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PINE NUTS PROCESSOR

Trainer Guide

National Vocational
Certificate Level 1

Version 1 - February 2020



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1. Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- Trainees are performing their work tasks as safely as possible
- Performance gaps are recognized prior to serious incidents
- Training can be implemented to improve competence.

There are significant benefits to competence-based training:

1.1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

1.2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

1.3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

1.4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

1.5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

2. Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the Pine Nuts Processor Level 1 qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plans for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?.'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a *Pine Nuts Processor* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalized those standards.

3. Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.
- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.

- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

4. Overview of the program

Course: <i>Pine Nuts Processor Level 1</i>	Total Course Duration: 210 Hours
Course Overview:	
<p>In this training program trainee will learn and acquire specialized knowledge and practical skills required to function as a Pine Nuts Processor both at domestic and commercial levels. Pine Nuts Processor will be responsible to maintain personal safety standards and maintain tools and equipment. Pine Nuts Processor will be responsible for ensuring PPE's, Maintaining First aid box and Fire extinguisher, attaining health and safety training, preparing and responding for emergencies, arranging tools and equipment, maintaining toolbox, calibrating measuring tools, and managing inventory of tools and equipment. The specific objectives of developing these qualifications are as under:</p> <ul style="list-style-type: none"> • Improve the overall quality of training delivery and setting national benchmarks for training of Pine Nuts Processor in the country • Provide flexible pathways and progressions to learners enabling them to receive relevant, up-to-date and recent skills • Provide basis for competency-based assessment which is recognized and accepted by employers • Establish a standardized and sustainable system of training for Pine Nuts Processor in the country 	

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 1: Develop basic literacy & Numeracy skills	LU1. Apply basic Urdu literacy skills LU2. Apply basic English literacy skills LU3. Perform basic numeracy skills LU4. Perform basic measurements	40	90	130
Module 2: Maintain Personal Safety	LU1. Maintain personal protective equipment (PPE) LU2. Maintain First-aid Box LU3. Maintain Fire Fighting Equipment LU4. Prepare for emergencies LU5. Respond to emergencies	10	30	40

Module 3: Maintain Tools & Equipment	LU1. Arrange Tools and Equipment LU2. Maintain Tool Box LU3. Calibrate measuring tools LU4. Manage Inventory of tools and equipment	08	32	40
Module 4: Develop basic Computer Operating skills	LU1. Operate MS word LU2. Operate MS Excel LU3. Operate MS Power Point LU4. Perform Browsing LU5. Print Document	25	135	160
Module 5: Develop Basic Communication Skills	LU1. Adopt effective Listening LU2. Develop nonverbal communication LU3. Develop verbal communication skills. LU4. Develop Written Communication skills	10	30	40
Module 6: Maintain Workplace Safety	LU1. Identify Hazards at Workplace LU2. Comply with Occupational Health and safety LU3. Perform safe work practices at work place LU4. Dispose of hazardous/Waste materials. LU5. Follow emergency procedures at workplace	10	30	40
Module 7: Collect Pine Nut Cones From Trees	LU1. Arrange Tools for cutting of Pine Nut Cones LU2. Adopt Health and Safety Measures LU3. Select appropriate cones for cutting. LU4. Cut Pine nut cones from trees LU5. Sort Pine nut cones according to grades.	12	48	60
Module 8: Extract Pine Nuts from cones	LU1. Prepare surface for placement of Pine nut cones LU2. Dry Pine nut cones for extraction LU3. Separate Pine nuts from cones LU4. Reduce excessive moisture from Pine nuts	18	72	90

