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# MOBILE PHONE TECHNICIAN



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## TRAINER GUIDE

National Vocational Certificate Level 2

Version 1 - November, 2019



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## Introduction

In traditional approach there was a gap between the curricula and the market needs. While 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 *Mobile Phone 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. A simple lesson plan format is given below for your guidance. The Trainer will make it for very learning unit.

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 Mobile Phone 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.

Remember that the learner will learn a lot from your demonstration - and not just the demonstration itself. Learners will learn about how to perform the skills, but they will also learn from watching demonstrations how trainers treat the tools or materials and how they follow safety procedures.

After the demonstration, it is important to again seek out questions - be sure all questions are answered. The trainer should ask the learner if they are ready to try the skill. If not, there may be a need for recycling the demonstration (or part of it), and clarifying some of the information.

## Overview of the program

<b>Course: NVQ Certificate Level 2 Mobile Phone Technician</b>	<b>Total Course Duration:</b> 40 credit hours
<b>Course Overview:</b>	
<p>Mobile technology has become one of the fastest growing technologies in the world. Today people use mobile phones to stay in touch with friends and family, to share stories and photographs in social media, and to carry out financial transactions. This widespread ownership and use of mobile phones have created a need for professionals who can repair and service mobile phones. This course development will address this need.</p> <p>The Mobile Phone Technician programme is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan.</p>	

Module	Learning Unit	Duration
<p>➤ <b>Module D:</b> identify Incoming Quality.</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding of basic mobile hardware. Students should know about the basic fault diagnosis technics.</p>	<p><b>LU1.</b> Check physical condition of Mobile Phone</p> <p><b>LU2.</b> Take History of faulty Phone</p> <p><b>LU3.</b> Check Battery</p> <p><b>LU4.</b> Check Phone Charger</p> <p><b>LU5.</b> Check basic Hardware fault</p> <p><b>LU6.</b> Check basic Software fault</p> <p><b>LU7.</b> Prepare invoice</p>	80 hours



Module	Learning Unit	Duration
<p>➤ <b>Module E:</b> Diagnose fault in Power Section</p> <p><b>Aim:</b> it is important to know about basic repairing technics .this module equipped students about ON/OFF switches/flex cable and connector. It also cover charging problems of mobile phone</p>	<p><b>LU1.</b> Dismantle Phone set</p> <p><b>LU2.</b> Check supply Voltage</p> <p><b>LU3.</b> Check ON, OFF Switch</p> <p><b>LU4.</b> Check Charging Section</p> <p><b>LU5.</b> Check power supply section</p>	110 hours
<p><b>Module F:</b> Detect fault in Display Panel</p> <p><b>Aim:</b> students should able to gain knowledge about LCD light panel and how to check LCD panel.</p>	<p><b>LU1.</b> Check display Glass</p> <p><b>LU2.</b> Check LCD Light Panel</p> <p><b>LU3.</b> Check Digitizer/Soft Keys</p> <p><b>LU4.</b> Check display Connector</p> <p><b>LU5.</b> Check display Strip</p>	110 hours
<p><b>Module G:</b> Develop basic communication Skill</p> <p><b>Aims:</b> this module give the effective communication skills to the student. They know about importance of communication and face to face conversation. They know about modern mediums of communication and interaction with clients and customers .</p>	<p><b>LU1.</b> Adopt effective Listening</p> <p><b>LU2.</b> Develop Nonverbal Communication</p> <p><b>LU3.</b> Develop verbal communication.</p> <p><b>LU4.</b> Develop Confidence</p> <p><b>LU5.</b> Pick the Right Medium</p>	100 Hours

## Lesson Plan Template – Example

<b>Module</b>			
<b>Learning unit</b>			
<b>Learning outcome</b>			
<b>Methods</b>	<b>Key Notes</b>	<b>Media</b>	<b>Time</b>
<b>Introduction</b>			
Introduce the topic and its daily applications to motivate the learner to attain his/her full consideration towards the topic. Recal the previous lesson and then connect with new topic.			
<b>Main Body</b>			
Present the new information .divide the topic into small section like define, describe To make learning as well as delivering easy .demonstrate the skill relevant to the learning unit.			
<b>Conclusion</b>			
Summarize the complete lesson to memorize the learners the key. notes			
<b>ASSESSMENT</b>			
How this lesson will be assessed? Feedback from students and for students.			
			Total time

**SAMPLE FOR LESSON PLAN**

**Module: Adopt Health and Safety**

**Learning Unit**> Ensure personal protective equipment (PPE)

Learning Outcomes> Trainee will be able to:

- Arrange personal protective equipment as per requirements
- Wear correct personal protective equipment
- Store PPE at appropriate place after use.

