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# PINE NUTS PROCESSOR

## Trainer Guide

National Vocational  
Certificate Level 3

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 3 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

<b>Course:</b> <i>Pine Nuts Processor Level 3</i>	<b>Total Course Duration:</b> 171 Hours
<b>Course Overview:</b>	
<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 Extract Pine Nuts from Cones, Perform Roasting of Pine Nuts with Shell, Perform Peeling of Pine Nuts for Kernels and Perform Handling and Storgae. The specific objectives of developing these qualifications are as under:</p> <ul style="list-style-type: none"> <li>• Improve the overall quality of training delivery and setting national benchmarks for training of Pine Nuts Processor in the country</li> <li>• Provide flexible pathways and progressions to learners enabling them to receive relevant, up-to-date and recent skills</li> <li>• Provide basis for competency-based assessment which is recognized and accepted by employers</li> <li>• Establish a standardized and sustainable system of training for Pine Nuts Processor in the country</li> </ul>	

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 1: Develop basic literacy &amp; Numeracy skills</b>	<b>LU1.</b> Apply basic Urdu literacy skills <b>LU2.</b> Apply basic English literacy skills <b>LU3.</b> Perform basic numeracy skills <b>LU4.</b> Perform basic measurements	<b>40</b>	<b>90</b>	<b>130</b>
<b>Module 2: Maintain Personal Safety Standards</b>	<b>LU1.</b> Maintain personal protective equipment (PPE) <b>LU2.</b> Maintain First-aid Box <b>LU3.</b> Maintain Fire Fighting Equipment <b>LU4.</b> Prepare for emergencies <b>LU5.</b> Respond to emergencies	<b>10</b>	<b>30</b>	<b>40</b>
<b>Module 3: Maintain Tools &amp; Equipment</b>	<b>LU1.</b> Arrange Tools and Equipment <b>LU2.</b> Maintain Tool Box <b>LU3.</b> Calibrate measuring tools <b>LU4.</b> Manage Inventory of tools and equipment	<b>08</b>	<b>32</b>	<b>40</b>



<b>Module 4: Develop basic Computer Operating skills</b>	<b>LU1.</b> Operate MS word <b>LU2.</b> Operate MS Excel <b>LU3.</b> Operate MS Power Point <b>LU4.</b> Perform Browsing <b>LU5.</b> Print Document	<b>25</b>	<b>135</b>	<b>160</b>
<b>Module 5: Develop Basic Communication Skills</b>	<b>LU1.</b> Adopt effective Listening <b>LU2.</b> Develop nonverbal communication <b>LU3.</b> Develop verbal communication skills. <b>LU4.</b> Develop Written Communication skills	<b>10</b>	<b>30</b>	<b>40</b>
<b>Module 6: Maintain Workplace Safety</b>	<b>LU1.</b> Identify Hazards at Workplace <b>LU2.</b> Comply with Occupational Health and safety <b>LU3.</b> Perform safe work practices at work place <b>LU4.</b> Dispose of hazardous/Waste materials. <b>LU5.</b> Follow emergency procedures at workplace	<b>10</b>	<b>30</b>	<b>40</b>
<b>Module 7: Collect Pine Nut Cones From Trees</b>	<b>LU1.</b> Arrange Tools for cutting of Pine Nut Cones <b>LU2.</b> Adopt Health and Safety Measures <b>LU3.</b> Select appropriate cones for cutting. <b>LU4.</b> Cut Pine nut cones from trees <b>LU5.</b> Sort Pine nut cones according to grades.	<b>12</b>	<b>48</b>	<b>60</b>
<b>Module 8: Extract Pine Nuts from cones</b>	<b>LU1.</b> Prepare surface for placement of Pine nut cones <b>LU2.</b> Dry Pine nut cones for extraction <b>LU3.</b> Separate Pine nuts from cones <b>LU4.</b> Reduce excessive moisture from Pine nuts <b>LU5.</b> Remove Foreign Materials (Impurities) <b>LU6.</b> Place the Pine nuts in Boxes	<b>18</b>	<b>72</b>	<b>90</b>