	<p>LU5. Remove Foreign Materials (Impurities)</p> <p>LU6. Place the Pine nuts in Boxes</p>			
Module 9: Perform Roasting of Pine Nuts with Shell	<p>LU1. Arrange tools and equipment for Roasting Pine nut</p> <p>LU2. Adopt Health and safety measures for roasting</p> <p>LU3. Roast Pine nuts as per requirements</p> <p>LU4. Remove infected Pine nuts</p> <p>LU5. Pack Roasted Pine nuts as per requirements</p> <p>LU6. Transport/Store roasted Pine nuts</p>	20	60	80
Module 10: Perform Peeling of Pine Nuts for Kernels	<p>LU1. Roast Pine nuts for Kernels</p> <p>LU2. Perform peeling of Pine nuts for Kernels extraction</p> <p>LU3. Dry Kernels for removing membrane</p> <p>LU4. Sort Kernels as per requirements</p> <p>LU5. Perform Packaging of Kernels</p>	14	66	80
Module 11: Perform Handling & Storage	<p>LU1. Sort Pine nuts according to grading</p> <p>LU2. Pack Pine nuts as per requirements.</p> <p>LU3. Develop a record of quantity of Pine nuts</p> <p>LU4. Transport Pine nuts to the desired destination</p> <p>LU5. Ensure safe storage</p>	08	42	50
Module 12: Assure quality of Pine Nuts	<p>LU1. Check the quality of Pine Nut Cones before roasting</p> <p>LU2. Assure the quality of Pine nuts after the extraction from cones.</p> <p>LU3. Check quality of Pine nuts with shell after roasting</p> <p>LU4. Check quality of Pine nuts Kernel during Peeling.</p> <p>LU5. Check quality of Packaging of Pine nuts and pine nuts Kernels.</p>	26	144	170

	<p>LU6.Maintain laboratory standards</p>			
<p>Module 13: Develop Professionalism</p>	<p>LU1. Demonstrate Work Ethics LU2. Resolve disagreement with others LU3. Work in team LU4. Work Independently LU5. Interpret Documentation LU6. Interpret rules and regulations of regulatory authority.</p>	<p>12</p>	<p>18</p>	<p>30</p>
<p>Module 14: Develop Entrepreneurial skills</p>	<p>LU1. Conduct Market Survey LU2. Establish Business Opportunities LU3. Seek for required funds to establish the business LU4. Prepare Business Plan LU5. Implement Marketing activities LU6. Evaluate marketing performance LU7. Develop Business promotion technique LU8. Develop Business competition skills</p>	<p>20</p>	<p>80</p>	<p>100</p>

4.1. Lesson Plan of Module – (Sample)

Module 05:

Maintain Tools & Equipment

Learning Unit

LU-1: Arrange tools and equipment

LU-2: Maintain Tool Box

LU-3: Calibrate measuring tools

LU-4: Manage Inventory of tools and equipment

Learning Outcomes

Trainee will be able to maintain tools and equipment for Pine Nuts Processor. Trainee will be able to understand various tools and equipment and their maintenance. Trainee will be able to Arrange tools and equipment maintain tool box, insulate tools and equipment, Calibrate measuring tools and Manage Inventory of tools/Equipment.

Methods:

Through
Multimedia
Presentations
and Physical
demonstration
of machines

Key Notes:

Tools and Equipment
Maintaining Tool Box
Insulation of Tools and Equipment
Calibration of measuring Tools
Managing Inventory of Tools/Equipment

Media:

Multimedia

Time:

50 hrs.

Introduction

Introduction to Maintaining Tools and Equipment, Identification of Tools and equipment, Maintaining Tool Box, Insulating Tools and Equipment, Calibrating measuring tools, Managing inventory of tools and equipment.

Main Body

- Define various tools and equipment and their functions
- Describe arrangement of tools/equipment as per job
- Differentiate between corrective and preventive maintenance
- Describe arrangements of tools and equipment in tool box
- Explain storage methods of tools and equipment
- Describe types of calibration
- Describe methods of equipment calibration
- Explain methods of tools and equipment inventory
- Elaborate writing of faulty tools and equipment.

Conclusion

Various tools and equipment and their function, Maintenance of toolbox, Insulation of Tools and equipment, Calibration of measuring tools, Managing inventory of tools and equipment.

