

# FINE ARTS (PAINTING)

## Trainer Guide

National Vocational  
Certificate Level 2

Version 1 - May 2016



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## INTRODUCTION

The Trainer Guide provides guidelines and instructions to instructors on the approaches that are required on the organisation and delivery of the curriculum training program.

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry Advisory Group (IAG).

The process of developing the national vocational qualification package has the following steps:

- Step 1: Identification of Occupation
- Step 2: DACUM/Occupational Analysis
- Step 3: Development of Competency Standards
- Step 4: Designing of Curriculum
- Step 5: Developing Teaching & Learning Material
- Step 6: Developing Assessment Package

The curriculum is organised as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes Learning Outcomes, Learning Elements, an estimate of the time needed, a list of materials required and the location for the learning to take place.

This Trainer Guide covers information about the structure of the training programme, guides the instructor in developing lesson plans and in demonstration of skills. It also guides instructors how to assign projects to learners and the criteria to evaluate them. Guidelines and a template for Lesson Plan have been provided in this Trainer Guide along with some Model Lesson plans for one module that will help instructors in developing Lesson Plans for remaining modules.

For improving the quality of training materials, instructors are invited to give their feedback based on their experience of delivering the training. A template is provided to assist.

## Competency Based Training (CBT)

In traditional TVET system, the unit of progression is time and it is trainer-centered. However, in Competency Based Training System, the unit of progression is mastery of specific knowledge, skills and attitudes enumerated in the competency standards and is learner-centered. Generally, two following terms are used in CBT, which are:

**Competency:** A skill performed to a specific standard under specific conditions.

**Skill:** A task or group of tasks performed to a specific level of competency or proficiency which often uses motor functions and typically require the manipulation of instruments and equipment (e.g. use of lawn mower in gardening). Some skills are knowledge and attitude based such as counseling or giving advice on some particular problem.

## Competency Based Training

A Competency Based Training or CBT has the following characteristics:

- It is a training delivery system which focuses on competencies not on time.
- It is outcome based rather than the learning process within specified time.
- It is concerned with the attainment and application of skills, knowledge and attitude to a specific level of competency.

## Basic Principles of CBT

Some basic principles of CBT are given below. These are guiding principles for implementation of competency based training.

1. Training and learning is based on CBT based Curriculum.
2. Delivery of training is modular based.
3. Learning is done by learners at own pace.
4. Training and learning is done on actual industry practices and procedures.
5. Assessment is based on collection of evidence.
6. Training programmes are flexible in terms of entry and exit.
7. Training programmes are registered with NAVTTC under NVQF guidelines.



## SETTING LEARNING ENVIRONMENT

Learning environment comprises of learning context and conditions required to carry out training and learning activities. Quality of training and learning depends on the level of arrangements made for learning environment which includes workstations, practice area, computer lab and support service area. A good learning environment must ensure the following:

- Safety
- Accessibility
- Completeness of resources
- Relevance with the qualification
- Well organized and sequenced

You can print and use checklist provided below whenever you prepare or organise a training programme to make sure you have not forgotten anything. There is space provided for other items you may need to take into consideration. Use the third column to tick each item once you have completed its preparation.

<b>Pre-session requirements</b>	Training & Learning Materials made available for learners: Learner Guides, Trainer materials available.	✓
<b>Classroom /workshop requirements</b>	Class rooms or workshop arranged Comfort: temperature, air conditioning, light, acoustics Equipment: Seating arrangements Training equipment checked and working: Tools and equipment Video, screen Flipchart and pens Overhead projector Computer equipment  Consumable materials arranged according to number of trainees.  Other:	
<b>Session requirements</b>	Lesson Plan developed and reviewed Assessment materials designed or made available Other:	

## DESIGN OF THE COURSE

The overview of this training course is given in this section along with some teaching and learning guidelines for the instructors. Model lesson plans, template and guidelines to develop lesson plan have also been provided in this section. The instructor will develop lesson plans for the remaining learning units using the training guidelines.