<p><b>Module 9: Perform Roasting of Pine Nuts with Shell</b></p>	<p>LU1. Arrange tools and equipment for Roasting Pine nut  LU2. Adopt Health and safety measures for roasting  LU3. Roast Pine nuts as per requirements  LU4. Remove infected Pine nuts  LU5. Pack Roasted Pine nuts as per requirements  LU6. Transport/Store roasted Pine nuts</p>	<p>20</p>	<p>60</p>	<p>80</p>
<p><b>Module 10: Perform Peeling of Pine Nuts for Kernels</b></p>	<p>LU1. Roast Pine nuts for Kernels  LU2. Perform peeling of Pine nuts for Kernels extraction  LU3. Dry Kernels for removing membrane  LU4. Sort Kernels as per requirements  LU5. Perform Packaging of Kernels</p>	<p>14</p>	<p>66</p>	<p>80</p>
<p><b>Module 11: Perform Handling &amp; Storage</b></p>	<p>LU1. Sort Pine nuts according to grading  LU2. Pack Pine nuts as per requirements.  LU3. Develop a record of quantity of Pine nuts  LU4. Transport Pine nuts to the desired destination  LU5. Ensure safe storage</p>	<p>08</p>	<p>42</p>	<p>50</p>
<p><b>Module 12: Assure quality of Pine Nuts</b></p>	<p>LU1. Check the quality of Pine Nut Cones before roasting  LU2. Assure the quality of Pine nuts after the extraction from cones.  LU3. Check quality of Pine nuts with shell after roasting  LU4. Check quality of Pine nuts Kernel during Peeling.  LU5. Check quality of Packaging of Pine nuts and pine nuts Kernels.  LU6. Maintain laboratory standards</p>	<p>26</p>	<p>144</p>	<p>170</p>
<p><b>Module 13: Develop Professionalism</b></p>	<p>LU1. Demonstrate Work Ethics  LU2. Resolve disagreement with others</p>	<p>12</p>	<p>18</p>	<p>30</p>

	<p><b>LU3.</b> Work in team</p> <p><b>LU4.</b> Work Independently</p> <p><b>LU5.</b> Interpret Documentation</p> <p><b>LU6.</b> Interpret rules and regulations of regulatory authority.</p>			
<p><b>Module 14: Develop Entrepreneurial skills</b></p>	<p><b>LU1.</b> Conduct Market Survey</p> <p><b>LU2.</b> Establish Business Opportunities</p> <p><b>LU3.</b> Seek for required funds to establish the business</p> <p><b>LU4.</b> Prepare Business Plan</p> <p><b>LU5.</b> Implement Marketing activities</p> <p><b>LU6.</b> Evaluate marketing performance</p> <p><b>LU7.</b> Develop Business promotion technique</p> <p><b>LU8.</b> Develop Business competition skills</p>	<p><b>20</b></p>	<p><b>80</b></p>	<p><b>100</b></p>

**Lesson Plan of Module (Sample)**

<b>FORMAT FOR LESSON PLAN</b>			
<b>Module:</b>			
<b>Learning Unit&gt;</b>			
<b>Learning Outcomes&gt;</b>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
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			
<b>Main Body</b>			
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 <i>Trainer Guidelines</i> , the relevant media including handouts, power-point slides, videos, white board and time duration for each activity in the relevant columns			
<b>Conclusion</b>			
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			
<b><u>Assessment</u></b>			
How this lesson will be assessed?			
			<b>Total time:</b>

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## 5. Trainer's guidelines

Module 8: Extract Pine Nuts from Cones			
Module 8: Extract Pine Nuts from Cones			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<b>LU-1:</b> <b>Prepare surface for placement of Pine nut cones</b>	<p>Deliver an illustrated presentation on how to Prepare surface for placement of Pine nut cones with special attention to the following points. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> <li>• Identify the appropriate place for drying.</li> <li>• Smooth the surface with mud plaster (Lippai).</li> <li>• Ensure dryness of surface for placement of cones</li> </ul> <p>Display a slide or flip chart with a key question relating to Prepare surface for placement of Pine nut cones.</p> <p><b>Step 1 – Think</b>            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><b>Step 2 – Pair</b>            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><b>Step 3 – Share</b>            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 Prepare surface for placement of Pine nut cones.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Prepare surface for placement of Pine nut cones 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Working equipment</li> </ul>