Assessment

Ask learners

Name various tools and equipment and their function?

What is the importance of insulating tools and equipment?

What is the importance of calibrating measuring tools?

Total time:

35 Hrs.

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Module-1

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5. Trainer's guidelines

Module 1: Basic Literacy and Numeracy			
Module 1: Basic Literacy and Numeracy			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-1: Basic Urdu Literacy Skills	<p>Discuss and demonstrate the importance of Basic Urdu literacy skills and prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Basic Urdu reading skills • Basic Urdu writing skills • Basic Urdu speaking skills <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about basic Urdu literacy skills. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Basic Urdu literacy skills. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Basic Urdu literacy skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> • Multi media • White Board • Stationary Basic Urdu Literacy Module

<p>LU-2: Basic English Literacy Skills</p>	<p>Discuss and demonstrate the importance of Basic English literacy skills.to and prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Basic English reading skills • Basic English writing skills • Basic English speaking skills <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about basic English literacy skills. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Basic English literacy skills. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Basic English Literacy skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • Multi media • White Board • Stationary <p>Basic English Literacy Module</p>
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<p>LU-3: Basic Numeracy Skills</p>	<p>Discuss and demonstrate the importance of Basic Numeracy skills and prompt learners to learn and apply the following:</p> <ul style="list-style-type: none"> • Basic principles of addition • Basic principles of subtraction • Basic principles of multiplication • Basic principles of division <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about basic Numeracy skills. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Basic Numeracy Skills. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Basic Numeracy Skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • Multi media • White Board • Stationary <p>Basic Mathematics Literacy Module</p>
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<p>LU-4: Perform basic Measurement</p>	<p>Discuss and demonstrate the importance of Basic Measurement skills and prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identification and working of measuring tools • Identify appropriate measuring tools • Identify inch foot and yard • Identify millimeter, centimeter and meter <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about Perform Basic Measurement. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic to Perform Basic Measurement. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Basic Measurement skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop/Place</p>	<ul style="list-style-type: none"> • Multi media • White Board • Stationary • Measuring tools /Taps
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Module-2

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Module 2: Maintain Personal safety

Module 2: Maintain Personal safety			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p>LU-1: Ensure Personal Protective Equipment (PPE)</p>	<p>Deliver an illustrated presentation on how to Ensure Personal Protective Equipment (PPE). Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Arranging personal protective equipment as per requirements • Wearing correct personal protective equipment • Storing PPE at appropriate place after use. <p>Display a slide or flip chart with a key question relating to ensure Personal Protective Equipment (PPE).</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to ensure Personal Protective Equipment (PPE)</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Ensure Personal Protective Equipment (PPE) in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide • Personal Protective Equipment (safety shoes, gloves, goggles, helmet & ear plug etc.

Module 2: Maintain Personal safety

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p>LU-2: Maintain Firstaid Box</p>	<p>Deliver an illustrated presentation on Maintaining first aid box. Ensure you address the following points:</p> <ul style="list-style-type: none"> • Ensuring availability of first aid box • Checking first aid box for requisite emergency medicines • Checking expiry of medicines • Performing first aid treatment against electric shocks • Performing first aid treatment/bandages against minor injuries <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slide / A handout <p>...showing the key topics about Maintaining first aid box. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for Maintaining first aid box. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Maintaining first aid box in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT Presentations • Videos • Whiteboard • Learning guide • First aid box

Module 2: Maintain Personal safety			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU3: Maintain Firefighting Equipment	<p>Lead a brainstorm on Maintain Firefighting Equipment. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> • Checking expiry of fire extinguisher • Operating fire extinguisher • Replacing fire extinguisher <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing key topics for Maintain Firefighting Equipment. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify three main points that related to each key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for Maintain Firefighting Equipment. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Maintain Firefighting Equipment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide • Fire Extinguisher • Smoke Detecting Alarm