Overview of Programme		
<b>Course: Fine Arts(Painting)</b>		<b>Course Duration: 1600hours</b>
<b>Course Overview:</b>		
The purpose of this course is to produce skilled and motivated Fine Artists. The trainee will be able to develop a range of Fine Arts skills including drawing, apply colours and mediums, Graphic Arts/Prints, sculptures, Mount and frame according to latest techniques and the art of dealing with clients in a professional manner.		
Module	Learning Unit	Duration
Module A: Take Requirements from Client	LU-1: Interact with Client LU-2: Conduct Negotiation LU-3: Undertake Agreement	100
Module B: Perform Planning	LU-1: Conduct Research on the job LU-2: Develop Ideas LU-3: Select Media & Material LU-4: Prepare Workplace LU-5: Arrange Required Tools & Equipment LU-6: Prepare estimates of work	100
Module C: Draw Sketches	LU-1: Learn Visual Language LU-2: Prepare Surface for Drawing LU-3: Take Measurements LU-4: Draw Still Life Drawing LU-5: Draw Life Drawing LU-6: Make Conceptual Drawing LU-7: Draw Landscape Drawing LU-8: Make Figure Composition LU-9: Draw Free Hand Sketches	200



Module D: Apply Medium	LU-1: Select tools for Medium LU-2: Prepare Medium as per requirement LU-3: Apply Medium LU-4: Ensure finishing, fixing and framing	250
Module E: Select Mount & Frame	LU-1: Select Material for Mount and Frame LU-2: Convey sizes to frame developer LU-3: Select Mount Colour LU-4: Select Frame Design LU-5: Ensure proper Framing	100
Module F: Make Prints/Graphic Arts	LU-1: Select Medium, tools & equipment LU-2: Select Surface LU-3: Make Drawing LU-4: Perform Collagraphy LU-5: Perform Stencil screen printing LU-6: Perform Linocut	300
Module G: Develop Sculpture	LU-1: Draw 3D Sketches LU-2: Select Material & Prepare Clay LU-3: Make Armature LU-4: Apply Clay LU-5: Develop Shapes with Measurements LU-6: Perform Carving LU-7: Perform Finishing LU-8: Apply Mould & Cast LU-9: Finalise the Sculpture	300
Module H: Develop Professionalism	LU-1: Communicate with Co-workers LU-2: Manage Time LU-3: Upgrade Skills LU-4: Keep the workplace clean LU-5: Work in a Team LU-6: Ensure Health & Safety	200
<b>Total</b>		<b>1600</b>

## Training Guidelines

Module A: Take requirements from Client			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Interact With Client	Show different demonstrations of how to greet the client, using positive body language. Brief them about the importance of taking requirements from the client and preparing client brief accordingly.	Classroom	Videos Role Plays Learner Guide
LU-2. Conduct negotiation	Brief learners about different questioning techniques and using professional language with clients. Demonstrate the process to copy right your work.	Classroom	Learner Guide
LU-3. Undertake Agreement	Brief learners about importance of time management and scheduling the tasks accordingly. Demonstrate how to take agreement with Client keeping in view required elements. List down the elements that affect the prices of the products.	Classroom	Role Plays Learner Guide



Module B: Perform Planning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1-Conduct Research	Brief learners how to brainstorm ideas and conduct research and its tools. Assign task to learners to do primary research and secondary research on the given theme and develop research boards and compile them in portfolio.	Computer lab Class room	Learner Guide/projector
LU2 Develop Ideas	Brief learners how to generate ideas on the basis of previously done research Assign tasks to learners to start drawing ideas on paper in black & white medium and take reference from local artist's work.	Class room/ Design Studio	Learner Guide/ Illustrations
LU-3: Select Media and Material	Brief learners how to collect and use relevant medium, Material and tools. Assign tasks to do market trends research to make art work and develop portfolio of activities.	Class room/ Design Studio/ Market	Learner Guide/ Illustrations/projector
LU-4: Prepare Workplace	Deliver lecture on knowledge of the tool, equipment and machinery at workplace. Demonstrate the planning of appropriate setting according to client's brief. Assign task to place media and materials properly and instruct how to handle material while making art work. Demonstrate the procedure of following safety and health procedures in workplace.	Class room/ Design Studio	Learner Guide/ Illustrations/projector
LU-5: Arrange required tools and Equipment	Brief learners about the selection and arrangement of different types of tools. Assign tasks to wash tools properly after use according to health & safety rules.	Class room/ Design Studio	Learner Guide/ Illustrations/projector
LU-6: Prepare estimates of work	Assign tasks to develop list of activities and cost estimates to make an art work. Demonstrate the framework to monitor financial	Class room/ Design Studio	Learner Guide/ Illustrations/projector

