

PATTERN DRAFTING & GRADING

Trainer Guide

National Vocational
Certificate Level 1

Version 1 - May 2016

Published by

National Vocational and Technical Training Commission
Government of Pakistan

Headquarter

Plot 38, Kirthar Road, Sector H-9/4, Islamabad, Pakistan
www.navttc.org

Responsible

Director General Skills Standard and Curricula, National Vocational and Technical Training Commission
National Deputy Head, TVET Reform Support Programme, Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH

Layout & design

SAP Communications

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This document has been produced with the technical assistance of the TVET Reform Support Programme, which is funded by the European Union, the Embassy of the Kingdom of the Netherlands, the Federal Republic of Germany and the Royal Norwegian Embassy and has been commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with the National Vocational and Technical Training Commission (NAVTTTC) as well as provincial Technical Education and Vocational Training Authorities (TEVTAs), Punjab Vocational Training Council (PVTC), Qualification Awarding Bodies (QABs) and private sector organizations.

Document Version

May, 2016
Islamabad, Pakistan

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INTRODUCTION

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

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry Advisory Group (IAG).

The process of developing the national vocational qualification package has the following steps:

- Step 1: Identification of Occupation
- Step 2: DACUM/Occupational Analysis
- Step 3: Development of Competency Standards
- Step 4: Designing of Curriculum
- Step 5: Developing Teaching & Learning Material
- Step 6: Developing Assessment Package

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

This Trainer Guide covers information about the structure of the training programme, guides the instructor in developing lesson plans and in demonstration of skills. It also guides instructors how to assign projects to learners and the criteria to evaluate them. Guidelines and a template for Lesson Plan have been provided in this Trainer Guide along with some Model Lesson plans for one module that will help instructors in developing Lesson Plans for remaining modules.

For improving the quality of training materials, instructors are invited to give their feedback based on their experience of delivering the training. A template is provided to assist.

Competency Based Training (CBT)

In traditional TVET system, the unit of progression is time and it is trainer-centered. However, in Competency Based Training System, the unit of progression is mastery of specific knowledge, skills and attitudes enumerated in the competency standards and is learner-centered. Generally, two following terms are used in CBT, which are:

Competency: A skill performed to a specific standard under specific conditions.

Skill: A task or group of tasks performed to a specific level of competency or proficiency which often uses motor functions and typically require the manipulation of instruments and equipment (e.g. use of lawn mower in gardening). Some skills are knowledge and attitude based such as counseling or giving advice on some particular problem.

Competency Based Training

A Competency Based Training or CBT has the following characteristics:

- It is a training delivery system which focuses on competencies not on time.
- It is outcome based rather than the learning process within specified time.
- It is concerned with the attainment and application of skills, knowledge and attitude to a specific level of competency.

Basic Principles of CBT

Some basic principles of CBT are given below. These are guiding principles for implementation of competency based training.

1. Training and learning is based on CBT based Curriculum.
2. Delivery of training is modular based.
3. Learning is done by learners at own pace.
4. Training and learning is done on actual industry practices and procedures.
5. Assessment is based on collection of evidence.
6. Training programmes are flexible in terms of entry and exit.
7. Training programmes are registered with NAVTTC under NVQF guidelines.

SETTING LEARNING ENVIRONMENT

Learning environment comprises of learning context and conditions required to carry out training and learning activities. Quality of training and learning depends on the level of arrangements made for learning environment which includes workstations, practice area, computer lab and support service area. A good learning environment must ensure the following:

- Safety
- Accessibility
- Completeness of resources
- Relevance with the qualification
- Well organized and sequenced

You can print and use checklist provided below whenever you prepare or organise a training programme to make sure you have not forgotten anything. There is space provided for other items you may need to take into consideration. Use the third column to tick each item once you have completed its preparation.

Pre-session requirements	Training & Learning Materials made available for learners: Learner Guides, Trainer materials available.	✓
Classroom /workshop requirements	Class rooms or workshop arranged Comfort: temperature, air conditioning, light, acoustics Equipment: Seating arrangements Training equipment checked and working: Tools and equipment Video, screen Flipchart and pens Overhead projector Computer equipment Consumable materials arranged according to number of trainees. Other:	
Session requirements	Lesson Plan developed and reviewed Assessment materials designed or made available Other:	

DESIGN OF THE COURSE

The overview of this training course is given in this section along with some teaching and learning guidelines for the instructors. A Model lesson plans, template and guidelines to develop lesson plan have also been provided in this section. The instructor will develop lesson plans for the remaining learning units using the trainer guidelines.