<p><b>LU-2:</b> <b>Dry Pine nut cones for extraction</b></p>	<p>Discuss and demonstrate the importance of Drying Pine nut cones for extraction. Prompt learners to consider learn and apply the following points:</p> <ul style="list-style-type: none"> <li>• Select required tools/equipment for drying the nuts.</li> <li>• Adopt proper heating/Drying method.</li> <li>• Heat the Pine cones for extraction of Pine nuts as per SOP.</li> </ul> <p>Prepare either A flip chart / A PowerPoint slide / A handout ...showing the key topics about Dry Pine nut cones for extraction. 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 <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</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 Dry Pine nut cones for extraction Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> 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 Dry Pine nut cones for extraction 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Tools and equipment</li> <li>• Heating instruments</li> </ul>
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<p><b>LU-3:</b> <b>Separate Pine nuts from cones</b></p>	<p>Discuss and demonstrate the importance of how to Separate Pine nuts from cones. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> <li>• Extract Pine nuts from opened cones.</li> <li>• Spread semi opened cones at perforated surface.</li> <li>• Beat cones with wooden stick to extract the Pine nuts.</li> <li>• Extract rest of the Pine nuts with the help of tools (wooden pointer / wooden hammer etc.) from semi opened cones, one by one correctly.</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on how to Separate Pine nuts from cones. They must make sure their questions cover key topics for Develop Verbal Communication.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Separate Pine nuts from cones. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Separate Pine nuts from cones 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"> <li>• Multi media</li> <li>• PPT Presentation</li> <li>• White Board</li> <li>• Stationary</li> <li>• Pine nuts extraction tools</li> </ul>
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<p><b>LU-4:</b> <b>Reduce excessive moisture from Pine nuts</b></p>	<p>Deliver an illustrated presentation on how to Reduce excessive moisture from Pine nuts.</p> <p>Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> <li>• Spread Pine nuts in open air in thin layers to reduce excessive moisture.</li> <li>• Shuffle the Pine nuts, uniformly, on regular intervals.</li> <li>• Ensure the dryness of Pine nuts</li> </ul> <p>Display a flip chart showing the following key question related to Reduce excessive moisture from Pine nuts: <i>‘(How to Reduce excessive moisture from Pine nuts)’?</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. 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. 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 Reduce excessive moisture from Pine nuts 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 Workplace</p> <p>or</p>	<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• PPT</li> <li>• Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Shuffling tools</li> <li>• Hygrometer</li> </ul>
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<p><b>LU-5:</b> <b>Remove Foreign Material (Impurities)</b></p>	<p>Discuss and demonstrate the importance of Removing Foreign Material (Impurities). Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> <li>• Remove foreign material from Pine nuts with fan / blower (air treatment)</li> <li>• Remove foreign material from Pine nuts with the help of sieves.</li> <li>• Remove foreign material from Pine nuts manually.</li> <li>• Grade the Pine nuts according to their size and color</li> </ul> <p>Display a slide or flip chart with a key question relating to Remove Foreign Material (Impurities).</p> <ul style="list-style-type: none"> <li>• <b>Step 1 – Think</b></li> </ul> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <ul style="list-style-type: none"> <li>• <b>Step 2 – Pair</b></li> </ul> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <ul style="list-style-type: none"> <li>• <b>Step 3 – Share</b></li> </ul> <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 Remove Foreign Material (Impurities)</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Remove Foreign Material (Impurities) 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Blower</li> <li>• Sieve</li> </ul>
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<p><b>LU-6: Place the Pine nuts in Boxes</b></p>	<p>Demonstrate an illustrative representation on how to Place the Pine nuts in Boxes. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> <li>• Identify the different grades of the Pine Nuts</li> <li>• Use appropriate boxes placing the Pine nuts.</li> <li>• Ensure the filled boxes are place at safe place.</li> <li>• Shift the Pine nuts for roasting.</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on Place the Pine nuts in Boxes. They must make sure their questions cover key topics for Place the Pine nuts in Boxes.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about Place the Pine nuts in Boxes. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Place the Pine nuts in Boxes 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Pine nuts</li> <li>• Boxes</li> </ul>
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## Module 9: Perform Roasting of Pine Nuts

Module 9: Perform Roasting of Pine Nuts			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<b>LU-1:</b> <b>Arrange Tools for roasting of Pine Nuts</b>	<p>Deliver an illustrated presentation on how to Arrange Tools for roasting Pine nuts. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Identify the required tools and equipment for cutting Pine Nuts cones.</li> <li>• Clean and Store the Tools and equipment after use.</li> </ul> <p>Display a slide or flip chart with a key question relating to Arrange Tools for roasting Pine nuts.</p> <p><b>Step 1 – Think</b>            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><b>Step 2 – Pair</b>            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><b>Step 3 – Share</b>            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 Arrange Tools for roasting Pine nuts</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Arrange Tools for roasting Pine nuts 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Tools for roasting Pine nuts</li> </ul>