	performance. Give lecture on the techniques to minimize wastage to ensure the better price.		
<b>Module C: Draw sketches</b>			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1. Learn Visual language	<p>Brief learners about visual elements.</p> <p>Brief them about difference between visual language and visual communication. Show them slides on history of arts.</p> <p>Brief them about primary research resources and secondary research resources.</p> <p>Arrange a visit to a gallery and an exhibition and guide them how to research on famous artists' work.</p>	Workshop/ class room/ computer lab.	Learner Guide/ Illustrations/ projector
<b>LU-2:</b> Prepare surface for drawing	<p>Brief them about different surfaces that are used for different drawing/ painting mediums.</p> <p>Also brief them various materials that are used in preparing surface for respective medium.</p> <p>Demonstrate the step by step method of preparing surface for drawing.</p>	Class room/ computer lab	Learner Guide/ Illustrations /projector
LU-3: Taking Measurements	Brief and demonstrate different measuring methods.	Class room	Learner Guide/ Illustrations
LU-4: Draw still life	<p>Brief the learners about elements and principles of design.</p> <p>Demonstrate step by step method of drawing still life. Show them the method of arranging and selecting still life</p>	Class room	Learner Guide/ Illustrations
LU-5: Draw life drawing	<p>Brief learners about the concept of life drawing.</p> <p>Brief them about human anatomy and demonstrate sketches on human anatomy.</p>	Class room	Learner Guide/ Illustrations

	Explain the importance of proportions and demonstrate the step by step method of making life drawing.		
LU-6: Make conceptual drawings	<p>Brief learners about different tools used for conceptual drawing.</p> <p>Also brief them about the idea of conceptual drawing with proportions. Show them to how to make annotations for conceptual drawing.</p> <p>Demonstrate them how to complete a conceptual drawing through annotations.</p>	Class room	Learner Guide/ Illustrations
LU-7: Landscape drawing	Demonstrate and brief the learners about the basic rules of drawing landscape. Also guide them about the importance of color palette for making life drawing.	Outdoor place	Learner Guide/ Illustrations
LU-8: Figure composition	<p>Demonstrate figure drawings by arranging model through proportions.</p> <p>Explain different rules to achieve the correct proportions in figure compositions.</p>	Outdoor place	Learner Guide/ Illustrations
LU9:Free hand Sketches	<p>Brief and demonstrate how to draw free hand sketches.</p> <p>Brief them about the tools used for making free hand sketches.</p>	Class room	Learner Guide/ Illustrations

Module D: APPLY COLOUR AND MEDIUM			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1: Select tools for Medium	Brief learner about different types of tools used for different mediums.  Demonstrate learners about how to handle tools properly.	Workshop/ class room	Learner Guide/ Illustrations
LU-2: Prepare Medium as per requirement	Demonstrate learner about different mediums ask learner to explore different mediums.  Demonstrate them about how to prepare pallet with different mediums	Workshop/ class room	Learner Guide/ Illustrations
LU-3: Apply Medium	Demonstrate learner about different surfaces preparations and show them different techniques.  Brief them about colour theory and demonstrate them different colour palates.	Work shop / class room	Learner guide illustration
LU-4: Ensure finishing, fixing and framing	Brief learner about how to analyse the finished work and evaluate over all look.	Work shop class room	Learner guide



