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LEATHER PROCESSING TECHNOLOGIST



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TRAINER GUIDE

National Vocational Certificate Level 4

Version 1 - September, 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 (*title*) 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 (*title*) 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: <i>Leather Processing Technologist Level-4 “Quality Associate”</i>	Total Course Duration: 600 Hours
Course Overview:	
<p>The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in leather processing sector in accordance with industry requirements. It also enables the student to pursue a leather processing technologist career path with greater employment and entrepreneurial skills progress to related general and/or vocational qualifications</p>	

Module	Learning Unit	Duration
<p>Module 1: Contribute to Work Related Health and Safety (WHS) Initiatives Aim: This unit describes the skills and knowledge required to manage the identification, review, development, implementation and evaluation of effective participation and consultation processes as an integral part of managing work health and safety (WHS).</p>	<p>LU1. Contribute to initiate work-related health and safety measures LU2. Contribute to establish work-related health and safety measures LU3. Contribute to ensure legal requirements of WHS measures LU4. Contribute to review WHS measures LU5. Evaluate the organization’s WHS system</p>	30
<p>Module 2: Comply with Workplace Policy and Procedures Aim: This unit describes the skills and knowledge required to implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies</p>	<p>LU1. Manage work timeframes LU2. Manage to convene meeting LU3. Decision making at workplace LU4. Set and meet own work priorities at instant LU5. Develop and maintain professional competence LU6. Follow and implement work safety requirements</p>	30

Module	Learning Unit	Duration
within workplaces and engage with a range of relevant stakeholders and specialists.		
<p>Module 3: Perform Advanced Communication Aim: This unit describes the performance outcomes, skills and knowledge required to develop communication skills used professionally. It covers plan and organise work and conduct trainings at workplace, along with demonstrating professional skills independently</p>	<p>LU1. Demonstrate professional skills LU2. Plan and Organize work Provide trainings at workplace</p>	30
<p>Module 4: Develop Advance Computer Application Skills Aim: This unit provides an overview of Microsoft Office programs to create personal, academic and business documents following current professional and/or industry standards, i.e. Data Entry, Power Point Presentation and managing</p>	<p>LU1. Manage Information System to complete a task LU2. Prepare Presentation using computers LU3. Use Microsoft Access to manage database LU4. Develop graphics for Design</p>	40

Module	Learning Unit	Duration
<p>data base and graphics for Design</p> <p>It applies to individuals employed in a range of work environments who need to be able to present a set range of data in a simple and direct forms</p>		
<p>Module 5: Manage Human Resource Services</p> <p>Aim: This unit describes the skills and knowledge required to plan, manage and evaluate delivery of human resource services, integrating business ethics. It applies to individuals with responsibility for coordinating a range of human resource services across an organization. They may have staff reporting to them.</p>	<p>LU1. Determine strategies for delivery of human resource services</p> <p>LU2. Manage the delivery of human resource services</p> <p>LU3.</p> <p>LU4. Evaluate human resource service delivery Manage integration of business ethics in human resource practices</p>	20
<p>Module 6: Develop Entrepreneurial Skills</p> <p>Aim: This Competency Standard identifies the competencies required to develop entrepreneurial skills, in accordance with the</p>	<p>LU1. Develop a business plan</p> <p>LU2. Collect information regarding funding sources</p> <p>LU3. Develop a marketing plan</p> <p>LU4. Develop basic business communication skills</p>	30

Module	Learning Unit	Duration
<p>organization's approved guidelines and procedures. You will be expected to develop a business plan, collect information regarding funding sources, develop a marketing plan and develop basic business communication skills. Your underpinning knowledge regarding entrepreneurial skills will be sufficient to provide you the basis for your work.</p>		
<p>Module 7: Carryout Post Tanning Operation Aim: After successful completion of this module, the student is competent in performing post tanning operation according to professional standards and by respecting safety and health regulations</p>	<p>LU1: Prepare Post Tanning recipe LU2: Perform Neutralization LU3: Perform Re-tanning LU4: Perform Fat-Liquoring LU5: Perform Fixation for crust LU6: Maintain Post Tanning Register 1.</p>	<p>120</p>
<p>Module 8: Carryout Dyeing Aim: After successful completion of this module, the student is competent in performing dyeing operation according to professional standards and by respecting safety and health regulations</p>	<p>LU1: Prepare Dyeing recipe LU2: Perform Wetback LU3: Perform Dyeing LU4: Perform Lubrication LU5: Perform Fixation for dyed crust LU6: Maintain Dyeing Register 1.</p>	<p>100</p>
<p>Module 9: Carryout Finishing Operation Aim: After successful completion of this module, the student is</p>	<p>LU1: Prepare finishing recipe LU2: Perform staining LU3: Apply Base coat LU4: Apply Middle coat</p>	<p>100</p>

