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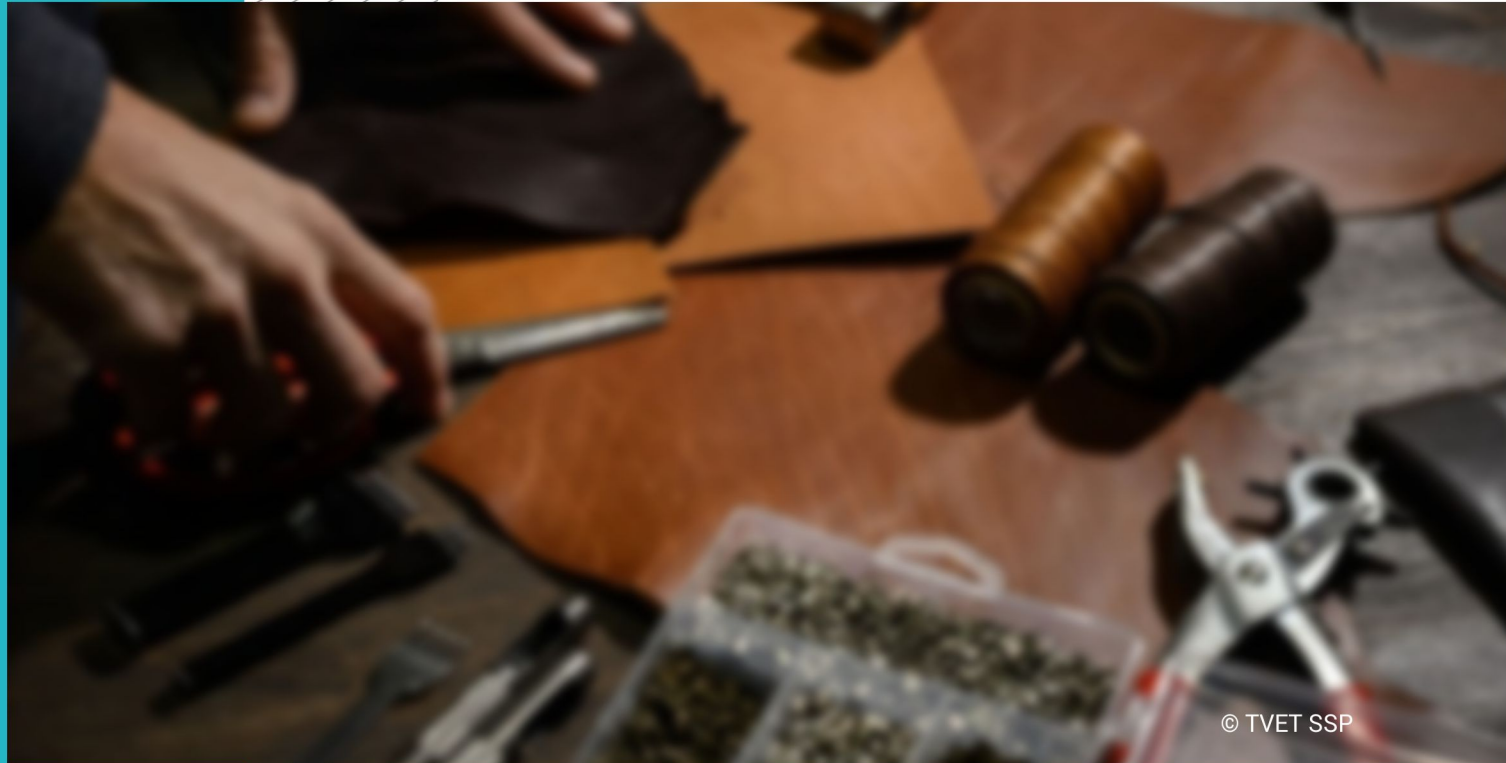
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# LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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## TRAINER GUIDE

National Vocational Certificate Level 4

Version 1 - October, 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 *Computerized Pattern Designer* 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 trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a *Computerized Pattern Designer* 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.

## Modelling of skill

Modelling (or demonstrating) 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. a
- 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.

## Lesson Plan Template

<b>Format of a Lesson Plan</b>			
<b>Module 11:</b> Develop pattern for leather products using CAD/CAM			
<b>Learning Unit</b>			
LU1: Create Base pattern of leather products			
<b>Learning Outcomes</b>			
<ul style="list-style-type: none"> <li>• Draft blocks for various patterns considering required measurements in CAD software</li> <li>• Create all the necessary points on the block covering all required clearances</li> <li>• Create required shape of the product for base pattern</li> <li>• Control the drawn pattern according to the measurement chart</li> <li>• Mark dart points and dart according to product fitting requirement</li> <li>• Separate base pattern from the block</li> </ul>			
<b>Methods</b>	<b>Key Notes</b>	<b>Media</b>	<b>Time</b>
Presentation Practical Demonstration Group Discussion Practice Sessions	Refer to the Trainer's Guide	Tools and equipment used for Creating Base pattern of leather products	Total: 45 Hours  • Theory: 35 Hours • Practical: 10 Hours
<b>Introduction</b>			
This session shall introduce learners to the tools, techniques used for Creating Base pattern of leather products using presentation, demonstration, question and answer, and practical skills development.			
<b>Main Body</b>			
<ul style="list-style-type: none"> <li>• Knowledge of tools in CAD/CAM software and understanding their usage</li> <li>• Understanding of measuring units e.g. mm, cm, inches etc.</li> <li>• Knowledge to understand technical sheet (tech pack)</li> <li>• Understanding of sizing systems used in leather sector e.g. European, UK, USA</li> <li>• Knowledge to draw different lines, curves, angles and shapes in CAD/CAM software</li> <li>• Knowledge of dart, points and notches</li> <li>• Basic knowledge of human body proportions e.g. head line, shoulder line, chest line, waist line, hip line, thigh line, calf line, bottom line</li> <li>• Knowledge of dart transfer according to the product</li> <li>• Knowledge of extraction of base from block pattern in CAD software</li> </ul>			