Module E: Select Mount & Frame			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1:Select Material for Mount and Frame	Brief learners about different types of Art work  Demonstrate the process of preparing a metal frame.	Classroom	Learner Guide/ Workshop
LU2- Convey sizes to frame developer	Brief learners about changing market trends.  Visit Gallery and gather detailed information about framing and how to frame art work for exhibitions.  Visit different Art Galleries and compare them.	Classroom	Learner Guide/ Visit
LU3-Select Mount Color	Brief learners about how to select colors and design keeping in view color concepts and basics of design.  Demonstrate how to contact and communicate with framers according to required art work.	Classroom	Learner Guide / Workshop
LU-4: Select Frame Design	Brief learners about quality of material used for framing.	Classroom	Learner Guide
LU-5:Ensure proper Framing	Demonstrate how to frame an art work.  Brief learners to check the quality & quantity of material used for framing.	Classroom	Learner Guide/ Workshop

Module F: Make Prints/Graphic Arts			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1: Select Medium, tools & equipment	Brief learners about different tools and equipment used in various printing techniques.  Also brief learners detail about printing techniques.	Classroom	Projector
LU-2: Select Surface	Brief students about the importance of selecting appropriate surface for appropriate printing technique.  Demonstrate the step by step method of preparing surface for printing technique used.	Classroom	Illustrations
LU-3: Make Drawing	Demonstrate the procedure of making drawing for different printing technique according to the elements and principles of drawing.  Demonstrate the process of transferring design from paper to printing surface.	Classroom	Learner Guide
LU-4: Perform Collagraphy	Brief the learners about the difference between collage and collagraph.  Demonstrate the process of selecting materials to prepare base plate for collagraph.	Classroom	Projector/ Learner Guide
LU-5: Perform Stencil screen printing	Brief the learners about different printing dyes used in stencil screen printing.  Demonstrate the process of cutting stencil and step by step method of stencil screen printing.  Also explain the importance to clean the tools and equipment used in the printing process for further use.	Classroom	Learner Guide
LU-6: Perform Linocut	Brief the learners about the difference between linocut and wood.  Demonstrate the process of	Class room/ print making studio	Learner Guide

	<p>carving lino sheet and step by step method to take prints.</p> <p>Demonstrate and brief different printing techniques to ensure better printing.</p>		
LU-7: Perform etching	<p>Brief the learners about etching plates.</p> <p>Demonstrate the step by step method of taking prints using metal plate.</p> <p>Also state the importance of selecting metal plates for the specific printing technique.</p>	Class room/ print making studio	Learner Guide
LU-8: Perform Woodcut	<p>Brief the learners about characteristics of woodcut printing.</p> <p>Demonstrate the step by step process of carving wooden block and taking prints using the carved wooden block.</p> <p>Demonstrate different methods to take one color prints and multi colored prints.</p>	Class room/ print making studio	Learner Guide

Module G: Develop Sculpture			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1: Draw 3D Sketches	<p>Give a detailed explanation on 2D and 3D sketches and demonstrate difference between them.</p> <p>Demonstrate 3D sketches through line and shading.</p>	Classroom	Illustrations
LU-2: Select Material & Prepare Clay	<p>Explain the learners about different materials used in sculpture.</p> <p>Explain and demonstrate step by step processes of clay preparation.</p>	Workshop	Learner Guide
LU-3: Make Armature	<p>Give a detailed explanation about material used for armature.</p> <p>Demonstrate step by step process of portrait armature through practical.</p> <p>Demonstrate step by step process of figure armature through practical.</p>	Workshop	Learner Guide
LU-4: Apply Clay	<p>Show learners the application of clay on armature through practical demonstration.</p>	Workshop	Learner Guide
LU-5: Develop Shapes with Measurements	<p>Explain measuring concepts and importance of proportions through examples.</p> <p>Also brief different ways and tools used for taking measurements.</p> <p>Take measurements of a model and demonstrate the modification of shapes according to measurements.</p>	Classroom/ Workshop	Learner Guide
LU-6: Perform Carving	<p>Briefly explain the tools used or clay carving and also demonstrate the proper and safe use.</p> <p>Demonstrate the process of carving to enhance features and finishings also brief the difference between low relief and high relief</p>	Workshop	Learner Guide



	carving.		
LU-7: Perform Finishing	<p>Explain the importance of finishing and type of sand paper used for finishing.</p> <p>Demonstrate the process of sanding and also brief how to remove defects.</p>	Workshop	Learner's Guide
LU-8: Apply Mould & Cast	<p>Brief about moulding and casting, also show different tools used for moulding and casting.</p> <p>Practically demonstrate the process of moulding and casting</p>	Workshop	Learner's Guide
LU-9: Finalize the Sculpture	Explain the finishing process of sculpture , demonstrate the color application on sculpture and finalize it using varnish	Workshop	Learner's Guide