Module	Learning Unit	Duration
competent in performing finishing operation according to professional standards and by respecting safety and health regulations	LU5: Apply Final coat LU6: Maintain finishing register	
Module 10: Manage Quality Control Aim: After successful completion of this module, the student is competent in managing quality according to professional standards and by respecting safety and health regulations	LU1: Carryout Physical Testing LU2: Carryout Chemical Testing LU3: Carryout Environment Testing LU4: Maintain Test Record	100

Lesson Plan Template

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction				
BREAK					
	Conclusion				

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Module-7

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Trainer's guidelines

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare Post Tanning recipe	<p>Deliver illustrated presentation on the preparation of workstation. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Explaining to check the condition of tanned leather for the designing of Post Tanning recipe • Explaining the importance of Post Tanning process and why it is essential for leather processing • Briefing the selection of chemicals based on tanned leather condition and type of required end product. • Enlisting chemicals used in Post Tanning process • Explaining the properties of chemicals which is used in Post Tanning process • Designing of recipe according to the condition, weight of tanned leather and end product. • Use of Drum for appropriate rpm in post tanning process. • . <p>After presentation, form trainees into small groups and provide them a job card and ask to interpret what kind of job they are going to do.</p> <p>After the activity, practically demonstrate preparation of workstation for splitting and invite question to clear doubts.</p> <p>After that take feedback from the group. Answer any question and confirm trainee's understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Leather</p> <p>Digital Weight Balance</p> <p>Pen</p> <p>Paper</p> <p>Recipe sheet</p> <p>Calculator</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Perform Neutralization	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Importance of neutralization for preparation of leather to further processing in which enhances the physical & chemical properties • Differentiate several neutralizing pH for different leather articles and iso electric point. • Explaining the performing procedure of neutralization • Briefing sequence and accurate weighing of neutralizing agents. • Checking of appropriate pH according to article from cross section of leather. • Role of thorough washing after completion of neutralization. • Explain precautionary & remedial measures of neutralization. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Perform Re-tanning	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Explaining the requirement of re-tanning to enhance the properties of leather. • Describing the types of re-tanning material and its properties. • Briefing the uses of re-tanning material according to the different end product article • Explaining the performing procedure of re-tanning • Briefing the sequence of chemicals and accurate weighing of re-tanning agents. • Explain precautionary & remedial measures of re-tanning <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU4: Perform Fat-liquoring	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Splitting process of leather and how much is beneficial for further processing of hides. • Types of splitting and benefits of lime splitting. • Using the splitting machine according to their user manual. • Performance procedure of splitting machine to get the split from hide. • Correct position to feed the skin / hide on splitting machine. • Split and more than 1 split according to the hide thickness and developing article • Briefing about the damages of hide during splitting process. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU5: Perform Fixation for Crust	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Washing and removal of dust and leather fibers from the machine and work station. • Washing is beneficial for tannery environment. • Benefit to save the split of hide to make another type of leather <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU6: Maintain Post Tanning register	<p>Deliver a presentation on maintain of register. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction the entries of splitting process • Importance of processing records • Procedure of the entries in Splitting machine register <p>Ask trainees to identify the reason of noting damages and provide them register for recoding entries of the practical work</p> <p>Ask learners to complete a self-assessment form on their ability to carry out splitting.</p> <p>Ask questions to confirm their understanding.</p> <p>Learners must be able to practice and develop their</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p>

Module 7: Carryout Post-Tanning			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding		Drum Pallet Jack Plastic Containers Jute Brush

