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INDUSTRIAL MERCHANDISER



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TRAINER GUIDE

National Vocational Certificate Level 4

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 *Merchandiser* 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 a *Merchandiser* 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 internalised 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: Industrial Merchandiser	Total Course Duration: 300 hrs
Course Overview:	
The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in merchandizer sector in accordance with industry requirements. Graduates of this program may find employment in local and international textile/ garment industries	

Module	Learning Unit	Duration
Module Z: Apply Visual Merchandising Aim: After successful completion of this module, the trainee is competent in Applying Visual Merchandising	LU1: Prepare Visual Merchandising Toolkits LU2: Plan and execute window displays using Photoshop software LU3: Plan floor fixtures, layouts and promotional displays using appropriate software (AutoCAD/ Photoshop)	180
Module AA: Perform Pre-production tasks Aim: After successful completion of this module, the trainee is competent in Performing Pre-production tasks	LU1: Manage the procedure of packaging and trims development LU2: Monitor the procedure of sample preparation	188
Module AB: Coordinate Production Processes Aim: After successful completion of this module, the	LU1: Monitor Bulk Production LU2: Monitor Bulk Testing LU3: Monitor finishing and Packing procedure LU4: Scrutinise Final Audit	130

Module	Learning Unit	Duration
trainee is competent in Coordinating Production Processes		
<p>Module AC: Execute post production tasks</p> <p>Aim: After successful completion of this module, the trainee is competent in Executing post production tasks</p>	<p>LU1: Plan Shipment LU2: Monitor Post production Inspection</p>	120

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Module-Z
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FORMAT FOR LESSON PLAN

Module Z: Apply Visual Merchandising

Learning Unit 1: Prepare Visual Merchandising Toolkits

Methods

Key Notes

Media Time

The materials and techniques used to prepare visual merchandising tool kit

Introduction

This session will introduce learners to the techniques and materials used to prepare merchandising tool kit, using presentation, demonstration, question and answer, and practical skills development.

Main Body

p1 Design display toolkits including:

- Colour wise
- Price wise
- Category wise
- Size wise
- Understanding of Display Patterns (Color wise, Price wise, Category wise and size wise)
- Designing Display toolkits according to product
- Executing the Display Toolkits

p2 Design display techniques

- Pyramid display
- Inverted Pyramid display
- Asymmetrical display
- Symmetrical display

- Create Understanding Different display Techniques (Pyramid display, Inverted Pyramid display, Asymmetrical display and Symmetrical display)
- Implementing Display Techniques

p3 Cross Merchandising Patterns including:

- Category wise
- Colour wise
- With carry wears
- Understanding Cross Merchandising Patterns (Category wise, Colour wise and With carry wears)
- Executing Cross Merchandising Patterns

Conclusion

To conclude the session, review the techniques and materials used to prepare merchandising tool kit. Give learners the opportunity to ask questions.

Assessment

Question and answer, discussion groups with feedback, observation of practice skills development

Total time:

Module Z: 0414001012 Apply Visual Merchandising			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare Visual Merchandising Toolkits	<p>Lead discussion and ask questions to know the trainees concept about visual merchandising tool kit Ensure that all trainees must take part in the activity. Discuss each and every detail regarding VM tool kit</p> <ol style="list-style-type: none"> 1. Design and Display Patterns (Colour wise, Price wise, Category wise and size wise) 2. Implement Different display Techniques (Pyramid display, Inverted Pyramid display, Asymmetrical display and Symmetrical display) 3. Design and implement Cross Merchandising Patterns (Category wise, color wise and With carry wears) <p>Write questions on flip chart:</p> <ol style="list-style-type: none"> 1. <i>How many color patterns in VM toolkit design and display?</i> 2. <i>How many display pattern techniques in VM toolkit?</i> 3. <i>How many cross merchandizing patterns in VM toolkit?</i> <p>Give sheets of papers to trainees and allow them 5 minutes for brain storming then allow 5 minutes to write their answers on sheets and ask them one one</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Simulated environment 	Learner guide

Module Z: 0414001012 Apply Visual Merchandising			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>come and explain their answer then other trainees will ask questions.</p> <p>Divide trainees in two groups assign them a task of making presentation on display pattern and cross merchandizing pattern. Group one will prepare presentation on display pattern and group two will prepare presentation on cross merchandizing patterns allow 15 minutes to each group to make their points by group discussion the allow each group 15 minutes to make presentation finally each group will take 5 minutes to present their presentation.</p>		
LU2: Plan and Execute window displays using Photoshop software	<p>Lead discussion and ask questions to know the trainees concept about photo shop software and its use in windows display Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding photo shop software and its use in windows display</p> <ol style="list-style-type: none"> 1. Planning and execution thematic/non thematic window display 2. Standard Operating Procedures (SOPs) (Mannequin handling, Prop placement, Product Placement and Lighting) <p>Write questions on flip chart:</p>		