**Methods** :Presentation/Lecture(Theory),Demonstration(practical) **Key Notes: PPE's**

Media: Multimedia Time: 03  
,presentation hrs.

**Introduction Time: 30 Minute**

**Objectives.** After completing the Learning unit you will able to know about PPE'S, Use of 'PPES as per requirements of job and store PPES at appropriate place after use.

Motivate the students by videos/quotes/or through brain storming and then connect the topic with previous one to establish connection with previous lesson/unit and new one.

**Main Body Time: 2:00 hrs.**

- Describe what is PPE, s.
  - Discuss why we are using PPE, s.
  - Explain the PPE,s and correct uses
  - Demonstrate the use of PPE, s.
- Group Activity: what will happened if we don't use gloves or goggles
- **Group Discussion**

**Conclusion Time: 15 Minute.**

Summarize the topic and discussion

**Assessment** \_\_\_\_\_ **Time :15 Minute**

Questions Answering Session

**Total time:** 03 Hrs.

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## Trainer's guidelines

➤ <b>Module D: identify Incoming Quality.</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU1.</b> Check physical condition of Mobile Phone	<p>Give an illustrative presentation to check the mobile physically for fault. Discuss what the student's finds. then describe and demonstrate the following</p> <ul style="list-style-type: none"> <li>• Inspect casing of mobile phone for physical damage</li> <li>• Detect cracks of mobile phone screen</li> <li>• Check Pre-scratches on mobile unit and record</li> </ul> <p>Divide the students in group for role play to check the phone physically.</p> <p>Observe the students and give feedback to enhance the skill .knowledge and attitude.</p>	Classroom/ lab	<ul style="list-style-type: none"> <li>○ Multi media</li> <li>○ Learner guide</li> <li>○ Different types of Mobile</li> <li>○ Hand outs</li> </ul>

➤ **Module D: identify Incoming Quality.**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p><b>LU2.</b> Take History of faulty Phone</p>	<p>Discuss the method and techniques that how you will take the history of faulty mobile by the following points:</p> <ul style="list-style-type: none"> <li>• Collect information of fault from customer</li> <li>• Collect customer personal contacts</li> <li>• Prepare estimated cost and take consent from customer</li> </ul> <p>Ask learners to work in small groups and practice for proper communication with customer.</p> <p>Observe the students and give feedback to enhance the skill .knowledge and attitude.</p>	<p>Classroom/lab</p>	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• History book</li> <li>• Receipt</li> </ul>

➤ **Module D: identify Incoming Quality.**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p><b>LU3:</b> Check Battery</p>	<p>Demonstrate / role play that how you will check the battery and clear the following points</p> <ul style="list-style-type: none"> <li>• Check physical condition of battery for swollen</li> <li>• Check charge status of the battery</li> <li>• Inspect battery connectors and Terminals for connectivity</li> </ul> <p>Following the discussion, arrange the trainees in small groups. Provide each group with a role play situation .each group should use the fire extinguisher in real world or in real situation.</p> <p>Observe the students and give feedback to enhance the skill .knowledge and attitude.</p>	<p>Classroom/lab</p>	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Standard Operating procedures for battery</li> <li>• Battery Charger</li> <li>• Different Connector and batteries</li> </ul>



