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TRAINER GUIDE

National Vocational Certificate Level 1

Version 1 - November, 2019



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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. 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.

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.

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.

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.

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.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Artificial Intelligence Data Technician* 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 plan 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 an *Artificial Intelligence Data Technician* 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.

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.

Overview of the program

Course: Artificial Intelligence Data Technician	Total Course Duration: 3200 hours
Course Overview:	
<p><i>The competency based NVQ has been developed to train the unskilled men and women of Pakistan on the technical and entrepreneurial skills to be employed / self-employed and inevitably set sustainable impact on their lives by increase in their livelihood income generation.</i></p> <p><i>The purpose of these qualifications is to set professional standards for Artificial Intelligence Data Technician, who will serve as key elements enhancing quality of Pakistan's Software Developing Industry.</i></p>	

Module Title and Aim	Learning Units	Duration
<p>Module 1: Comply with Work Health and Safety Policies</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to comply with Work Health and Safety Policies</p>	<p>LU1: Work safely at workplace LU2: Communicate work health and safety (WHS) assess at work place LU3: Minimize risks to personal safety at work place LU4: Minimize risks to public safety at work place</p>	
<p>Module 2: Obey the Workplace Policy and Procedure</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to understand the Workplace Policy and Procedure</p>	<p>LU1: Obey the workplace personal appearance and hygiene LU2: Follow work ethics LU3: Demonstrate the Workplace behaviors LU4: Communicate workplace policy & procedures LU5: Review the implementation of workplace policy & procedures</p>	

Module Title and Aim	Learning Units	Duration
<p>Module 3: Follow Basic Communication (Specific)</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to follow Basic Communication (Specific)</p>	<p>LU1: Adopt Effective listening to communicate appropriately LU2: Develop Nonverbal communication with peers LU3: Prepare for Interview to get a job LU4: Use communication platform at workplace LU5: Identify communication barriers to improve interpersonal skills</p>	30 hours
<p>Module 4: Demonstrate Basic Literary Skills</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to Demonstrate Basic Literary Skills</p>	<p>LU1: Apply basic Literacy skills</p>	40 hours
<p>Module 5: Operate Computer Functions</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to Operate Computer</p>	<p>LU1: Setup Computer for Use LU2: Organize files in a folder LU3: Shutdown the computer system</p>	120 hours

Module Title and Aim	Learning Units	Duration
Functions		
<p>Module 6: Use of word processing software</p> <p>Aim: This module aims to develop the knowledge, skills and understanding needed to Use of spreadsheets</p>	<p>LU1: Create a file LU2: Edit a file LU3: Perform word formatting LU4: Perform paragraph formatting LU5: Perform page formatting LU6: Print documents</p>	100 hrs

FORMAT FOR LESSON PLAN			
Module5: Use of word processing software			
Learning Unit 1: Create a file			
Methods	Key Notes	Media	Time
The tools, material and techniques used for creating a file			
Introduction			
This session will introduce learners to the tools, techniques and material used for preparing workstation for winch dyeing, using presentation, demonstration, question and answer, and practical skills development.			
Main Body			
<ul style="list-style-type: none"> • Launch word processing application • Create a blank document • Create from template • Create content • Identify saved location • Save a document in desired format 			
Conclusion			
To conclude the session, review the tools, techniques and material used for using IT Fundamentals to operate the computer. Give learners the opportunity to ask questions.			
Assessment			
Question and answer, discussion groups with feedback, observation of practice skills development			

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Module-1

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Trainer’s guidelines

Module 1: Comply with work health and safety policy			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:			
LU2:			
LU3:			
LU4:			

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Module-2

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Module 2: Obey the Workplace Policy and Procedure			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:			
LU2:			
LU3:			
LU4:			

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Module-3

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Module 3: Follow Basic Communication (Specific)			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:			
LU2:			
LU3:			
LU4:			

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Module-4

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Module 4: Demonstrate basic literacy skills			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:			
LU2:			
LU3:			
LU4:			

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Module-5

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Module 5: Operate computer functions			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:			
LU2:			
LU3:			
LU4:			

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Module-6

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Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Create a File	<p>Deliver an illustrated presentation on how to create a file Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Launch word processing application • Create a blank document • Create from template • Create content • Identify saved location • Save a document in desired format <p>Learners need to devise 10 quiz questions with answers based on create a file They must make sure their questions cover key topics for create a file</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 create a file 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</p>	<p>Practical labs, Classrooms</p>	<p>Learner Guide Handouts Videos Multi-media projector</p>

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>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>Demonstrate the materials needed for create a file Enable learners to practice using the appropriate materials for using basic Language for artificial intelli in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to using how to create a file. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Edit a file	<p>Deliver an illustrated presentation on how to edit a file. Ensure that the presentation focuses on the following</p> <ul style="list-style-type: none"> • Navigate in a document • Select text or object • Find desired text • Replace text 	<p>Practical Classrooms</p> <p>labs,</p>	<p>Learner Guide Handouts Videos Multi-media projector</p>

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Paste copied text • Paste cut text • Paste selected text from Clipboard • Apply undo & redo operations • Apply spell check • Apply grammar check • Insert Objects <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about how to edit a file. 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 how to edit a file. Discuss these main points briefly with the whole group. Learners</p>		

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>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>Demonstrate the materials needed for how to edit a file. Enable learners to practice using the appropriate materials for how to edit a file in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to how to edit a file in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Perform word formatting	<p>Lead a discussion on how to Perform word formatting. Encourage ALL trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ol style="list-style-type: none"> 1. Change font size 2. Change font style 3. Change font family 	Practical Classrooms	labs, Learner Guide Handouts Videos Multi-media projector