Module Z: 0414001012 Apply Visual Merchandising			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ol style="list-style-type: none"> 1. <i>What is photo shop concept for windows display?</i> 2. <i>What is thematic window display?</i> 3. <i>What are standard operation procedures?</i> <p>Divide class in three groups. Now provide chart papers to each group trainees. Group one will write answer of question1. Group 2 will write answer of question2 and group three will write answer of question 3. Allow 15 minutes to write answer on chart paper. Then display all three chart papers on board with thumb pins. Allow each group 5 minutes to explain their answer in front of class. Allow 5 minutes to each group for question answer session.</p>		
LU3: Plan floor fixtures, layouts and promotional displays using appropriate software (AutoCAD/ Photoshop)	<p>Lead discussion and ask questions to know the trainees concept about floor fixtures, layouts and promotional displays Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding planning of floor fixtures, layouts and promotional displays.</p> <ol style="list-style-type: none"> 1. Design Floor Plans according to requirements 2. Design NTI'S/Fixtures 3. Design promotional display <p>Write questions on flip chart:</p>	<p>Class room</p> <ul style="list-style-type: none"> ○ Brand stores 	Learner guide

Module Z: 0414001012 Apply Visual Merchandising

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ol style="list-style-type: none">1. <i>How many floor plans are in visual merchandising?</i>2. <i>Why NTI'S or fixtures important for VM?</i>3. <i>Why VM people need promotional display?</i> <p>Provide sheets of papers to each trainee then allow 10 minutes to write the answers on sheets write their name on top then return it to trainer.</p> <p>Allow trainees 10 minutes to discuss on store floor plan and promotional display. Divide class in two groups then provide chart papers to each group allow them to make their own floor plan and promotional display design.</p> <p>Allow 10 minutes to each group to show the floor plan and discuss their promotional display.</p>		

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Module-AA

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Module AA: 0414001013 Perform Pre-Production task			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Manage the procedure of packaging and trims development	<p>Lead discussion and ask questions to know the trainees concept about packaging and trims Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding packaging and trims.</p> <ol style="list-style-type: none"> 1. List of specifications of each trim 2. Layout of all relevant printed packaging material 3. Quality samples as per requirement 4. Submission options for trims and packaging material <p>Provide sheets of papers to trainees. Give 5 minutes to each trainee to brainstorm on list of specifications on trims. Allow 5 minutes to write their points on paper then return after writing their names on their sheets.</p> <p>Write questions on flip chart :</p> <ol style="list-style-type: none"> 1. <i>What is sample?</i> 2. <i>What is trim?</i> 3. <i>What is packaging?</i> <p>Allow 5 minutes to think and provide sheets to trainees. Allow 10 minutes to trainees to write the answers to these questions. Then allow 5 minutes of discussion in class. Then each trainee will come on</p>	Class room	<p>Learner guide</p> <ul style="list-style-type: none"> ○ Video clip

Module AA: 0414001013 Perform Pre-Production task			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	dice and explain their answer and answer the questions of other trainees to support the answer given.		
LU2: Monitor the procedure of sample preparation	<p>Lead discussion and ask questions to know the trainees concept about sample preparation Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding sample preparation</p> <ol style="list-style-type: none"> 1. Develop and submit design and color options for approval (design strike off and/or color swatch options, etc.) 2. Present accessories for submission (yarn, stitching thread, printed/woven labels, zippers, etc.) 3. Prepare pre-production sample 4. Get approved samples as per specifications <p>Write questions on flip chart:</p> <ol style="list-style-type: none"> 1. Write design and color options for sample preparation? 2. What are necessary accessories for sample presentation? 3. Write the concept of pre-production sample? 	Class room	<p>Learner guide</p> <ul style="list-style-type: none"> ○ Video clip

Module AA: 0414001013 Perform Pre-Production task

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>4. Differentiate between the final and shipment sample?</p> <p>Provide sheets of paper to each trainee and provide 10 minutes to each trainee to write their answers in sheets. Then return to trainer</p> <p>Divide trainees into two groups. Group one will discuss preproduction sample and trims. Group two will discuss shipment sample and packaging. Allow 5 minutes to each group to discuss their answer by selection of media of their own choice to show their work. Then allow 15 minutes to each group to present their work.</p>		

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Module-AB
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Module AB: 0414001014 Coordinate Production Processes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Execute Bulk production	<p>Lead discussion and ask questions to know the trainees concept bulk production Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding bulk production</p> <ol style="list-style-type: none"> 1. Design assembly line 2. production target according to quantity and Time <p>write questions on flip chart:</p> <ol style="list-style-type: none"> 1. Write detail of assembly line? 2. Write detail of production targets according to quantity and time? <p>Give sheet of papers to trainees. Allow 15 minutes to write answers on sheets. Then take sheets back</p> <p>Make two groups of trainees each will make their own assembly line and present before class.</p> <p>Allow 15 minutes for group activity then allow 15 minutes to each group fro presentation of their work.</p>	Class room	<p>Learner guide</p> <ul style="list-style-type: none"> ○ video clip