➤ **Module D: identify Incoming Quality.**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p><b>LU 4.</b> Check Phone Charger</p>	<p>Give an illustrative presentation to check phone charger and demonstrate to clarify the following points</p> <ul style="list-style-type: none"> <li>• Check output voltage of the charger by voltmeter</li> <li>• Check continuity of the charger cable</li> </ul> <p>Divide the students into group of 03 students and ask to do the above tasks.</p> <p>observe the trainees and give feedback to improve the understanding and skill.</p>	<p>Classroom /Lab</p>	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Multi meters</li> <li>• Volt Meter</li> </ul> <p>All others material like cable ,connectors or Jumper Wire should be readily available</p>
<p><b>LU5.</b> Check basic Hardware fault</p>	<p>The trainer should start the session with a quote, picture or video to attain the attention of the learners. then Describe and Demonstrate the following points :</p> <ul style="list-style-type: none"> <li>• How to Arrange tools and equipment as per requirement</li> <li>• How to Check power ON-Off status</li> <li>• How to check charging status of the charging base.</li> </ul> <p>Divide the learners into group of 03 students and practice on the above and observe the students for improvement.</p>	<p>Class Room /Lab</p>	<ul style="list-style-type: none"> <li>• Multi media</li> <li>• Presentation</li> <li>• Learner guide</li> <li>• Hand out</li> <li>• Different tools and equipment</li> <li>• Sign boards</li> <li>• Multi meter or volt Meter</li> <li>• variable DC Supply</li> </ul>

➤ **Module D: identify Incoming Quality.**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p><b>LU6.</b> Check basic Software fault</p>	<p>Give a presentation on how to check basic software fault and demonstrate the following points</p> <ul style="list-style-type: none"> <li>• Check mobile for corrupt software</li> <li>• Check mobile for abnormal restart</li> <li>• Check freezing on logo</li> <li>• Check specific voltage on power supply</li> </ul> <p>Divide the learners into group of 03 students and practice on the above and observe the students for improvement in KSA.</p>	<p>Class room /workshop</p>	<ul style="list-style-type: none"> <li>• Multi Media</li> <li>• Presentation</li> <li>• Learner guide</li> <li>• Hand out</li> </ul> <p>Different types of software, programmers and cables.</p>
<p><b>LU7.</b> Prepare invoice</p>	<p>Deliver an illustrated presentation and demonstration on how to prepare invoice. Ensure you focus on the following key points.</p> <ul style="list-style-type: none"> <li>• Estimate material cost and service charges</li> <li>• Verify invoice from the customer</li> </ul> <p>Give an activity to prepare invoice for a customer .observe the work and give feedback.</p>	<p>Class room /Workshop</p>	<p>Media Presentation Learner guide Hand out</p>

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➤ **Module E: Diagnose fault in Power Section**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p><b>LU1.</b> Dismantle Phone set</p>	<p>Deliver an illustrated presentation on how to dismantle phone set and demonstrate how to do the following points :</p> <ul style="list-style-type: none"> <li>• Select tools and equipment as per requirement</li> <li>• Remove back cover without damaging the phone</li> <li>• Remove screen without damaging</li> </ul> <p>Arrange an activity to differentiate the tools and equipment for proper work and use specific tools to open the mobile phone by the students /trainees.</p> <p>Observe the students and give feedback.</p>	<p>Class Room and workshop</p>	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Handout of key points illustrating ways to ensure the tools and equipment class or types for specific job.</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Screen remover tools and mobile phone kit of screw driver.</li> </ul>
<p><b>LU2.</b> Check LCD Light Panel</p>	<p>Deliver an illustrated presentation and demonstration on ways to ensure to cover the following points:</p> <ul style="list-style-type: none"> <li>• Check specific Voltage by power supply</li> <li>• Check for short circuit in the power supply section</li> </ul> <p>Arrange learners in pairs to perform the above task and observe the learners to use correct SOP for the task.</p>	<p>Classroom and work shop</p>	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Handout</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Multi meter</li> <li>• Power supply</li> </ul>