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Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare Dyeing Recipe	<p>Deliver illustrated presentation on the preparation of workstation. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Explaining to check the condition of crust leather for the designing of Dyeing recipe. • Describing the importance of dyeing process and impact of color in leather processing. • Briefing the selection of chemicals based on crust condition and type of required dye. • Enlisting chemicals used in dyeing process. • Explaining the properties of chemicals which is used in dyeing process • Designing of recipe according to the condition & weight of crust leather and end product. • Use of Drum for appropriate rpm in dyeing process. • . <p>After presentation, form trainees into small groups and provide them a job card and ask to interpret what kind of job they are going to do.</p> <p>After the activity, practically demonstrate preparation of workstation for splitting and invite question to clear doubts.</p> <p>After that take feedback from the group. Answer any question and confirm trainee's understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Perform Wet Back	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Importance of rewetting of crust leather after different mechanical operations for preparation of desire coloring of leather. • Describing the type of wetting agent and its uses according to the condition of crust leather. • Explaining the performing procedure of wet back • Briefing the sequence of chemicals to use and accurate weighing of wet back agents. • Checking of appropriate pH according to the class of dye. • Explain precautionary & remedial measures of wet back. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>
LU3: Perform Dyeing	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Importance of Dyeing for coloring of leather in 	<p>Class Room with multimedia aid, audio visual facility and flip chart</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>appropriate color.</p> <ul style="list-style-type: none"> • Describing the type of dye and its properties & uses, and which types are commonly used in leather dyeing process. • Explaining the primary, secondary and tertiary colors and basic knowledge of color matching. • Describing the methods of dyeing and elaborate teach method according to the articles. Especially direct dye method. • Explaining the performing procedure of dying process • Briefing the sequence of chemicals to use and accurate weighing of dyeing chemicals. • Explaining the concept of top dyeing and role of temperature involve in it. • Explain precautionary & remedial measures of dyeing. <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they</p>	<p>Either, Training Tannery Area</p>	<p>Safety Gloves Safety Shoes Mask Pallets Apron (Rubber) Digital Weight Balance Pit Peddle Drum Pallet Jack Plastic Containers Jute Brush</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU4: Perform Lubrication	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Lubrication process enhancing the properties of leather. • Explaining any differentiation of fat-liquoring and lubrication • Describing the types of Lubrication and its properties and differentiate the properties of cationic & anionic lubricant. • Uses of lubricant according to the different end product article • Explaining why lubrication is important after dyeing process. • Explaining the performing procedure of lubrication • Briefing the sequence of chemicals to use and accurate weighing of lubricating agents. • Impact of Temperature in lubrication process. 	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Modern techniques of lubrication. • Explain precautionary & remedial measures of lubrication. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU5: Perform Fixation for dyed crust	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Importance of fixation in dyeing processes. • Describing the fixation agents and its properties according to their dye type. • Explaining the performing procedure of fixation • Briefing the sequence of chemicals to use and accurate weighing of fixation agents. • Checking of appropriate pH according to dye used. • Describing the concept of capping and its agents. • Explain precautionary & remedial measures of fixation 	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		<p>Drum Pallet Jack Plastic Containers Jute Brush</p>
LU6: Maintain Dyeing Register	<p>Deliver a presentation on maintain of register. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction the entries of dyeing process • Importance of processing records 	<p>Class Room with multimedia aid, audio visual facility and flip chart Either,</p>	<p>Computer with Multimedia Hide Skin</p>

Module 8: Carryout Dyeing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Procedure of the entries in dye register <p>Ask trainees to identify the reason of noting damages and provide them register for recoding entries of the practical work</p> <p>Ask learners to complete a self-assessment form on their ability to carry out splitting.</p> <p>Ask questions to confirm their understanding.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	Training Tannery Area	Safety Gloves Safety Shoes Mask Pallets Apron (Rubber) Digital Weight Balance Pit Peddle Drum Pallet Jack Plastic Containers Jute Brush