Module AB: 0414001014 Coordinate Production Processes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Perform Bulk	<p>Lead discussion and ask questions to know the trainees concept of bulk Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding bulk</p> <ol style="list-style-type: none"> 1. Raw material testing as per requirement <p>Allow trainees 10 minutes for discussion then randomly select trainee and ask them to come on dice and write points on white board about their concept bulk testing and its requirements</p>		

Module AB: 0414001014 Coordinate Production Processes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Perform inline inspection	<p>Lead discussion and ask questions to know the trainees concept of inline inspection Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding inline inspection</p> <ol style="list-style-type: none"> 1. Inline inspection 2. Testing of finished goods <p>Write questions on flip chart and write questions:</p> <ol style="list-style-type: none"> 1. Why inline inspection necessary? 2. How do finished goods testing takes place? <p>Give sheet of paper to each trainee allow them 10 minutes to brainstorm and then allow 10 minutes to write their answers on sheets and after time over take the sheets.</p> <p>Divide trainees in two groups assign group a task of presenting details of inline inspection. Group2 will explain the details of testing finished goods.</p> <p>Allow 15 minutes for making points to each group. Allow 10 minutes to present their work</p>		
LU4: Perform Finishing and Packing	<p>Lead discussion and ask questions to know the trainees concept about finishing and packing Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding finishing and</p>		

Module AB: 0414001014 Coordinate Production Processes

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>packing</p> <ol style="list-style-type: none">1. Thread cropping2. Stain removal3. Ironing4. Tagging5. Folding6. Piece packing and bulk packing <p>The role play activity will be performed to show the tasks given while performing finishing and packing. Make five groups of trainees assign group one task of thread cropping, group2 task of stain removal, group 3 tasks of ironing, group4 task of tagging and group 5 tasks of piece packing and bulk packing. Allow 10 minutes to each group for making their points. Allow 10 minutes to each group to show their role play</p>		

Module AB: 0414001014 Coordinate Production Processes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU:5 Perform Final Audit	<p>Lead discussion and ask questions to know the trainees concept final audit Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding final audit</p> <ol style="list-style-type: none"> 1. Performing fabric inspection 2. Performing size inspection 3. Performing color/design inspection 4. Performing packaging and folding inspection <p>Give sheets of papers to each trainee to write the points on inspection of fabric, size, color/design and packaging/folding. Allow 10 minutes to brain storm while this they are allow orally to have discussion. Allow 10 minutes to write their points on the papers. Take sheets back after the time finished.</p>		

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Module-AC
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Module AC: 0414001015 Execute post production tasks			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Plan Shipment	<p>Lead discussion and ask questions to know the trainees concept shipment Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding shipment</p> <p>1. Calculate CBM by shipment volume</p> <p>Write question on flip chart:</p> <p>1. What is meant by CBM? 2. What is meant by shipment volume? 3. How can we calculate CBM by shipment volume?</p> <p>Give sheet of paper to each trainee allow them 10 minutes to brain storm. Then allow them 10 minutes to write the answers on sheets of paper and back to trainer</p>	Class room	Learner guide
LU2: Prepare Shipment documents	<p>Lead discussion and ask questions to know the trainees concept of shipment documents Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding preparation of shipment documents</p>	Class room	<p>Learner guide</p> <p>Provide handout</p> <ul style="list-style-type: none"> ○ Commercial Invoice ○ Pre-forma Invoice ○ Packing list ○ Bill of lading (Sea shipment) Airway bill

Module AC: 0414001015 Execute post production tasks			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>2. Shipment documents (Commercial Invoice, Pre-forma Invoice, Packing list, Bill of lading (Sea shipment), Airway bill (Air shipment), Certificate of goods, Certificate of a origin, Inspection certificate, Compliance certificates (Quality Standards Certificates), etc.</p> <p>3. Preparing of shipment documents</p> <p>Divide trainees in five groups assign task by providing commercial invoice to group1, pre-forma invoice to group 2, packing list to group 3, bill of lading to group 4, airway bill to group 5. Allow 10 minutes to manage the task then allow 10 minutes to show their filled documents and explain all details</p>		<p>(Air shipment) Certificate of good</p> <ul style="list-style-type: none"> ○ Certificate of a origin Inspection certificate Compliance certificates (Quality Standards Certificates)
LU3: Perform Pre and Post shipment Inspection	<p>Lead discussion and ask questions to know the trainees concept about pre and post shipment inspection Ensure that all trainees must take part in the activity</p> <p>Discuss each and every detail regarding pre and post shipment inspection</p> <ol style="list-style-type: none"> 1. Process audit 2. Pre-production inspection of (Gray fabric, Dying, Lab test, Size patterns, Stitching, Cropping, Damages, Ironing, Folding, Packing, etc.) 	<p>Class room</p> <ul style="list-style-type: none"> ○ Factory visit 	Learner guide