Module H: Develop Professionalism			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1: Communicate with Co-workers	<p>Give a situation to learners and perform a role play to demonstrate clear communication.</p> <p>Conduct a discussion on different modes of communication required for communicating with co-workers, inside the organization and outside the organization. Also ask the learners to gather cut-outs of these modes of communication. And list out which modes are suitable for communication and which are not.</p>	Classroom	Projector
LU-2: Manage Time	Conduct a Role play showing how to manage time according to different tasks and importance of meeting deadlines.	Classroom	Handouts / Notes
LU-3: Upgrade Skills	Conduct different seminars and workshops for the learners and invite different artists, so that learners can learn from them.	Classroom / Workshop/ seminars	Learner Guide

	Brief learners about importance of attending workshops & seminars for self-improvement.		
LU-4: Keep the work place clean	<p>Brief the Learners about importance of keeping the workplace clean and organized.</p> <p>Conduct a role play and ask the learners to demonstrate how to keep a workplace clean, tidy and well organized.</p>	Classroom/ Workshop	Projector/ Learner Guide
LU-5: Work in a Team	Demonstrate through a role play personal skills and abilities required for a person to perform well in a team.	Classroom/ Workshop	Learner Guide
LU-6: Ensure Health & Safety	<p>Assign an activity to learners wherein he/she will apply basic first aid procedures.</p> <p>Demonstrate the method of cleaning and workplace, tools &amp; equipment before and after printing.</p> <p>Brief the learners about the importance of preparing checklist before starting the work.</p>	Classroom/ work shop	

## LESSON PLANS

*Dear Instructors,*

*Model Lesson Plans for one module have been provided in this trainer guide. A format and guidelines for writing Lesson Plans have also been provided in the succeeding pages. You are advised to prepare your own lesson plans for the remaining Learning Units using the suggested format and guidelines.*

## Guidelines for Writing Lesson Plan

The template for lesson plan has been provided at next page. These guidelines are for trainers for writing their own lesson plans which are as follows:

1. Introduce yourself and the Learning Unit, and state the Learning Outcomes of the session clearly to activate attention of learners.
2. In **Introduction** part of lesson plan state the Learning Objectives of the lesson. This allows the learners to organize their thoughts on what they will learn and to perform. Also state some questions to recall prior knowledge of learners to arouse their interest and motivation.
3. In **Body** part of lesson plan present the new information or material that is to be learned. Demonstration of a skill relevant with the Learning Unit is also stated here. Also mention the teaching and learning methods for each learning element from *Trainer Guidelines*, the relevant media including handouts, power-point slides, videos, white board and time duration for each activity in the relevant columns.
4. In **Conclusion** part list the strategies used for summarizing and reviewing the lesson delivered. Also mention the strategies for formative assessment to ensure that the transfer of knowledge and skill has been achieved.



Format for Lesson Plan			
Module			
Learning Unit			
Learning Outcomes			
Methods	Key Notes	Media	Time
Introduction			
Main Body			
Conclusion			
Total time:			

MODEL LESSON PLAN: 1			
Module 1	Take Requirements from Client		
Learning Unit 1	Interact with Client		
Learning Outcomes			
<ul style="list-style-type: none"><li>• Greet the client pleasantly</li><li>• Prepare Client brief</li><li>• Ask open questions about requirements</li><li>• Communicate positively</li><li>• Collect proper information on prescribed Performa</li><li>• Maintain a Professional Image</li><li>• Show customer service skills</li></ul>			
Methods	Key Notes	Media	Time
Introduction			
Class Discussion	Ice Breaker Activity.  Introduce the learning unit to learners.  Motivate learners to arouse their interest for the learning unit.  State the learning outcomes of the learning unit.	White board, Handouts etc.	1 hr
Main Body			
Class Lectures + Demonstration  Role plays  Class Lectures + Demonstration  Demonstration  Class Lectures + Demonstration	<ul style="list-style-type: none"><li>• State the importance of using technical language while greeting the client.</li><li>• Elements for building credibility with the client.</li><li>• Greeting the client using a positive body language.</li><li>• State the importance of 5W's (what, why, when, where, who).</li><li>• Maintaining a professional image by communicating positively.</li><li>• Ask open and relative questions from the client to get proper detail for making the project requirement.</li><li>• Prepare Client brief by collecting information on prescribed performa using various questioning techniques for required information.</li><li>• Show good customer service skills for retaining clients and presenting a good image</li></ul>	White Board Multimedia Flip Charts Videos Audios Handouts etc	17 hrs