LEATHER PROCESSING TECHNOLOGIST



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Module-9

TRAINER GUIDE

National Vocational Certificate Level 4

Version 1 - September, 2019

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare Finishing recipe	<p>Deliver illustrated presentation on the preparation of workstation. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Explaining to check the condition of crust / dyed crust leather for the designing of finishing recipe according to the sample or desire article. • Describing the importance of finishing and how to make an impact of the appearance of leather surface. • Describing the types of finishes which is commonly used and suggested finishes according to different crust / dyed crust conditions. • Briefing the selection of chemicals based on crust / dyed crust condition and type of article. • Enlisting chemicals used in finishing process according to the article. • Explaining the properties of chemicals which is used in finishing process • Designing of recipe according to the condition and area of crust/ dyed crust leather and end product. <p>Describe the modern techniques of finishing After presentation, form trainees into small groups and provide them a job card and ask to interpret what kind of job they are going to do.</p> <p>After the activity, practically demonstrate preparation of workstation for splitting and invite question to clear doubts.</p> <p>After that take feedback from the group. Answer any question and confirm trainee's understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding		
LU2: Perform Staining	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction of spray unit. • Importance of staining process for match the color of leather to desire swatch or color. • Describing the type of aniline liquid dyes and its properties & uses. • Explaining the primary, secondary and tertiary colors and basic knowledge of color matching. • Describing the role of solvent in staining process and types of solvents used in staining process. • Describing the requirement of staining. • Explaining the performing procedure of staining process. • Briefing the sequence of chemicals use and accurate weighing of staining chemicals according to the area of leather. • Explain precautionary & remedial measures of staining. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU3: Apply Base coat	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Describing the importance of base coat for enhancing the appearance of leather surface • Describing the types of binders used in finishing process and its properties • Describing the types of pigments used in finishing process and its properties. • Describing the types of waxes used in finishing process and its properties • Explaining how binders, pigments and fillers covers their defects of skins and improve appearance of leather. • Explaining the performing procedure of base coat. • Describing the method of applying the base coat. • Briefing the sequence to use and accurate weighing of base coat chemicals according to the area of leather. • Explain precautionary & remedial measures of Base coat. <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU4: Apply Middle Coat	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Lubrication process enhancing the properties of leather. • Explaining any differentiation of fat-liquoring and lubrication • Describing the types of Lubrication and its properties 	<p>Class Room with multimedia aid, audio visual facility and flip chart Either, Training Tannery Area</p>	<p>Computer with Multimedia Hide Skin Safety Gloves Safety Shoes Mask</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>and differentiate the properties of cationic & anionic lubricant.</p> <ul style="list-style-type: none"> • Uses of lubricant according to the different end product article • Explaining why lubrication is important after dyeing process. • Explaining the performing procedure of lubrication • Briefing the sequence of chemicals to use and accurate weighing of lubricating agents. • Impact of Temperature in lubrication process. • Modern techniques of lubrication. • Explain precautionary & remedial measures of lubrication. <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		<p>Pallets Apron (Rubber) Digital Weight Balance Pit Peddle Drum Pallet Jack Plastic Containers Jute Brush</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU5: Apply Final Coat	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Importance of fixation in dyeing processes. • Describing the fixation agents and its properties according to their dye type. • Explaining the performing procedure of fixation • Briefing the sequence of chemicals to use and accurate weighing of fixation agents. • Checking of appropriate pH according to dye used. • Describing the concept of capping and its agents. • Explain precautionary & remedial measures of fixation <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 9: Carryout Finishing			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU6: Maintain Finishing Register	<p>Deliver a presentation on maintain of register. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction the entries of dyeing process • Importance of processing records • Procedure of the entries in dye register <p>Ask trainees to identify the reason of noting damages and provide them register for recoding entries of the practical work</p> <p>Ask learners to complete a self-assessment form on their ability to carry out splitting.</p> <p>Ask questions to confirm their understanding.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

