase order
- Receiving report
- Packing slip, when one is received, and
- Invoice from the vendor

These documents should therefore be filed together so they are available when bills are being paid.

FOLLOW-UP

Good purchasing procedures require follow-up evaluation of suppliers, and sometimes even of individual purchases. You should consider whether or not your purchasing objectives have been met and whether you are buying the best overall value in terms of the best quality, prices and service. Did the supplier provide on-time delivery and quality as promised? Were there any considerations which were forgotten in deciding upon the purchase? Did you buy the most economical quantity? Did the supplier satisfactorily resolve any problems which may have cropped up? These are some of the questions you should be asking yourself at this time.

Answers to these questions provide ideas on how purchasing can be improved in the future.

Managing absences

For more information, please visit <http://www.acas.org.uk/index.aspx?articleid=4199>

Be prepared: Looking after your staff and your business

People are going to be off sick from time to time. Most employees feel bad about letting down their colleagues and most employers are reasonably sympathetic about their staff's welfare.

But absence because of sickness, or another unexpected reason, can put your business in a tricky situation, particularly if you have no policies in place for dealing with it.

You need to know why staffs are off, when they will come back and how you will deal with:

- short-term sickness absence which lasts less than a week
- repeated short-term sickness absences which may follow a pattern
- long-term sickness absence lasting several weeks or more
- unauthorised absence for other reasons.

Sickness absence can be caused by a mixture of:

- an employee's general physical condition
- working conditions including health and safety standards, levels of stress, and harassment and bullying
- family or emotional problems, or mental health issues other than stress.

Managers and employees often appreciate clarity and honesty about how such personal issues will be managed.

There are some legal issues to take into account, but making sure your staff are well, happy and working effectively is largely a matter of doing the right thing and using common sense.

Module summary

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 11: Develop pattern for leather products using CAD/CAM</p> <p>Aim: This module aims to teach basic use of CAD/CAM software and basic pattern formation in this software.</p>	<p>LU1: Create base pattern of leather products</p> <p>LU2: Create the other required patterns according to product</p> <p>LU3: Perform pattern grading</p> <p>LU4: Perform marker making and plotting/printing for required leather products</p>	160 Hours
<p>Module 12: Monitor the duties and activities of a team</p> <p>Aim: This modules aims at developing the advanced knowledge, skills and understanding needed to monitor the duties and activities of a team</p>	<p>LU1: Observe and check that professional standards are maintained throughout operations</p> <p>LU2: Check that operatives are present and manage absence issues for operational areas</p> <p>LU3: Support the head of department</p> <p>LU4: Supervise operatives in work areas</p>	120 hours

Frequently Asked Questions

1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?	Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Compared to conventional programs, the competency based training is not primarily content based; it rather focuses on the competence requirement of the envisaged job role. The whole qualification refers to certain industry standard criterion and is modularized in nature rather than being course oriented.
2. What is the passing criterion for CBT certificate?	You shall be required to be declared "Competent" in the summative assessment to attain the certificate.
3. What are the entry requirements for this course?	The entry requirement for this course is National Vocational Certificate Level-3 in Leather Products Development Technician (Pattern Maker).
4. How can I progress in my educational career after attaining this certificate?	You shall be able to progress further to a level-5, DAE or equivalent course in relevant trade. In certain case, you may be required to attain an equivalence certificate from The Inter Board Committee of Chairmen (IBCC).
5. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?	You can opt to take part in the Recognition of Prior Learning (RPL) program by contacting the relevant training institute and getting assessed by providing the required evidences.
6. What is the entry requirement for Recognition of Prior Learning program (RPL)?	There is no general entry requirement. The institute shall assess you, identify your competence gaps and offer you courses to cover the gaps; after which you can take up the final assessment.
7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?	There are no age restrictions to enter this course or take up the Recognition of Prior Learning program.
8. What is the duration of this course?	The duration of the course work is 280 hrs. (approx. 02 months)
9. What are the class timings?	The classes are normally offered 25 days a month from 08:00am to 01:30pm. These may vary according to the practices of certain institutes.
10. What is equivalence of this certificate with other qualifications?	As per the national vocational qualifications framework, the level-4 certificate is equivalent to Matriculation. The criteria for equivalence and equivalence certificate can be obtained