<b>Module E: Diagnose fault in Power Section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU3.</b> Check ON, OFF Switch	<p>Give an illustrative presentation and demonstrate the method and techniques how to do the following points</p> <ul style="list-style-type: none"> <li>• Check power switch for faulty contacts /connector</li> <li>• Check On- Off switch flex (ribbon cable) connectivity</li> <li>• Check power value on circuit through multi meter.</li> </ul> <p>Divide students to perform the above and observe them for improvements.</p>	Classroom/ Workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Hand outs</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Different tools and equipment</li> <li>• Connectors</li> <li>• Contact spray</li> <li>• Multi meter</li> </ul>
<b>LU4.</b> Check Charging Section	<p>Checking is an art .starts with this to gain the attention of the trainees and then illustrate and demonstrate the following points</p> <ul style="list-style-type: none"> <li>• How to Check charging port for connectivity</li> <li>• How to Check charging flex cable for connectivity</li> <li>• How to Check battery terminal for voltage</li> </ul> <p>Divide students to perform the above, observe them and give feedback to enhance the Knowledge, skill and attitude.</p>	Classroom/ workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Hand outs</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Different tools and equipment</li> <li>• Screw drivers</li> <li>• Multi meters</li> <li>• Connectors</li> </ul>

<b>Module E: Diagnose fault in Power Section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU5.</b> Check power supply section	Give an illustrative presentation and demonstrate the method and techniques how to do the following points <ul style="list-style-type: none"> <li>• Check physical condition of power IC for damage</li> <li>• Check power section components for rated voltage</li> </ul> Divide students to perform the above, observe them and give feedback to enhance the Knowledge, skill and attitude.	Classroom/Lab	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Hand outs</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Different tools and equipment</li> <li>• Screw drivers</li> <li>• Multi meters</li> <li>• Connectors</li> </ul>

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<b>Module F: Detect fault in Display Panel</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU1.</b> Check display Glass	<p>Deliver a presentation on the importance of measuring and to check display Glass. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Remove glass protector from display glass without damage the screen</li> <li>• Check physical condition of display glass for damage</li> </ul> <p>Give an activity to group of students to remove and fix the glass of mobile phone.</p> <p>Observe them and give feedback to enhance the Knowledge, skill and attitude.</p>	Classroom /Workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Hand outs</li> <li>• Multi media</li> <li>• Presentation</li> <li>• Different tools and equipment</li> <li>• Screw drivers</li> <li>• Multi meters</li> <li>• Connectors</li> <li>• Glass and solution of glass.</li> </ul>



<b>Module F: Detect fault in Display Panel</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU2.</b> Check LCD Light Panel	<p>Demonstrate the method to measure the voltage and describe the following points</p> <ul style="list-style-type: none"> <li>• Check LCD light panel for liquid damage</li> <li>• Check LCD light panel for fused lights</li> </ul> <p>Divide the trainees into group of 3 students and let them to do the above task.</p> <p>Observe them and give feedback where necessary.</p>	Classroom/workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Volt meter</li> <li>• Multi meter</li> <li>• Log book</li> <li>• Voltage sources</li> <li>• Different types of LCD</li> </ul>
<b>LU3.</b> Check Digitizer/Soft Keys	<p>Give an illustrative presentation and Demonstrate the method how the trainee will do to cover the following points:</p> <ul style="list-style-type: none"> <li>• Check physical condition of digitizer for damage</li> <li>• Check digitizer strip for connectivity</li> <li>• Check polarizer paper for spots</li> <li>• Check soft keys for continuity</li> </ul> <p>Divide the trainees into group of 3 students and let them to perform the task.</p> <p>Observe them, guide them for task and give feedback where necessary.</p>	Classroom/workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Multi meter</li> <li>• Log book</li> <li>• Voltage sources</li> <li>• Digitizer strips</li> <li>• Polarizer paper</li> <li>• Soft keys</li> </ul>

<b>Module F: Detect fault in Display Panel</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU4.</b> Check display Connector	<p>Give an illustrative presentation and Demonstrate the method how the trainee will do to cover the following points</p> <ul style="list-style-type: none"> <li>• Check input connectors for connectivity</li> <li>• Check output connectors for connectivity</li> </ul> <p>Divide the trainees into group of 3 students and let them to perform the task.</p> <p>Observe them, guide them for task and give feedback where necessary.</p>	Classroom/workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Multi meter</li> <li>• Log book</li> <li>• Voltage sources</li> <li>• Digitizer strips</li> <li>• Polarizer paper</li> <li>• Soft keys</li> <li>• Presentation</li> </ul>