Overview of Programme		
Course: National Vocational Certificate Level 1:Textiles (pattern and grading)		Course Duration: 800hours
Course Overview:		
<p>The purpose of this course is to produce skilled and technical person in pattern Drafting and Grading. The trainee will be able to develop a range of pattern drafting &Grading skills including body and garment measurements, creation of Basic blocks and patterns, producing spec sheets and the development of Tech packs according to industry requirements Pattern drafting is most often associated with apparel. Pattern grading is a process of reducing and enlarging finished pattern in terms of sizes. Grading rules determine that how a pattern size increases or decreases when changing a size. Fabric types also influence pattern grading standards.</p>		
Module	Learning Unit	Duration
Module 1: Interpret Technical Package and Garment Specification	LU-1: Interpret Tech pack LU-2: Document specification of the supplied sample garment. LU-3: Compare spec sheet in accordance with Tech Pack.	50
Module 2: Take Body and Garment Measurements.	LU-1: Obtain standardized body and garment measurement. LU-2: Prepare measurement chart.	50
Module 3: Create Basic Bodice Block and Pattern for Garments	LU-1: Develop bodice blocks. LU-2: Create pattern using basic block	300
Module 4: Perform Pattern Grading for Garment Production	LU-1: Trace off basic pattern for grading LU-2: Mark grade points using formulas LU-3: Make the final patterns from grading LU-4: Review shapes and specs of all patterns	350

Module 5: Develop Professionalism	LU-1: Communicate with co-workers LU-2: Manage time LU-3: Work in a team LU-4: Follow health and safety requirements	50
Total		800

Training Guidelines

Module 1: Interpret Technical Package and Garment Specification			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 : Interpret Tech pack	<p>Brief the importance and types of Tech Packs ,identify the content of spec sheets and Tech packs</p> <p>Explain Tech pack utilization according to industry requirement for clients demand</p>	Classroom	Illustrations
LU-2: Document specification of the supplied sample garment	<p>Brief learners about body and garment measurements and its difference. Demonstrate Measurement procedures and give them tasks to practice these procedures.</p> <p>Demonstrate the ways of developing specification sheet in accordance to the taken measurements.</p> <p>Explain different types of garments and their styles such as tops, bottoms, one-piece, outer wear etc. Briefly describe different type of measurement & unit systems and their adaptation to Measurement criteria.</p> <p>Demonstrate the procedure of taking measurements and style details from sample garment and develop specification sheet in accordance to the taken measurements.</p>	Workshop	Learner Guide

	Describe the contents of specification sheet & demonstrate procedure of developing it.		
LU-3 : Compare spec sheet in accordance with Tech Pack	Brief learners about the checking of specification sheet against technical package requirements and demonstrate checking procedures. Also demonstrate the procedure of making necessary adjustments to documented specifications to meet technical package requirements. Verification of measurements and their adjustments in reference to tech pack.	Workshop	Competency standards, Learner Guide and illustrations of cleaned room

Module 2 Title: Take Body and Garment Measurements

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU-1 Obtain standardized body and garment measurement</p>	<p>Show body measurements tools and explain learners about the proper handling of those tools</p> <p>· Assign task to take vertically, horizontally and circumferential measurements of body and garments</p>	<p>Pattern Lab/Design Studio</p>	<p>Learner Guide/ Illustrations</p>
<p>LU-2 Prepare measurement chart</p>	<p>Show accurate measurement chart for drafting patterns for women and men garments as per style and standards</p> <p>Assign task to learners to prepare metric / British unit systems conversion charts according to measurement chart.</p> <p>Assign tasks to learners to perform accurate procedure of writing the measurement chart</p>	<p>Pattern Lab/Design Studio</p>	<p>Learner Guide/ Illustrations</p>