	of self and the organization.		
<b>Conclusion</b>			
Class Lecture	<ul style="list-style-type: none"> <li>Summaries the learning unit by review important points.</li> </ul>		2 hrs
Assessment	<ul style="list-style-type: none"> <li>Conduct formative assessment at the end of the session.</li> </ul>		
<b>Total time:</b>			20 hrs

MODEL LESSON PLAN: 2			
Module 1	Take Requirements from Client		
Learning Unit 2	LU-2: Conduct Negotiation		
<b>Learning Outcomes</b> <ul style="list-style-type: none"><li>• Collect information properly to get required details</li><li>• Express ideas and concepts clearly according to clients need</li><li>• Use appropriate language</li><li>• Resolve differences of opinion</li><li>• Deal politely with unexpected questions and attitude during negotiation</li><li>• Take decision accordingly</li></ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Class Discussion	Ice Breaker Activity.  Introduce the learning unit to learners.  Motivate learners to arouse their interest for the learning unit.  State the learning outcomes of the learning unit.	White board, Handouts etc.	1 hr
<b>Main Body</b>			
Class Lectures + Demonstration  Brain Storming  Class Lectures + Demonstration  Demonstration  Class Lectures + Demonstration	<ul style="list-style-type: none"><li>• Collect proper information from the client using various questioning techniques.</li><li>• Brain storm and express ideas and concepts clearly according to client needs using professional language during the discussion.</li><li>• State the importance of time management for workplace, self and subordinates.</li><li>• Schedule all of the tasks accordingly allotting proper time to all activities for completing the project before time and giving leverage for changes if required.</li><li>• Set payment schedule with the client.</li><li>• State the importance of copy rights for own work and discuss copy rights rules with the client.</li><li>• Discuss the Terms &amp; conditions for Negotiations in detail with the client and use appropriate language.</li><li>• Deal politely with unexpected questions</li></ul>	White Board Multimedia Flip Charts Videos Audios Handouts etc	17 hrs



	and attitude during negotiation and take decisions accordingly.		
<b>Conclusion</b>			
Class Discussion	<ul style="list-style-type: none"> <li>Summarises the learning unit by review important points.</li> </ul>		2 hrs
Assessment	<ul style="list-style-type: none"> <li>Conduct formative assessment at the end of the session.</li> </ul>		
<b>Total time:</b>			20 hrs

MODEL LESSON PLAN: 3			
Module 1	Take Requirements from Client		
Learning Unit 3	Undertake Agreement		
<b>Learning Outcomes</b> <ul style="list-style-type: none"><li>• Evaluate the whole cost in order to maintain the budget</li><li>• carry out an estimation according to budget and requirements</li><li>• Discuss any changes if required</li><li>• Use right of refusal if required</li><li>• Understand terms &amp; Conditions of the agreement</li></ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Class Discussion	Ice Breaker Activity.  Introduce the learning unit to learners.  Motivate learners to arouse their interest for the learning unit.  State the learning outcomes of the learning unit.	White board,  Handouts  etc.	1 hr
<b>Main Body</b>			
Class Lectures + Demonstration  Market Visit  Class Lectures + Demonstration  Demonstration  Class Lectures + Demonstration	<ul style="list-style-type: none"><li>• State the importance of time management while undertaking an agreement.</li><li>• State the important undertaking a final agreement.</li><li>• Evaluate the whole cost in order to maintain the budget by calculating requirements, carrying out market awareness and estimating raw material prices.</li><li>• Discuss the changes that can occur due to price fluctuations for controlling the project.</li><li>• State how to keep record of the material that has been consumed and prepare cost estimates.</li><li>• State the importance of meeting deadlines and maintaining overall budget keeping in view price fluctuations.</li><li>• State the importance of using techniques to</li></ul>	White Board  Multimedia  Flip Charts  Videos  Audios  Handouts  etc	37 Hrs