## Module 9: Perform Roasting of Pine Nuts

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p><b>LU-2: Adopt Health and safety measures</b></p>	<p>Deliver an illustrated presentation on how to Adopt Health and safety measures. Ensure you address the following points:</p> <ul style="list-style-type: none"> <li>• Identify the hazardous at work place</li> <li>• Remove hazardous properly.</li> <li>• Wear the safety equipment accurately.</li> <li>• Ensure the work place is safe to wok.</li> </ul> <p>Prepare either:</p> <p>A flip chart / A PowerPoint slide / A handout</p> <p>...showing the key topics about Adopt Health and safety measures. Go through all the key topics briefly and then allocate <b>one key topic</b> 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 <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</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 Adopt Health and safety measures. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> 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 Adopt Health and safety measures 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 Workplace</p> <p>or</p>	<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Personal Protective Equipment (safety shoes, gloves, goggles, helmet &amp; ear plug etc.)</li> <li>• OSH Manual</li> </ul>

<b>Module 9: Perform Roasting of Pine Nuts</b>			
<b>Learning Unit</b>	<b>Suggested Teaching / Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p><b>LU3:</b> <b>Roast Pine nuts as per requirements</b></p>	<p>Lead a brainstorm on how to Roast Pine nuts as per requirements. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Select roasting equipment as per instructions.</li> <li>• Roast the Pine nuts as per requirement.</li> <li>• Clean roasting equipment after use.</li> <li>• Place/Store roasting equipment at designated point</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on how to Roast Pine nuts as per requirements. They must make sure their questions cover key topics for Roasting Pine nuts as per requirements.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about how to Roast Pine nuts as per requirements. On the reverse of the card, they should write an appropriate answer to their question</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner’s answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team’s score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners’ question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>To prepare for practical sessions, divide the trainees in small groups. Provide each group with different tasks related to roast the Pine nuts. Check that each trainee understands their task.</p> <p>Trainees need to practice their skills to Roast Pine nuts as per requirements in a real or realistic environment. Learners must be able to practice and develop their knowledge and skills relating to roast the Pine nuts 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"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Roasting tools and equipment</li> </ul>

<b>Module 9: Perform Roasting of Pine Nuts</b>			
<b>Learning Unit</b>	<b>Suggested Teaching / Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU4: Remove infected Pine nuts</b>	<p>Lead a brainstorm discussion and demonstrate how to Remove Infected Pine nuts. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>Remove infected Pine nuts with fan / Air blower/ sieves as per SOP.</li> <li>Manually remove infected Pine nuts</li> </ul> <p>Prepare either:</p> <p>Display a flip chart showing the following key question: 'What are the steps to Remove Infected Pine nuts?'</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.</p> <p>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 Remove Infected Pine nuts 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"> <li>Multimedia</li> <li>PPT Presentation</li> <li>Stationery</li> <li>Whiteboard</li> <li>Air blower</li> <li>Sieves</li> </ul>



## Module 9: Perform Roasting of Pine Nuts

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p><b>LU-5:</b> <b>Pack roasted Pine nuts as per requirement</b></p>	<p>Lead a brainstorm on how to Pack roasted Pine nuts as per requirement. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Select packing material as per requirement.</li> <li>• Weigh-out the roasted Pine nuts for packing.</li> <li>• Pack the Pine nuts as per demand.</li> <li>• Make a record of the Packed Pine nuts quantity.</li> </ul> <p>Display a slide or flip chart with a key question relating to Pack the roasted Pine nuts as per requirements</p> <p><b>Step 1 – Think</b></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><b>Step 2 – Pair</b></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><b>Step 3 – Share</b></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 Pack roasted Pine nuts as per requirement</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Pack roasted Pine nuts as per requirement 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Packing material</li> <li>• Wight scale</li> </ul>

## Module 9: Perform Roasting of Pine Nuts

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p><b>LU-6: Transport roasted Pine nuts to the desired destination</b></p>	<p>Lead an illustrative presentation on how to Transport Roasted Pine nuts to the desired. Use different ideas to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Select suitable transport means</li> <li>• Load the Pine nuts on selected transport as per instructions.</li> <li>• Dispatch Pine nuts to desired market</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart / A PowerPoint slide / A handout</li> </ul> <p>...showing key topics to Transport the roasted Pine nuts to the desired destination. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</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 to Transport roasted Pine nuts to the desired destination. 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 Transport the roasted Pine nuts to the desired destination 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"> <li>• Multimedia</li> <li>• PPT Presentation</li> <li>• Stationery</li> <li>• Whiteboard</li> <li>• Loading tools / equipment</li> </ul>