Module 3 Title: Create Basic Bodice Block and Pattern for Garments			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1: Develop bodice blocks	<p>Introduce learners on basic terms used in pattern making for bodice block development.</p> <p>Brief different types of blocks.</p> <p>Assign tasks to learners to develop bodice block, Necklines and sleeves according to size chart</p> <p>Assign tasks to learners to create basic blocks by using small ,medium ,large and extra large sizes formulas</p>	Workshop/ Kitchen	Learner Guide/ Illustrations
LU-2 Create pattern using basic block	<p>Ask learners to develop different patterns of ladies and gents dresses with variations in line, design, cut and style etc</p> <p>Show and illustrate the use of cooking appliances to learners.</p> <p>Give learning activities to learners in groups as well as individually as mentioned in learner guide.</p> <p>Ask learners to develop patterns from blocks with all required details i.e.gents shirts,dresses, ladies and gents trousers,</p>	Workshop/ Kitchen	Learner Guide/ Illustrations / Videos

Module 4 Title: Perform Pattern Grading for Garment Production			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Trace off basic pattern for grading	<p>Brief learners about grading of different sizes from basic patterns</p> <p>Assign activity to learners that use tech pack to grade patterns</p>	Workshop/ class room	Learner Guide/ Illustrations
LU-2 Mark grade points using formulas	<p>Assign activity to learners that mark grain line ,set alignments and trace the middle pattern on sheet</p>	Workshop/ class room	Learner Guide/ Illustrations

<p>LU-3 Make the final patterns from grading</p>	<p>Assign task to mark grading points for pattern grading on traced pattern by applying grading Rule</p> <p>Ask learners to cut the graded pattern and check all graded components of the pattern</p> <p>Illustrate procedure of taking measurements for grading purposes</p>		
<p>LU-4 – Review shapes and specs of all patterns</p>	<p>Brief changes in shapes and specs where required</p> <p>Brief learners to Understand relationship between final shapes specs, and required pattern.</p> <p>Explain safe work practices when grading for production</p>		

Module 5 Title: Develop Professionalism			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Communicate with co-workers	Give a situation to learners and perform a role play to demonstrate clear communication. Conduct a discussion on morality and how it can be ensured in the work of domestic worker. The role of instructor will be of a moderator	Classroom	Projector
LU – 2 Manage time	Show commonly used PPEs to learners. Illustrate personal grooming standards and ask learners to apply them.	Classroom	Illustrations
LU-3 Work in a team	Assign an activity to learners wherein he/she will apply basic first aid procedures. Conduct a mock exercise for dealing with fire and using fire extinguisher.	Classroom	Learner Guide
LU-4 Follow workplace Health and safety requirements	Brief learners about workplace health and safety requirements Assign task to learners to make a list in case of materials in case of emergency Select and use tools and materials safely in accordance with manufacturer's instructions	Classroom	Learner Guide

LESSON PLANS

Dear Instructors,

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

Guidelines for Writing Lesson Plan

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

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

Format for Lesson Plan			
Module			
Learning Unit			
Learning Outcomes			
Methods	Key Notes	Media	Time
Introduction			
Main Body			
Conclusion			
			Total time:

MODEL LESSON PLAN: 1			
Module 2	Take Body and Garment Measurements.		
Learning Unit 1	LU-1: Obtain standardized body and garment measurement.		
Learning Outcomes			
<ul style="list-style-type: none"> • Arrange measurement tools. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 mins
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk	<ul style="list-style-type: none"> • Different types of tools and equipment such as measurement tape, stationary and sample garment or body measurements and their types. 	Multimedia White Board Measureme nt Tape Dummy/Bod y form Sample Garment	2 Hrs
Demonstration	<ul style="list-style-type: none"> • Arrangement of tools 		2 Hrs
Illustrative Talk	<ul style="list-style-type: none"> • Use of tools & equipment • Difference between body & garment measurements. 		45 Mins
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. 		1 Hr
Total time:			6 Hrs

MODEL LESSON PLAN: 2			
Module 2	Take Body and Garment Measurements.		
Learning Unit 1	LU-1: Obtain standardized body and garment measurement.		
Learning Outcomes			
<ul style="list-style-type: none"> Measure body / garment parts vertically. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk	<ul style="list-style-type: none"> Different measurement types of a body i.e. Horizontal, Vertical & circumferential. Points to be considered of taking vertical body measurements Use of tools & equipment for taking body measurements Procedure of Taking Vertical Body measurements 	Multimedia White Board Measureme nt Tape Dummy/Bod y form	1 Hr
Demonstration			4 Hours
Illustrative Talk			<ul style="list-style-type: none"> Procedure of writing the measurements
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> Summaries the learning unit by review important points. 		45 Mins
Total time:			6 Hrs