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Module-10
TRAINER GUIDE

National Vocational Certificate Level 4

Version 1 - September, 2019

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Carryout Physical Testing	<p>Deliver illustrated presentation on the preparation of workstation. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction of physical testing and briefing the essential physical tests. • Describing the environmental condition of lab during the physical testing and its impact of physical testing. • Explaining the appropriate area of sample cutting for physical testing. • Describing the role of conditioning before physical testing. • Briefing about the different standards of physical testing according to different regions and their regulations. • Describing the different equipment used in physical testing and explaining the use of equipment with user manual. • Explaining the role of accuracy in physical testing and briefing about the calibration of different equipments and tools used during physical testing. • Explaining the standard test methods of different physical tests e.g. tensile, tear, rub fastness etc according to different regional standards. • Explaining the minimum limits of different physical testing parameters according to their standards and articles. • Explaining the different physical tests performing procedures according to their standards. <p>Explaining the calculation of each test according their standard. Describe the modern techniques of finishingAfter</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>presentation, form trainees into small groups and provide them a job card and ask to interpret what kind of job they are going to do.</p> <p>After the activity, practically demonstrate preparation of workstation for splitting and invite question to clear doubts.</p> <p>After that take feedback from the group. Answer any question and confirm trainee's understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU2: Carryout Chemical Testing	<p>Deliver illustrated presentation on Splitting. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction of chemical testing and briefing the essential physical tests. • Describing the environmental condition of lab during the chemical testing and its impact of testing. • Explaining the appropriate area of sample cutting if chemical testing required from leather. • Briefing about the different standards of chemical testing according to different regions and their regulations. • Describing the different equipment, apparatus and glass wear used in chemical testing and explaining the use of equipment with user manual. • Explaining the role of accuracy in chemical testing and briefing about the calibration of different equipments, tools and related glass wears used during chemical testing. • Explaining the standard test methods of different 	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>chemical tests e.g. fat content, chrome content, pH value etc according to different regional standards.</p> <ul style="list-style-type: none"> • Explaining the minimum limits of different chemical testing parameters according to their standards, end product and its user application • Explaining the different chemical tests performing procedures according to their standards. • Briefing the sequence to use and accurate weighing of chemicals which is involved in chemical testing according to the standards. • Explaining the calculation of each test according their standard. <p>Explaining the calculation of each test according their standard.</p> <p>After presentation, demonstrate skills of operating splitting machine for splitting hide and invite questions for better understanding.</p> <p>After demonstration, form small groups, provide each group different skin / hide to perform splitting also ask trainee to note precautionary steps.</p> <p>Invite guest speaker and discussed about the techniques of splitting with experienced person(Guest Speaker) and ask question for understanding</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>		

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Carryout Environmental test	<p>Deliver presentation on clean workplace. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction of Environmental testing and briefing the important Environmental tests. • Briefing about the environmental issues which is created from leather industry. • Describing the environmental condition of lab during the chemical testing and its impact of testing. • Explaining the collection criteria of samples for environmental testing. • Briefing about the different standards of environmental testing according to different regions and their regulations. • Describing the different equipment, apparatus and glass wear used in environmental testing and explaining the use of equipment with user manual. • Explaining the role of accuracy in environmental testing and briefing about the calibration of different equipments, tools and related glass wears used during testing. • Explaining the standard test methods of different environmental tests e.g. chrome content in effluent, TDS, oil & grease etc according to different regional standards. • Explaining the minimum limits of different testing parameters according to their standards to save the environment. <p>Explaining the different environmental tests performing procedures according to their standards.</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart Either, Training Tannery Area</p>	<p>Computer with Multimedia Hide Skin Safety Gloves Safety Shoes Mask Pallets Apron (Rubber) Digital Weight Balance Pit Peddle Drum Pallet Jack Plastic Containers Jute Brush</p>

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Briefing the sequence to use and accurate weighing of chemicals which is involved in testing according to the standards. • Explaining the calculation of each test according their standard. <p>After presentation, Learners need to devise 10 quiz questions with answers based on clean work place. They must make sure their questions cover key topics for clean work place.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about perform scudding. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won. Learners must be able to practice and develop their</p>		