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ol style="list-style-type: none"> 4. Change font color 5. Highlight the text 6. Apply predefined text style <p>Learners need to devise 10 quiz questions with answers based on how to Perform word formatting. They must make sure their questions cover key topics for how to Perform word formatting.</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 Perform word formatting. 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</p>		

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>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</p> <p>Demonstrate the materials needed for how to Perform word formatting. Enable learners to practice using the appropriate materials for how to Perform word formatting in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to how to Perform word formatting in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Perform Paragraph Formatting	<p>Deliver an illustrated presentation on how to perform paragraph formatting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Indent paragraph • Change line spacing • Align text • Create Lists with proper bullets and numbering 	Practical Classrooms	labs, Learner Guide Handouts Videos Multi-media projector

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Learners need to devise 10 quiz questions with answers based on perform paragraph formatting They must make sure their questions cover key topics for create a file</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 perform paragraph formatting 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 scorecard. 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>Demonstrate the materials needed for perform paragraph</p>		

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>formatting Enable learners to practice using the appropriate materials for using basic Language for artificial intelligence in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to using how to perform paragraph formatting. Ensure that learners can ask questions to support their understanding.</p>		
LU5: Perform Page Formatting	<p>Lead a discussion on how to Perform page formatting. Encourage ALL trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ol style="list-style-type: none"> 1. Select page layout 2. Select page Orientation 3. Select page size 4. Set page margins 5. Insert headers & Footer 6. Insert line numbers 7. Insert page borders and Shading <p>Learners need to devise 10 quiz questions with answers based on how to Perform page formatting. They must make sure their questions cover key topics for how to Perform page formatting.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a</p>	<p>Practical Classrooms</p> <p>labs,</p>	<p>Learner Guide Handouts Videos Multi-media projector</p>

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>question about how to Perform page formatting. 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 scorecard. 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</p> <p>Demonstrate the materials needed for how to Perform page formatting. Enable learners to practice using the appropriate materials for how to Perform page formatting in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to how to Perform page</p>		

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	formatting in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU6: Print documents	<p>Deliver an illustrated presentation on how to print documents. Ensure that the presentation focuses on the following</p> <ol style="list-style-type: none"> 1. Select printer 2. Preview print 3. Print selected pages <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slides • A handout <p>...showing the key topics about how to print documents. 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</p>	Practical Classrooms	labs, Learner Guide Handouts Videos Multi-media projector

Module 6: 061900924 Use Word processing software			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>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 how to print documents. 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>Demonstrate the materials needed for how to print documents. Enable learners to practice using the appropriate materials for how to print documents in a controlled environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to how to print documents in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

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-3 in Artificial Intelligence Data Technician. You shall be able to progress further to National Vocational Certificate Level-4 in Artificial Intelligence Data Technician (Supervisor); and take admission in a level-5, DAE or equivalent course. 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>

7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?	There are no age restrictions to enter this course or take up the Recognition of Prior Learning program
8. What is the duration of this course?	The duration of the course work is 3220 hours
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 criteria for equivalence and equivalence certificate can be obtained from The Inter Board Committee of Chairmen (IBCC).
11. What is the importance of this certificate in National and International job market?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website.
12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?	You shall be able to take up jobs in the artificial intelligence industry which comprises of development of applications for play store as well as testing and optimization of the apps.
13. What are possible career progressions in industry after attaining this certificate?	You shall be able to progress up to the level of supervisor after attaining sufficient experience, knowledge and skills during the job. Attaining additional relevant qualifications may aid your career advancement to even higher levels.
14. Is this certificate recognized by any competent authority in Pakistan?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). The official certificates shall be awarded by the relevant certificate awarding body.

15. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?	On-the-job training is not a requirement for final / summative assessment of this certificate. However, taking up on-the-job training after or during the course work may add your chances to get a job afterwards.
16. How much salary can I get on job after attaining this certificate?	The minimum wages announced by the Government of Pakistan in 2019 are PKR 17,500. This may vary in subsequent years and different regions of the country. Progressive employers may pay more than the mentioned amount.
17. Are there any alternative certificates which I can take up?	There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.
18. What is the teaching language of this course?	The teaching 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/ software house related to artificial intelligence and you can work as freelancer as well after the completion of the course. You may need additional skills on entrepreneurship to support your initiative.

Test Yourself (Multiple Choice Questions)

MODULE 5 Use Word Processing Software

Question 1 Which of the following typeface applies to characters?

A Font

B Paragraph Style

C Point Size

D Indent

Question 2 Which option would you use?
If you type a paragraph, in uppercase and need to change it to sentence case without having to retype the paragraph,

A Change Case

B Change Size of Case

C Sentence Case

D Toggle Case

Question 3 Which feature starts a new line whenever a word or sentence reached a border?

A Text Line

B New Line

C Text Wrapping

D Text Align

Question 4 What is the shortcut key for finding text?

A Ctrl+H.

B Ctrl+F.

C Ctrl+G.

D Ctrl+5

Question 5 Which of the following is NOT a type of indent?

A Hanging

B Negative

C Positive

D First-line

Answers

MODULE

Question	1	Which of the following typeface applies to characters?	A	Font
Question	2	Which option would you use? If you type a paragraph, in uppercase and need to change it to sentence case without having to retype the paragraph,	C	Sentence Case
Question	3	Which feature starts a new line whenever a word or sentence reached a border?	C	Text Wrapping
Question	4	What is the shortcut key for finding text?	B	Ctrl+F.
Question	5	Which of the following is <u>NOT</u> a type of indent?	C	Positive


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