	from The Inter Board Committee of Chairmen (IBCC).
11. What is the importance of this certificate in National and International job market?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website.
12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?	You shall be able to take up jobs in the leather products making companies in the functions of digital pattern making for leather gloves and garments.
13. What are possible career progressions in industry after attaining this certificate?	You shall be able to progress up to the level of supervisor after attaining sufficient experience, knowledge and skills during the job. Attaining additional relevant qualifications may aid your career advancement to even higher levels.
14. Is this certificate recognized by any competent authority in Pakistan?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). The official certificates shall be awarded by the relevant certificate awarding body.
15. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?	On-the-job training is not a requirement for final / summative assessment of this certificate. However, taking up on-the-job training after or during the course work may add your chances to get a job afterwards.
16. How much salary can I get on job after attaining this certificate?	The minimum wages announced by the Government of Pakistan in 2019 are PKR 17,500. This may vary in subsequent years and different regions of the country. Progressive employers may pay more than the mentioned amount.
17. Are there any alternative certificates which I can take up?	There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.
18. What is the teaching language of this course?	The teaching languages of this course are Urdu and English.
19. Is it possible to switch to other certificate programs during the course?	There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.
20. What is the examination / assessment system in this program?	Competency based assessments are organized by training institutes during the course which serve the purpose of assessing the progress and preparedness of each student. Final / summative assessments are organized by the relevant qualification awarding bodies at the end of the certificate program. You shall be required to be declared "Competent" in

	the summative assessment to attain the certificate.
21. Does this certificate enable me to work as freelancer?	You can start your small business of computerized pattern designing. You may need additional skills on entrepreneurship to support your initiative.

Test Yourself (Multiple Choice Questions)

1.	What is the function of a Cursor?	<ul style="list-style-type: none"> a. Digitizing b. Marking making c. Grading d. None of above
2.	Which of these is used as a basis for creating Base pattern?	<ul style="list-style-type: none"> a. Tech pack b. Given size chart c. Measurements taken on spot d. Estimation
3.	Mention if the following statement is True or False; "Tracing wheel, French curve and Japanese scale are used only in Digital Patterns."	<ul style="list-style-type: none"> a. True b. False
4.	During which of these processes is the Fabric width mentioned?	<ul style="list-style-type: none"> a. Marker making b. Digitizing c. Grading d. Finishing
5.	Yoke belt and fly are components of which of these leather products?	<ul style="list-style-type: none"> a. Pants b. Skirt c. Jacket d. Glove

6.	Which of these processes include Lay limits, shrinkage and fabric types?	<ul style="list-style-type: none"> a. Marker making b. Digitizing c. Grading d. Finishing
7.	During which of these processes is the Size range mentioned?	<ul style="list-style-type: none"> a. Marker making b. Digitizing c. Grading d. Setting stitching allowance
8.	Which of the following is an effective way of maintaining professional standards?	<ul style="list-style-type: none"> a. Checking the production requirements for each department b. Briefing the team on the roles and responsibilities for the shift c. Adjusting duty rotas to align with the level of bookings for the day d. Taking appropriate steps to motivate staff and avoid absenteeism
9.	Which of the following will help to manage absenteeism?	<ul style="list-style-type: none"> a. Keeping a record of the reasons for absenteeism b. Modifying job descriptions for staff who are frequently absent c. Monitoring the level of bookings to reduce staff overload d. Checking the number of associates match service requirements
10.	Which TWO of the following ways can a head of department use to ensure that the number of associates at work match the rota and production requirements?	<ul style="list-style-type: none"> a. Revising service standards b. Checking the day's service requirements c. Understanding job descriptions d. Being aware of associates' capabilities
11.	Which TWO of the following are ways in which the Head of Department can directly support the General Manager?	<ul style="list-style-type: none"> a. Estimating service demand b. Monitoring absence of associates c. Monitoring professional standards d. Checking the level of stores available

12.	Which TWO of the following approaches can a Head of Department use to ensure that all associates are performing at optimum levels?	e. Optimum allocation of roles and responsibilities f. Managing the tone of verbal communications g. Monitoring workloads and providing additional support h. Ensuring written communications are legible
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ANSWERS

1.	What is the function of a Cursor?	a. Digitizing
2.	Which of these is used as a basis for creating Base pattern?	b. Given size chart
3.	Mention if the following statement is True or False; "Tracing wheel, French curve and Japanese scale are used only in Digital Patterns."	b. False
4.	During which of these processes is the Fabric width mentioned?	a. Marker making
5.	Yoke belt and fly are components of which of these leather products?	a. Pants

6.	Which of these processes include Lay limits, shrinkage and fabric types?	a. Marker making
7.	During which of these processes is the Size range mentioned?	c. Grading
8.	Which of the following is an effective way of maintaining professional standards?	b. Briefing the team on the roles and responsibilities for the shift
9.	Which of the following will help to manage absenteeism?	a. Keeping a record of the reasons for absenteeism
10.	Which TWO of the following ways can a head of department use to ensure that the number of associates at work match the rota and production requirements?	c. Understanding job descriptions d. Being aware of associates' capabilities
11.	Which TWO of the following are ways in which the Head of Department can directly support the General Manager?	a. Estimating service demand c. Monitoring professional standards
12.	Which TWO of the following approaches can a Head of Department use to ensure that all associates are performing at optimum levels?	a. Optimum allocation of roles and responsibilities c. Monitoring workloads and providing additional support