MODEL LESSON PLAN: 3			
Module 2	Take Body and Garment Measurements.		
Learning Unit 1	LU-1: Obtain standardized body and garment measurement.		
Learning Outcomes			
<ul style="list-style-type: none"> • Measure body / garment parts horizontally. • Take circumferential measurements of body/garment parts 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk	<ul style="list-style-type: none"> • Points to be considered of taking horizontal & circumferential body measurements • Use of tools & equipment for taking body measurements • Procedure of taking Horizontal & circumferential body measurements • Procedure of writing the measurements 	Multimedia White Board Measureme nt Tape Dummy/Bod y form	1 Hr
Demonstration			4 Hours
Illustrative Talk			
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. 		45 Mins
Total time:			6 Hrs

MODEL LESSON PLAN: 4			
Module 2	Take Body and Garment Measurements.		
Learning Unit 1	LU-1: Obtain standardized body and garment measurement.		
Learning Outcomes			
<ul style="list-style-type: none"> • Measure body / garment parts vertically. • Measure body / garment parts horizontally. • Take circumferential measurements of body/garment parts 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk	<ul style="list-style-type: none"> • Points to be considered of taking vertical, horizontal and circumferential garment measurements • Use of tools & equipment for taking garment measurements • Procedure of taking vertical, horizontal & circumferential garment measurements • Procedure of writing the measurements 	Multimedia White Board Measureme nt Tape Dummy/Bod y form	45 Mins
Demonstration			2 Hrs
Illustrative Talk			
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. • Conduct formative assessment at the end of the session. 		3 Hrs
Assessment			
Total time:			6 Hrs

MODEL LESSON PLAN: 5			
Module 2	Take Body and Garment Measurements.		
Learning Unit 2	Prepare measurement chart.		
Learning Outcomes			
<ul style="list-style-type: none"> Prepare accurate measurement chart for drafting patterns. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk & Demonstration	<ul style="list-style-type: none"> Measurement chart, its components & importance 	Multimedia	1 Hr
	<ul style="list-style-type: none"> Difference in measurement charts in accordance to gender and age group e.g. female, male, boys & girls & toddlers garments & sizes. 	White Board	2 Hrs
	<ul style="list-style-type: none"> Difference between measurement systems i.e. Metric & British Procedure of writing measurement charts 	Notebook Pencil Measurement Tape Body form/Dummy	2 Hrs
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> Summaries the learning unit by review important points. 		45 Mins
Total time:			6 hrs

MODEL LESSON PLAN: 6			
Module 2	Take Body and Garment Measurements.		
Learning Unit 2	Prepare measurement chart.		
Learning Outcomes			
<ul style="list-style-type: none"> • Prepare accurate measurement chart for drafting patterns. • Develop measurement chart for women garments as per style and standards. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk & Demonstration	<ul style="list-style-type: none"> • Procedure of writing measurement charts • Writing procedure of measurement charts for women garments/measurements • Writing procedure of measurement charts for kids (girls) • Developing measurement charts for women & kids • Checking for errors and changings 	Multimedia White Board Measureme nt Tape Dummy/Bod y form Sample Garment	45 Minutes 2 Hrs 2 Hrs
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. 		1 Hr
Total time:			6 hrs

MODEL LESSON PLAN: 7			
Module 2	Take Body and Garment Measurements.		
Learning Unit 2	Prepare measurement chart.		
Learning Outcomes			
<ul style="list-style-type: none"> • Prepare accurate measurement chart for drafting patterns. • Develop measurement chart for men as per style and standards. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk & Demonstration	<ul style="list-style-type: none"> • Writing procedure of measurement charts for men garments/measurements • Writing procedure of measurement charts for kids (boys) • Developing measurement charts for men & kids • Checking for errors and changings 	Multimedia White Board Measureme nt Tape Dummy/Bod y form Sample Garment	45 Minutes 2 Hrs 2 Hrs
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. 		1 Hr
Total time:			6 hrs