	<p>minimise wastage of material.</p> <ul style="list-style-type: none"> <li>Follow payment schedule accordingly in order to carry out project smoothly and to avoid any inconvenience.</li> </ul>		
<b>Conclusion</b>			
Class Discussion	<ul style="list-style-type: none"> <li>Summaries the learning unit by review important points.</li> </ul>		2 hrs
Assessment	<ul style="list-style-type: none"> <li>Conduct formative assessment at the end of the session.</li> </ul>		
<b>Total time:</b>			40 hrs

## DELIVERY AND FACILITATION

### Demonstration of Skill

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration of a skill are given under three stages.

#### PRE-DEMONSTRATION STAGE

Prior to demonstration of a skill, it is necessary to plan according to lesson plan.

- Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
- Prepare the physical environment according to requirement of the curriculum.
- Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
- Prepare teaching aids such as audio visual aids, real objects, Models, finished products etc. as required.
- Practice the skill before demonstration to learners, if possible.

#### DEMONSTRATION STAGE

- Introduce the skill to learners clearly at the commencement of demonstration.
- Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
- Carry out demonstration in a way that it can be seen by all learners.
- Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.
- Eye contact with the learners should be maintained throughout the demonstration. The instructor should not speak to the equipment.
- In instances where theoretical knowledge is required, temporarily suspend the demonstration and present the theoretical inputs.
- Ask questions and find out whether the trainees have a clear understanding on what was explained.
- Identify critical or complex steps, or steps that involve safety precautions to be followed.
- Repeat critical steps in demonstration, if required.
- Summarize the demonstration by asking questions to learners.

## **POST DEMONSTRATION STAGE**

Allow the learners to perform the relevant skill under your instructions and supervision. This is a very important stage because the learner actually practices the skill according to the instructions already given by the instructor.

## **PRACTICE**

Allow the learners to practice the skill individually or in groups.

## **ASSESSMENT**

Assessment should be done only when the learner is able to perform the relevant skill at the required competency level. If the learner performs a skill at the required competency level, then it should be entered and certified in his/her Evidence Guide.

## **Instructional Delivery Modes**

In Competency Based Training, Competency Standards are the driving force that helps in recognizing the delivery modes and methods for a particular competency. Some delivery modes have been described below which can be used according to the requirements of your competency standards.

1. **Direct Instruction:** It involves face-to-face interaction between a instructor and the trainee. Lecture, illustrative talk, demonstration, role play, guided practice, assigning projects, independent practice, assignments, research, surveys, product development etc. are some of the instructional methods under this mode of instruction.
2. **On-Job-Training (OJT)/Work-based Instruction:** In OJT or work-based instruction, a learner acquires competencies under the guidance of an expert supervisor outside the training institute environment. The learner observes the procedures in the industry and after guidance from his supervisor demonstrates the competency to get certificate of the qualification.
3. **Distance-based Instruction:** It is a mode of delivery in which instruction is provided through open and distance learning mechanism. Information and Communication Technology (ICT), internet and postal services are used for interaction.

## Instructional Delivery Methods

Once the instructional delivery modes are identified for a particular competency or a learning module, the next step is to select appropriate instructional delivery methods that can maximize learning and help learners in achieving the desired performance criteria specified by the industry. The instructional delivery methods are categorized into two basic types which are described below.

### TEACHER CENTERED DELIVERY METHODS

Lectures / Illustrative Talk	Verbal and visual illustrations are used to clarify concepts, processes or structures. Listening and viewing are more effective when verbal and visual illustrations are used together.
Demonstrations /Modeling a Skill	In demonstration, learners are shown the correct steps for completing a task or are shown an example of a correctly completed task. Modeling is learning by seeing and doing, rather than only listening and obeying.