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Module-10

# PINE NUTS PROCESSOR

## Trainer Guide

National Vocational  
Certificate Level 3

Version 1 - February 2020

## Module 10: Perform Peeling of Pine Nuts for Kernel

Module 10: Perform Peeling of Pine Nuts for Kernel			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<b>LU-1:</b> <b>Perform peeling of Pine nuts for Kernels extractions</b>	<p>Deliver an illustrated presentation on how to Perform peeling of Pine nuts for Kernels extractions. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Soak roasted Pine nuts in warm water as per requirements</li> <li>• Remove shells (Peeling) of soaked Pine nuts correctly</li> <li>• Spread peeled Kernels on appropriate surface as per requirements to reduce moisture</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topic how to Perform peeling of Pine nuts for Kernels extractions. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</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 to Perform peeling of Pine nuts for Kernels extractions . 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 Perform peeling of Pine nuts for Kernels extractions 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>Classroom / Work place/Lab</p>	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Multi media</li> <li>• Soaking and drying equipment</li> </ul>
<b>LU-2:</b> <b>Dry Kernels for removing</b>	<p>Deliver an illustrated presentation on how to Dry Kernels for removing membrane. Ensure you address the importance of the following points:</p>	<p>Class room with multimedia</p>	<ul style="list-style-type: none"> <li>• PPT Presentation</li> <li>• Videos</li> </ul>

<p><b>membrane</b></p>	<ul style="list-style-type: none"> <li>• Spread the Kernels for drying to remove Kernel membrane.</li> <li>• Remove Kernel membrane by rubbing gently with a neat cloth.</li> <li>• Remove Kernel membrane with the help of blower</li> </ul> <p>Display a slide or flip chart with a key question relating to Dry Kernels for removing membrane.</p> <p><b>Step 1 – Think</b></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><b>Step 2 – Pair</b></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><b>Step 3 – Share</b></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 Dry Kernels for removing membrane .</p> <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Dry Kernels for removing membrane in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Roasting tools</li> <li>• Heating system</li> <li>• Cleaning tools</li> </ul>
<p><b>LU-3: Roast Pine nuts for Kernel</b></p>	<p>Lead a discussion about importance of how to Roast Pine nuts for Kernel. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Select roasting equipment for Pine nuts.</li> <li>• Select Pine nuts for roasting for kernels.</li> <li>• Roast the Pine nuts, as per requirement.</li> <li>• Clean the roasting equipment.</li> </ul>	<p>Class room with multimedia aid, audio- visual facilities and flip charts</p>	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Safety equipment</li> <li>• Roasting</li> </ul>

	<ul style="list-style-type: none"> <li>• Store the roasting equipment at designated point.</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on Roast Pine nuts for Kernel. They must make sure their questions cover key topics for how to develop and use communication skills in Pine nuts processing.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about how to Roast Pine nuts for Kernel. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Roast Pine nuts for Kernel in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workshop or Workplace	<ul style="list-style-type: none"> <li>• equipment</li> <li>• Cleaning material</li> </ul>
<p><b>LU-4: Sort Kernels as per requirements</b></p>	<p>Lead a discussion about how to Sort Kernels as per requirements. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Sort Kernels with the help of sieves for grading.</li> <li>• Separate the unhealthy Kernels manually</li> <li>• Separate the unhealthy Kernels with the help of machine.</li> </ul>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Kernels</li> <li>• Air blower</li> <li>• Sieve</li> </ul>

	<p>Divide the Trainees into Group and perform the following about how to Sort Kernels as per requirements</p> <ul style="list-style-type: none"> <li>➤ Role play</li> <li>➤ Group Discussion</li> <li>➤ Brain storming</li> </ul> <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Sort Kernels as per requirements in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workshop or Workplace	
<p><b>LU-5: Perform Packing of Kernels</b></p>	<p>Deliver an illustrated presentation on how to Perform Packing of Kernels. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Select the packaging material as per requirement.</li> <li>• Pack the Kernels as per instructions</li> <li>• Make a record of weight and quantity of the Packed Pine nuts</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart / A PowerPoint slides / A handout</li> </ul> <p>...showing the key topics about Perform Packing of Kernels. Go through all the key topics briefly</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"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Packing material</li> <li>• Weigh scale</li> <li>• Packing Material</li> </ul>

	<p>and then allocate <b>one key topic</b> 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 <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</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 Perform Packing of Kernels. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> 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 Perform Packing of Kernels in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
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Module-11