MODEL LESSON PLAN: 8			
Module 2	Take Body and Garment Measurements.		
Learning Unit 2	Prepare measurement chart.		
Learning Outcomes			
<ul style="list-style-type: none"> • Prepare accurate measurement chart for drafting patterns. • Prepare metric / British unit systems conversion charts according to measurement chart. 			
Methods	Key Notes	Media	Time
Introduction			
Illustrative Talk	Introduce the learning unit to learners.	Multimedia, White board, Flipcharts etc.	15 min
-do-	Motivate learners to arouse their interest for the learning unit.		
-do-	State the learning outcomes of the learning unit.		
Main Body			
Illustrative Talk & Demonstration	<ul style="list-style-type: none"> • Difference between measurement systems i.e. Metric & British • Difference in measurement charts in accordance to measurement unit systems • Conversion formulas to convert measurements of British unit system to Metric and vice versa • Writing the converted measurement chart 	Multimedia White Board Measurement Tape Dummy/Body form Sample Garment	45 Mins 2 Hrs
Conclusion			
Illustrative Talk	<ul style="list-style-type: none"> • Summaries the learning unit by review important points. 		3 Hrs
Assessment	<ul style="list-style-type: none"> • Conduct formative assessment at the end of the session. 		
Total time:			6 Hrs

DELIVERY AND FACILITATION

Demonstration of Skill

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration of a skill are given under three stages.

PRE-DEMONSTRATION STAGE

Prior to demonstration of a skill, it is necessary to plan according to lesson plan.

- Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
- Prepare the physical environment according to requirement of the curriculum.
- Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
- Prepare teaching aids such as audio visual aids, real objects, Models, finished products etc. as required.
- Practice the skill before demonstration to learners, if possible.

DEMONSTRATION STAGE

- Introduce the skill to learners clearly at the commencement of demonstration.
- Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
- Carry out demonstration in a way that it can be seen by all learners.
- Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.
- Eye contact with the learners should be maintained throughout the demonstration. The instructor should not speak to the equipment.
- In instances where theoretical knowledge is required, temporarily suspend the demonstration and present the theoretical inputs.
- Ask questions and find out whether the trainees have a clear understanding on what was explained.
- Identify critical or complex steps, or steps that involve safety precautions to be followed.

- Repeat critical steps in demonstration, if required.
- Summarize the demonstration by asking questions to learners.

POST DEMONSTRATION STAGE

Allow the learners to perform the relevant skill under your instructions and supervision. This is a very important stage because the learner actually practices the skill according to the instructions already given by the instructor.

PRACTICE

Allow the learners to practice the skill individually or in groups.

ASSESSMENT

Assessment should be done only when the learner is able to perform the relevant skill at the required competency level. If the learner performs a skill at the required competency level, then it should be entered and certified in his/her Evidence Guide.

Instructional Delivery Modes

In Competency Based Training, Competency Standards are the driving force that helps in recognizing the delivery modes and methods for a particular competency. Some delivery modes have been described below which can be used according to the requirements of your competency standards.

1. **Direct Instruction:** It involves face-to-face interaction between a instructor and the trainee. Lecture, illustrative talk, demonstration, role play, guided practice, assigning projects, independent practice, assignments, research, surveys, product development etc. are some of the instructional methods under this mode of instruction.
2. **On-Job-Training (OJT)/Work-based Instruction:** In OJT or work-based instruction, a learner acquires competencies under the guidance of an expert supervisor outside the training institute environment. The learner observes the procedures in the industry and after guidance from his supervisor demonstrates the competency to get certificate of the qualification.
3. **Distance-based Instruction:** It is a mode of delivery in which instruction is provided through open and distance learning mechanism. Information and Communication Technology (ICT), internet and postal services are used for interaction.

Instructional Delivery Methods

Once the instructional delivery modes are identified for a particular competency or a learning module, the next step is to select appropriate instructional delivery methods that can maximize learning and help learners in achieving the desired performance criteria specified by the industry. The instructional delivery methods are categorized into two basic types which are described below.