<b>Module F: Detect fault in Display Panel</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU5.</b> Check display Strip	<p>Give an illustrative presentation and Demonstrate the method how the trainee will do to cover the following points</p> <ul style="list-style-type: none"> <li>• Check physical condition of display strip for connectivity</li> <li>• Check display strip components for connectivity.</li> </ul> <p>Divide the trainees into group of 3 students and let them to perform the task.</p> <p>Observe them, guide them for task and give feedback where necessary</p> <p>.</p>	Class room /workshop	<ul style="list-style-type: none"> <li>• Learner guide</li> <li>• Multi meter</li> <li>• Log book</li> <li>• Voltage sources</li> <li>• Digitizer strips</li> <li>• Polarizer paper</li> <li>• Soft keys</li> </ul>

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Module G: Develop basic communication Skill

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>LU1.</b> Adopt effective Listening	Give an illustrative presentation and Demonstrate the method how the trainee will do to cover the following points: <ul style="list-style-type: none"><li>• Practice active listening.</li><li>• Ask clarifying questions.</li><li>• Listen and sympathize with other person.</li></ul> Divide the trainees into group of 3 students and let them to perform the task.  Observe them, guide them for task and give feedback where necessary	Class room /workshop	NIL

<p><b>LU2.</b> Develop Nonverbal Communication</p>	<p>Give an illustrative presentation and Demonstrate the method to cover the following points:</p> <ul style="list-style-type: none"> <li>• Adopt hand gestures if required.</li> <li>• Encourage others to speak openly with you.</li> <li>• Make eye contact with communicator.</li> <li>• Make relaxed, open stance during communication.</li> <li>• Perform friendly tone during communication</li> </ul> <p>Divide the trainees into group of 3 students and let them to perform the task.</p> <p>Observe them, guide them for task and give feedback where necessary</p>	<p>Class room /workshop</p>	<p>Nil</p>
<p><b>LU3.</b> Develop verbal communication</p>	<p>Give an illustrative presentation and Demonstrate the method to cover the following points:</p> <ul style="list-style-type: none"> <li>• Adopt face to face conversations</li> <li>• Convey your message clearly and directly.</li> <li>• Adopt phrases as simple as possible</li> <li>• Respect others and their ideas</li> </ul> <p>Divide the trainees into group of 3 students and let them to perform the task.</p> <p>Observe them, guide them for task and give feedback where necessary</p>	<p>Class room /workshop</p>	<p>Nil</p>

<p><b>LU4.</b> Develop Confidence</p>	<p>Give an illustration presentation and demonstration as role play to cover the following points :</p> <ul style="list-style-type: none"> <li>• Demonstrate confidence when you interact with others</li> <li>• Adopt firm communication but in friendly tone.</li> <li>• Demonstrate behavioural skills.</li> <li>• Develop sound interpersonal skills</li> <li>• Ensure understanding</li> </ul> <p>In group of 02 student practice to develop the confidence. Observe them for improvements.</p>	<p>Class Room and workshop</p>	<p>Nil</p>
<p><b>LU5.</b> Select the Right Medium</p>	<p>Give an illustration presentation and demonstration as role play to cover the following points :</p> <ul style="list-style-type: none"> <li>• Convey your message in few words</li> <li>• Convey message through live phone calls.</li> </ul> <p>In group of 02 student practice to develop the Knowledge and skill. Observe them for improvements.</p>	<p>Class Room and workshop</p>	<p>Nil</p>

## Frequently Asked Questions

1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?	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.
2. What is the passing criterion for CBT certificate?	You shall be required to be declared “Competent” in the summative assessment to attain the certificate.
3. What are the entry requirements for this course?	The entry requirement for this course is 10 th Grade or equivalent.
4. How can I progress in my educational career after attaining this certificate?	You shall be eligible to take admission in the National Vocational Certificate Level-3 in Mobile phone technician program. You shall be able to progress further to National Vocational Certificate Level-4 in Mobile phone technician program; 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).
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?	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.
6. What is the entry requirement for Recognition of Prior Learning program (RPL)?	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.
7. Is there any age restriction for entry	There are no age restrictions to enter this course or take up the Recognition of Prior



in this course or Recognition of Prior Learning program (RPL)?	Learning program
8. What is the duration of this course?	The duration of the course work is 6 Month. (11 months)
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 qualifications 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 Mobile phone technician industries ,workshops and you can start business in Mobile phones in house or internationally.
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.