# PINE NUTS PROCESSOR

## Trainer Guide

National Vocational  
Certificate Level 3

Version 1 - February 2020

## Module 11: Perform Handling and Storage

Module 11: Perform Handling and Storage			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<b>LU-1: Sort Pine nuts as per grading</b>	<p>Deliver an illustrated presentation on how to Sort Pine nuts as per grading. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"><li>Sort Pine nuts according to size (A, B and C category).</li><li>Sort Pine nuts according to color (White, Brown and Black).</li><li>Remove infected Pine nuts from the lot.</li></ul> <p>Prepare either:</p> <ul style="list-style-type: none"><li>A flip chart</li><li>A PowerPoint slide</li><li>A handout</li></ul> <p>...showing key topic how to Sort Pine nuts as per grading. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</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 Check Battery. 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 Sort Pine nuts as per grading 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>Classroom / Work place/Lab</p>	<ul style="list-style-type: none"><li>PPT Presentations.</li><li>Videos</li><li>Whiteboard</li><li>Multi media</li><li>Different grades of Pine nuts</li></ul>
<b>LU-2: Pack Pine</b>	<p>Deliver an illustrated presentation on how to Pack Pine nuts as per requirements. Ensure you address the importance of the following points:</p>	<p>Class room with multimedia</p>	<ul style="list-style-type: none"><li>PPT Presentation</li><li>Videos</li></ul>

<p><b>nuts as per requirements</b></p>	<ul style="list-style-type: none"> <li>• Select packing material according to instructions</li> <li>• Measure the required weight of Pine Nuts</li> <li>• Fill the Pine nuts in the packing material</li> </ul> <p>Display a slide or flip chart with a key question relating to Pack Pine nuts as per requirements.</p> <p><b>Step 1 – Think</b> 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><b>Step 2 – Pair</b> 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><b>Step 3 – Share</b> 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 Pack Pine Nuts as per requirements. Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Pack Pine nuts as per requirements in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Packing material</li> <li>• Weighing scale</li> </ul>
<p><b>LU-3: Develop record of quantity of Pine nuts</b></p>	<p>Lead a discussion about importance of how to Develop record of quantity of Pine nuts. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Select roasting equipment for Pine nuts.</li> <li>• Select Pine nuts for roasting for kernels.</li> <li>• Roast the Pine nuts, as per requirement.</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Weighing scale</li> <li>• Stock register</li> </ul>

	<ul style="list-style-type: none"> <li>• Clean the roasting equipment.</li> <li>• Store the roasting equipment at designated point.</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on Develop record of quantity of Pine nuts. They must make sure their questions cover key topics for how to develop and use communication skills in Pine nuts processing.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about how to Develop record of quantity of Pine nuts. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Develop record of quantity of Pine nuts in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workshop or Workplace	
<p><b>LU-4:</b> <b>Transport Pine nuts to the desired destination</b></p>	<p>Lead a discussion about how to Transport Pine nuts to the desired destination. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Select suitable transportation means.</li> <li>• Ensure safe Loading of Pine nuts on selected transport as per instructions.</li> <li>• Dispatch Pine nuts to the desired market.</li> </ul> <p>Divide the Trainees into Group and perform the following about how to Transport Pine nuts to the desired destination</p> <ul style="list-style-type: none"> <li>➤ Role play</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or</p>	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Learning guide</li> <li>• Loading / unloading tool</li> <li>• Transport means</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Group Discussion</li> <li>➤ Brain storming</li> </ul> <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Transport Pine nuts to the desired destination in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workplace	
<p><b>LU-5:</b> <b>Ensure safe storage</b></p>	<p>Deliver an illustrated presentation on how to Ensure safe storage. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Ensure the storage place is clean.</li> <li>• Ensure the storage place safe.</li> <li>• Ensure the required temperature and humidity level for storage.</li> <li>• Ensure the store is locked securely.</li> </ul> <p>Prepare either:</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or</p>	<ul style="list-style-type: none"> <li>• PPT Presentations.</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Cleaning material</li> <li>• Locks</li> <li>• Store</li> </ul>

	<ul style="list-style-type: none"> <li>• A flip chart / A PowerPoint slides / A handout</li> </ul> <p>...showing the key topics about Ensure safe storage. Go through all the key topics briefly and then allocate <b>one key topic</b> 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 <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</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 Ensure safe storage. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> 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 Ensure safe storage in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workplace	
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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-4 in Pine Nuts Processor. You shall be able to progress further to National Vocational Certificate Level-4 in 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 08:00am 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 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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