### LEARNER CENTERED DELIVERY METHODS

Working in Groups	Learners work together to complete a task.
Individual Practice	Learners work in small groups to practice new skills.
Doing Research	Learner is given an assignment to carry out some research or survey, in market or in industry, regarding the skills specified in the relevant competency standards.
Role Playing	Learners practice new behavior by assuming a character or role, personality or attitude other than their own.
Group Discussions	Learners discuss issues together and present ideas and opinions to others.
Questions and Answers	Instructor may ask questions to learners to check and build their understanding about a field or area specified in the competency standards.
Study Visits / Field Trips	Through this method, learners are given orientation about the actual processes and procedures performed in industry.



## ASSESSMENT OF LEARNERS

### Formative Assessment

Learners may be formatively assessed throughout the course. After gaining the competencies mentioned in the learning modules, the learners will be assessed according to the requirements mentioned in the assessment package. This assessment will include practical activities and quizzes.

### Summative Assessment

A final summative assessment will be conducted by the Qualification Awarding Body (QAB) to whom the training institute is affiliated with. Purpose of this assessment is to verify whether the learner has achieved all the competencies of the qualification for which he/she was enrolled.

This assessment is to be completed at the end of the course for which a separate Evidence Guide is provided in the Assessment Package. This assessment may include projects developed by the learners, quizzes and practical activities as indicated in the relevant nationally approved Evidence Guides.

### Projects

It is an established fact that the self-learning process takes place efficiently in learners by engaging them in a well-planned project. They can be given a project at the end of a learning module or after several learning modules, as applicable. Mainly the projects have two types:

1. Production type: In this type of projects, the outcome will be tangible product (constructed or a finished product).
2. Problem solving type: In this type of projects, a problem solving process takes place.

Special attention should be given to the following when assigning the projects to learners.

1. Explain the give main stages in a project as mentioned below.
  - Planning
  - Organizing
  - Implementing
  - Interpreting
  - Presenting
2. Involve learners in the selection of projects. Listen to their views and determine clearly the objective of the project. Recognition of useful ideas, decisions, etc. proposed by them will lead to develop an interest and a responsibility among the trainees.

3. Entrust responsibility to learners during planning and organizing stages.
4. Projects can be assigned to learners individually or in groups. Generally, group work is found to provide successful results.
5. For maximization of self-learning, allow the trainees to engage in a variety of activities. Collection of necessary information, explorations, observation, etc. should be done by the learners themselves. Provide instructions only when it is necessary.
6. The activities of a project must spread over a reasonable period of time.

## **Assessment of Projects**

The following criteria may be used in assessing projects.

### **Stage 1: Planning**

1. To what extent is the coverage of the project identified?
2. Is the objective established by the learners suitable for the project?
3. Can the learners achieve the objective in terms of their abilities and available facilities?

### **Stage 2: Organizing**

1. To what detail are all the activities in the project identified?
2. How systematically are the activities and procedures organized?
3. Are alternative actions planned for problematic situations that may arise?

### **Stage 3: Implementing**

1. How well did the learners demonstrate the relevant competencies when they were engaged in the project?
2. To what accuracy did the learners perform the relevant tasks?
3. How successfully did the trainees face problematic situations?

### **Stage 4: Interpreting**

1. How accurately and meaningfully are the information analyzed and synthesized?
2. How accurately and clearly are the observations and conclusions interpreted?
3. To what extent is the prior knowledge applied in carrying out the project and in problem solving?
4. To what extent were the learners involved in exploratory and creative activities during the project?

**Stage 5: Presenting**

1. How simply and clearly are the views expressed when presenting?
2. How attractive was the manner of presentation? To what extent was visual media used?
3. Has the project been completed within the time limit?

## EVALUATION OF TRAINING MATERIAL


*The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities.*


Format


<b>Trade:</b>			
<b>Training Material</b>	<b>Module Title &amp; Module Code</b>	<b>Learning Unit Title &amp; Learning Unit Code</b>	<b>Suggested amendments/ feedback/proposal</b>
Trainer Guide			
Learner Guide			
<b>Trainer Name:</b>		<b>Training Centre:</b>	
<b>Signature of Trainer:</b>		<b>Date:</b>	


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