TEACHER CENTERED DELIVERY METHODS

Lectures / Illustrative Talk	Verbal and visual illustrations are used to clarify concepts, processes or structures. Listening and viewing are more effective when verbal and visual illustrations are used together.
Demonstrations /Modeling a Skill	In demonstration, learners are shown the correct steps for completing a task or are shown an example of a correctly completed task. Modeling is learning by seeing and doing, rather than only listening and obeying.

LEARNER CENTERED DELIVERY METHODS

Working in Groups	Learners work together to complete a task.
Individual Practice	Learners work in small groups to practice new skills.
Doing Research	Learner is given an assignment to carry out some research or survey, in market or in industry, regarding the skills specified in the relevant competency standards.
Role Playing	Learners practice new behavior by assuming a character or role, personality or attitude other than their own.
Group Discussions	Learners discuss issues together and present ideas and opinions to others.
Questions and Answers	Instructor may ask questions to learners to check and build their understanding about a field or area specified in the competency standards.
Study Visits / Field Trips	Through this method, learners are given orientation about the actual processes and procedures performed in industry.

ASSESSMENT OF LEARNERS

Formative Assessment

Learners may be formatively assessed throughout the course. After gaining the competencies mentioned in the learning modules, the learners will be assessed according to the requirements mentioned in the assessment package. This assessment will include practical activities and quizzes.

Summative Assessment

A final summative assessment will be conducted by the Qualification Awarding Body (QAB) to whom the training institute is affiliated with. Purpose of this assessment is to verify whether the learner has achieved all the competencies of the qualification for which he/she was enrolled.

This assessment is to be completed at the end of the course for which a separate Evidence Guide is provided in the Assessment Package. This assessment may include projects developed by the learners, quizzes and practical activities as indicated in the relevant nationally approved Evidence Guides.

Projects

It is an established fact that the self-learning process takes place efficiently in learners by engaging them in a well-planned project. They can be given a project at the end of a learning module or after several learning modules, as applicable. Mainly the projects have two types:

1. Production type: In this type of projects, the outcome will be tangible product (constructed or a finished product).
2. Problem solving type: In this type of projects, a problem solving process takes place.

Special attention should be given to the following when assigning the projects to learners.

1. Explain the give main stages in a project as mentioned below.
 - Planning
 - Organizing
 - Implementing
 - Interpreting
 - Presenting
2. Involve learners in the selection of projects. Listen to their views and determine clearly the objective of the project. Recognition of useful ideas, decisions, etc. proposed by them will lead to develop an interest and a responsibility among the trainees.

3. Entrust responsibility to learners during planning and organizing stages.
4. Projects can be assigned to learners individually or in groups. Generally, group work is found to provide successful results.
5. For maximization of self-learning, allow the trainees to engage in a variety of activities. Collection of necessary information, explorations, observation, etc. should be done by the learners themselves. Provide instructions only when it is necessary.
6. The activities of a project must spread over a reasonable period of time.

Assessment of Projects

The following criteria may be used in assessing projects.

Stage 1: Planning

1. To what extent is the coverage of the project identified?
2. Is the objective established by the learners suitable for the project?
3. Can the learners achieve the objective in terms of their abilities and available facilities?

Stage 2: Organizing

1. To what detail are all the activities in the project identified?
2. How systematically are the activities and procedures organized?
3. Are alternative actions planned for problematic situations that may arise?

Stage 3: Implementing

1. How well did the learners demonstrate the relevant competencies when they were engaged in the project?
2. To what accuracy did the learners perform the relevant tasks?
3. How successfully did the trainees face problematic situations?

Stage 4: Interpreting

1. How accurately and meaningfully are the information analyzed and synthesized?
2. How accurately and clearly are the observations and conclusions interpreted?
3. To what extent is the prior knowledge applied in carrying out the project and in problem solving?
4. To what extent were the learners involved in exploratory and creative activities during the project?

Stage 5: Presenting

1. How simply and clearly are the views expressed when presenting?
2. How attractive was the manner of presentation? To what extent was visual media used?
3. Has the project been completed within the time limit?

EVALUATION OF TRAINING MATERIAL


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

Format


Trade:			
Training Material	Module Title & Module Code	Learning Unit Title & Learning Unit Code	Suggested amendments/ feedback/proposal
Trainer Guide			
Learner Guide			
Trainer Name:		Training Centre:	
Signature of Trainer:		Date:	


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