Module 10: Manage Quality Control			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding		
LU4: Maintain Test record	<p>Deliver a presentation on maintain of register. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Introduction the entries of tests record • Importance of the procedure and calculation records of testing • Ensuring to check the calculation of each test according to their standard. • Procedure to maintain the register according to their tests. <p>Ask trainees to identify the reason of noting damages and provide them register for recoding entries of the practical work</p> <p>Ask learners to complete a self-assessment form on their ability to carry out splitting.</p> <p>Ask questions to confirm their understanding.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to cleaning workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding</p>	<p>Class Room with multimedia aid, audio visual facility and flip chart</p> <p>Either, Training Tannery Area</p>	<p>Computer with Multimedia</p> <p>Hide</p> <p>Skin</p> <p>Safety Gloves</p> <p>Safety Shoes</p> <p>Mask</p> <p>Pallets</p> <p>Apron (Rubber)</p> <p>Digital Weight Balance</p> <p>Pit</p> <p>Peddle</p> <p>Drum</p> <p>Pallet Jack</p> <p>Plastic Containers</p> <p>Jute Brush</p>

Frequently Asked Questions

<p>1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?</p>	<p>Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Compared to conventional programs, the competency based training is not primarily content based; it rather focuses on the competence requirement of the envisaged job role. The whole qualification refers to certain industry standard criterion and is modularized in nature rather than being course oriented.</p>
<p>2. What is the passing criterion for CBT certificate?</p>	<p>You shall be required to be declared “Competent” in the summative assessment to attain the certificate.</p>
<p>3. What are the entry requirements for this course?</p>	<p>The entry requirement for this course is 8th Grade or equivalent.</p>
<p>4. How can I progress in my educational career after attaining this certificate?</p>	<p>You shall be eligible to take admission in the National Vocational Certificate Level-3 in Leather Products Development Technician (Pattern Maker). You shall be able to progress further to National Vocational Certificate Level-4 in Leather Products Development Technician (Computerized Pattern Designer); and take admission in a level-5, DAE or equivalent course. In certain case, you may be required to attain an equivalence certificate from The Inter Board Committee of Chairmen (IBCC).</p>
<p>5. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?</p>	<p>You can opt to take part in the Recognition of Prior Learning (RPL) program by contacting the relevant training institute and getting assessed by providing the required evidences.</p>
<p>6. What is the entry requirement for Recognition of Prior Learning program (RPL)?</p>	<p>There is no general entry requirement. The institute shall assess you, identify your competence gaps and offer you courses to cover the gaps; after which you can take up the final assessment.</p>
<p>7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?</p>	<p>There are no age restrictions to enter this course or take up the Recognition of Prior Learning program</p>
<p>8. What is the duration of this course?</p>	<p>The duration of the course work is 1,510 hrs. (11 months)</p>
<p>9. What are the class timings?</p>	<p>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.</p>
<p>10. What is equivalence of this certificate with other qualifications?</p>	<p>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</p>

	Chairmen (IBCC).
11. What is the importance of this certificate in National and International job market?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website.
12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?	You shall be able to take up jobs in the leather products making companies in the functions of cutting, stitching and finishing of leather gloves and garments.
13. What are possible career progressions in industry after attaining this certificate?	You shall be able to progress up to the level of supervisor after attaining sufficient experience, knowledge and skills during the job. Attaining additional relevant qualifications may aid your career advancement to even higher levels.
14. Is this certificate recognized by any competent authority in Pakistan?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). The official certificates shall be awarded by the relevant certificate awarding body.
15. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?	On-the-job training is not a requirement for final / summative assessment of this certificate. However, taking up on-the-job training after or during the course work may add your chances to get a job afterwards.
16. How much salary can I get on job after attaining this certificate?	The minimum wages announced by the Government of Pakistan in 2019 are PKR 17,500. This may vary in subsequent years and different regions of the country. Progressive employers may pay more than the mentioned amount.
17. Are there any alternative certificates which I can take up?	There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.
18. What is the teaching language of this course?	The teaching language of this course is Urdu and English.
19. Is it possible to switch to other certificate programs during the course?	There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.
20. What is the examination / assessment system in this program?	Competency based assessments are organized by training institutes during the course which serve the purpose of assessing the progress and preparedness of each student. Final / summative assessments are organized by the relevant qualification awarding bodies at the end of the certificate program. You shall be required to be declared "Competent" in the summative assessment to attain the certificate.
21. Does this certificate enable me to work as freelancer?	You can start your small business of stitching leather garments, gloves of other products. You may need additional skills on entrepreneurship to support your initiative.