Module AC: 0414001015 Execute post production tasks

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>3. Pre shipment inspection of (Gray fabric, Dying, Lab test, Size patterns, Stitching, Cropping, Damages, Ironing, Folding, Packing, etc.)</p> <p>Write question on flip chart:</p> <ol style="list-style-type: none">1. What is process audit?2. Why pre- production inspection important?3. Why shipment inspection is necessary? <p>Provide sheet of paper to each trainee allow them 10 minutes to write answers on sheets and take them back.</p>		

Frequently Asked Questions

1. What is the importance of this certificate in National and International job market?
2. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?
3. What are possible career progressions in industry after attaining this certificate?
4. Is this certificate recognized by any competent authority in Pakistan?
5. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?
6. How much salary can I get on job after attaining this certificate?
7. Are there any alternative certificates which I can take up?
8. What is the teaching language of this course?
9. Is it possible to switch to other certificate programs during the course?
10. What is the examination / assessment system in this program?
11. Define and explain the design and Display Patterns?
12. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?
13. What is the passing criterion for CBT certificate?
14. What are the entry requirements for this course?
15. How can I progress in my educational career after attaining this certificate?
16. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?
17. What is the entry requirement for Recognition of Prior Learning program (RPL)?
18. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?
19. What is the duration of this course?
20. What are the class timings?
21. What is equivalence of this certificate with other qualifications?
22. Does this certificate enable me to work as freelancer?

Test Yourself (Multiple Choice Questions)

MODULE Z	Apply Visual Merchandising		
Question 1	Interior display may take the form of presentation	A	Visual
		B	Image
		C	Trend
		D	Attract
Question 2	Vitrines are basically	A	Fixtures
		B	Glass displays
		C	Wooden cases
		D	None of above
Question 3	Making merchandize visually attractive is called	A	Sampling
		B	Fashion merchandizing
		C	Merchandizing
		D	Visual merchandizing
Question 4	The merchandizing maintain the store by graphic designs and visual art is called:	A	Sampling
		B	Fashion merchandizing
		C	Merchandizing
		D	Visual merchandizing
Question 5	Visual merchandizing basics consists of:	A	Store layout
		B	Lighting
		C	Props
		D	All of above

MODULE AA**Perform Pre-Production task**

- | | | |
|-------------------|--|--|
| Question 1 | The process of wrapping, compressing, filling or creating of goods for the purpose of protection and their appropriate handling is called: | A Packing
B Packaging
C Sampling
D Trim |
| Question 2 | Quality specifications for packaging paper and film are similar to: | A Crockery
B Fabric
C Yarns
D None of above |
| Question 3 | Package design for a specific product should fulfill the criteria: | A Non functional
B Merchandizing
C Functional
D Sale |
| Question 4 | A sample is the first sample made in the actual production line of the factory. | A Pre-production
B Production
C Post production
D Shipment |
| Question 5 | The sample which is required by the buyer after the final inspection is passed and the goods are ready for shipment. | A Pre-production
B Shipment sample
C Fabric sample
D Production |

MODULE BB **Coordinate Production Processes**

- Question 1** The final product being produced based on the actual order requirements.
- A** Sample
 - B** Bulk
 - C** Sample yardage
 - D** Trim
- Question 2** The manufacturing process in which parts are added as the semi-finished moves from workstation to workstation where the parts are added in sequence until the final assembly is produced.
- A** Assembly line
 - B** Manufacturing steps
 - C** Semi-finished production
 - D** Consumption steps
- Question 3** The number of units or the quantity of output the business is expected to produce in the next financial period
- A** Sale targets
 - B** Promotional targets
 - C** Production targets
 - D** Storage targets
- Question 4** Checking quality of the product in the process instead of checking at the end of the process
- A** Preproduction inspection
 - B** Inline inspection
 - C** Finished goods inspection
 - D** In process inspection
- Question 5** Garments are ironed properly for folding as per buyer’s requirements.
- A** First ironing
 - B** Second ironing
 - C** Final ironing
 - D** Ironing for hanging

Answers

Module Z Apply visual merchandising	
Question	Answers
Question 1	A
Question 2	A
Question 3	D
Question 4	D
Question 5	D

Module AA Perform pre-production tasks	
=Question	Answers
Question 1	A
Question 2	B
Question 3	C
Question 4	A
Question 5	B

Module AB Coordinate production processes	
Question	Answers
Question 1	B
Question 2	A
Question 3	C
Question 4	B
Question 5	B

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