<p>17. Are there any alternative certificates which I can take up?</p>	<p>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.</p>
<p>18. What is the teaching language of this course?</p>	<p>The teaching language of this course is Urdu and English.</p>
<p>19. Is it possible to switch to other certificate programs during the course?</p>	<p>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.</p>
<p>20. What is the examination / assessment system in this program?</p>	<p>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.</p>
<p>21. Does this certificate enable me to work as freelancer?</p>	<p>You can start your small business of stitching leather garments, gloves of other products. You may need additional skills on entrepreneurship to support your initiative.</p>

## Test Yourself (Multiple Choice Questions)

### MODULE D

Please mark the correct one from the given options.

**QNO1: Check the device's housing and buttons for**

- A. Cracks
- B. Separation between the halves
- C. scratch
- D. All of them

**QNO2: Check the device's display screen for**

- A. Cracks
- B. Punctures
- C. Lines
- D. None of them

**QNO3: Port Damage is check by checking**

- A. Bent pins or bent housing
- B. By inserting charger in charging port
- C. Loose or wiggling ports
- D. All of them

**QNO4: which fault is related to hardware fault**

- A. Booting Problems
- B. Test Mode
- C. Insert Sim Card
- D. Call Divertto happen

**QNO5: which of following is setting fault**

- A. Unable to send SMS      C.      Some Applications not work  
C. Camera Not work      D.      Auto Restart

**Module E**

**QNO6: power button provide \_\_\_\_\_ to CPU of mobile**

- A: current signal      B: enable signal  
C: voltage signal      D: all of them

**QNO7: BMS is stand for**

- A: battery main supply      B: battery managements system  
C: battery main section      D: all of them

**QNO8: short circuit is normally check by**

- A: multi meter      B: SMD tester  
C: power supply      D: all of them

**QNO9: charger voltage must be in range of \_\_\_\_\_**

- A: 5v to 7v      B: 1.5v to 3v  
C: 2v to 8v      D: none of them

**Module F**

**QNO10: in low brightness mode**

- A. battery provide low energy to phone      C.      Leds are on with dim lights  
B. power sections use low power      D.      All of them

**QNO11: LED means**

- A. light emitting device    C.      Light dimming device  
B. light emitting diode      D.      Light engaging diode

**QNO12: basic difference in LED and LCD is ?**

- A. source of energy            B      Source of light  
C. source of voltage          D      Source of current

**QNO13: boost coil is use in \_\_\_\_\_ section of mobile**

- A. network section            B.      Audio section mobile  
C. power section of          D.      Display section of mobile  
mobile

**QNO14: voltage range in display section is**

- A. 5v to 10v                    B.      15v to 30v  
C. 30V to 50v                 D.      None of them

**Module**

**Q15: WHEN LISTENING TO SOMEONE WHAT SHOULD YOU BE DOING?**

- A: SLOUCHING                      B: TALKING  
C: PAYING ATTENTION            D: all of them

AND ASKING QUESTIONS

**QNO16: WHICH ONE OF THESE IS NOT A FORM OF VERBAL COMMUNICATION?**

- A: FACIAL EXPRESSIONS            B: COMMUNICATING FACE TO FACE  
C: TALKING OVER TELEPHONE      D: all of them

**QNO17: Which of the following is positive body language to use when speaking?**

- A: fold your arms                      B: cross your legs  
C: make in eye contact                D: none of them

**QNO18: The content of the communication is called:**

- A: a message                              B: noise  
C: media richness                        D: jargon

**Answers Key**

Number	Correct Answer
1	D
2	C
3	B
4	C
5	A
6	D
7	B
8	D

9	A
10	C
11	B
12	B
13	D