Module 2: Maintain Personal safety			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU.5 Respond to emergencies	<p>Lead a discussion about responding to emergencies. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Following emergency plan • Communicating instructions to co workers • Assessing risk and determine course of action • Operating emergency equipment and supplies <p>Display a flip chart showing the following key question: <i>'How do we respond to emergencies?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart. When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to responding to emergencies in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide • Emergency Equipment

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Module-3

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Certificate Level 1

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	<ul style="list-style-type: none"> • Checking physical conditions of tools and equipment before use • Performing preventive maintenance as per standards • Performing corrective maintenance of tools as per requirements • Cleaning tools and equipment after use • Placing tools and equipment at appropriate place <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slide / A handout <p>...showing the key topics about maintaining toolbox. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for maintaining toolbox. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining toolbox in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • Learning guide • Tools Box
<p>LU-3: Calibrate measuring tools</p>	<p>Lead a discussion about importance of calibrating measuring tools. Use real examples to support the discussion and ensure the discussion considers the following points:</p> <ul style="list-style-type: none"> • Checking calibration status of the measuring tools 	<p>Class room with multimedia aid, audio-visual</p>	<ul style="list-style-type: none"> • PPT Presentation s. • Videos

	<ul style="list-style-type: none"> • Performing calibration of measuring tools as per standards • Recording calibration test results <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slides / A handout <p>...showing key topics for calibrating measuring tools. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify three main points that related to each key topic.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for calibrating measuring tools. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics. End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to calibrating measuring tools in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • Whiteboard • Learning guide • Calibrating Instrument as per requirement
<p>LU-4: Manage Inventory of tools and equipment.</p>	<p>Lead a discussion about managing inventory of tools and equipment. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Checking tools and equipment as per record • Reporting for faulty tools and equipment to supervisor • Generating demand for deficit tools and equipment • Maintaining all records of tools and equipment <p>Display a slide or flip chart with a key question relating to managing inventory of tools and</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

	<p>equipment.</p> <p>Step 1 – Think</p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair</p> <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share</p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to managing inventory of tools and equipment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing inventory of tools and equipment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • Inventory Book/ Register
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Frequently Asked Questions

<p>1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?</p>	<p>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.</p>
<p>2. What is the passing criterion for CBT certificate?</p>	<p>You shall be required to be declared “Competent” in the summative assessment to attain the certificate.</p>
<p>3. What are the entry requirements for this course?</p>	<p>The entry requirement for this course is 8th Grade or equivalent.</p>
<p>4. How can I progress in my educational career after attaining this certificate?</p>	<p>You shall be eligible to take admission in the National Vocational Certificate Level-1 in Pine Nuts Processor. You shall be able to progress further to National Vocational Certificate Level-2-4 in Pine Nuts Processor Course; and take admission in a level-5, DAE or equivalent course (if applicable). In certain case, you may be required to attain an equivalence certificate from The Inter Board Committee of Chairmen (IBCC).</p>
<p>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?</p>	<p>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.</p>
<p>6. What is the entry requirement for Recognition of Prior Learning program (RPL)?</p>	<p>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.</p>
<p>7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?</p>	<p>There are no age restrictions to enter this course or take up the Recognition of Prior Learning program</p>
<p>8. What is the duration of this course?</p>	<p>The duration of the course work is 1,510 hrs. (11 months)</p>


9. What are the class timings?	The classes are normally offered 25 days a month from 08:00 am to 01:30 pm. 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 qualification's framework, the level-4 certificate is equivalent to Matriculation. The 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 local or overseas construction companies in heavy machinery operator job profile.
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. The heavy Machinery Operator normally earns 20,000 to 25,000 in the start.
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 language of this course is 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 by purchasing your own heavy construction machine and can start earning 50,000 per month. You may need additional skills on entrepreneurship to support your initiative.

Test Yourself (Multiple Choice Questions)


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