<b>Conclusion</b>
To conclude the session, review the tools, techniques and material used for Creating Base pattern of leather products. Give learners the opportunity to ask questions.
<b>Assessment</b>
Question and answer, discussion groups with feedback, observation of practice skills development
<b>Total time: 45 hrs.</b>



## Modules and Learning Units

<b>Course:</b> Leather Products Development Technician Level 4 (Computerized Pattern Designer)	<b>Total Course Duration:</b> 2.0 months
<b>Course Overview:</b>	
The purpose of the Leather Products Development Technician Level 4 (Computerized Pattern Designer) course is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The course has been developed to address specific issues, such as the work force availability within the country, and meeting and exceeding the needs and expectations of leather products industry.	

Module	Learning Unit	Duration
<b>Module 11:</b> Develop pattern for leather products using CAD/CAM	<b>LU1:</b> Create base pattern of leather products <b>LU2:</b> Create the other required patterns according to product <b>LU3:</b> Perform pattern grading <b>LU4:</b> Perform marker making and plotting/printing for required leather products	160 Hours
<b>Module 12:</b> Monitor the duties and activities of a team	<b>LU1:</b> Observe and check that professional standards are maintained throughout operations <b>LU2:</b> Check that operatives are present and manage absence issues for operational areas <b>LU3:</b> Support the head of department <b>LU4:</b> Supervise operatives in work areas	120 Hours

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## Teaching & Learning Activities

Module 11: Develop pattern for leather products using CAD/CAM			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<b>LU1:</b> Create Base pattern of leather products	<p>Recap essential concepts learnt in Leather Products Development Technician Level-3 (Pattern Maker) in a moderated discussion to ensure all learners have a grasp. Hold an additional session to clarify concepts in which learners have lack of understanding or knowledge. Make sure you recall following concepts which are necessary for Pattern Making;</p> <ul style="list-style-type: none"> <li>• Measuring units e.g. mm, cm, inches etc.</li> <li>• Understanding technical sheets, samples, sketches etc.</li> <li>• Sizing systems used in leather sector e.g. European, UK, USA</li> <li>• Construction of various leather garments and gloves</li> <li>• Human body proportions e.g. head line, shoulder line, chest line, waist line, hip line, thigh line, calf line, bottom line</li> <li>• Pattern making process</li> <li>• Purpose and application of dart, points and notches</li> </ul> <p>Give an illustrated presentation on various CAD/CAM software applications available in the market.</p> <p>Give learners a tour of the CAD/CAM software; demonstrate installing and performing basic troubleshooting of the software to be used. Assign learners to practice installing the software on their assigned computers.</p>	Computer laboratory with Digital Pattern designing software	CAD/CAM Software Digitizer Scanner Pattern Table Projector

<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Present important features of the software, including the toolbars, shortcuts, dialog boxes, and shortcuts along with navigating, getting help, and printing. Let learners browse through the toolbars on their individual computer workstations and ask learners randomly to identify various features. Guide the learners during practice session to ensure thorough understanding.</p> <p>Demonstrate, and encourage students to practice on their computers, important functions of creating documents, Setting Page Layout, inserting Text and images, Character Formatting, Font, Font Style &amp; Font Effect, Using short cut keys, importing/exporting files, creating shapes, using colour tools, working with layers etc.</p> <p>During the sessions, demonstrate to learners and assign them to practice following;</p> <ul style="list-style-type: none"> <li>• Draft blocks for various patterns considering required measurements in CAD software</li> <li>• Create all the necessary points on the block covering all required clearances</li> <li>• Create required shape of the product for base pattern</li> <li>• Control the drawn pattern according to the measurement chart</li> <li>• Mark dart points and dart according to product fitting requirement</li> </ul> <p>Separate base pattern from the blockAssign learners</p>		

<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>individually to create base pattern leather products using CAD/CAM software. Check each assignment individually and give constructive feedback to ensure all learners are able to demonstrate their knowledge and skills relating to creating base pattern of leather products using CAD/CAM software. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<b>LU2:</b> Create the other required patterns according to product	<p>Recap following concepts in a moderated discussion and hold additional sessions if required;</p> <ul style="list-style-type: none"> <li>• Purpose of lining and lining materials</li> <li>• Difference between base and lining pattern</li> <li>• Different seams according to the design e.g. overlock seam, safety overlock seam, lock stitch seam, piping seam etc.</li> <li>• Interface material (fusing) and its types</li> <li>• Application and benefits of interface material (fusing) according to the product</li> <li>• Various fusing patterns e.g. under collar, under cuff, Flap, bone pocket etc.</li> </ul> <p>Demonstrate and let learners practice preparing required patterns for the leather products. Make sure they understand performing following in CAD/CAM software during the session;</p> <ul style="list-style-type: none"> <li>• Preparing Copy patterns</li> <li>• Applying label and accessories placement in lining and design pattern</li> <li>• Placement according to the actual design</li> <li>• Direction of panels of the pattern in design and</li> </ul>	Computer laboratory with Digital Pattern designing software	CAD/CAM Software Digitizer Scanner Pattern Table Projector

<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>lining patterns</p> <ul style="list-style-type: none"> <li>• Direction of the pattern in fusing in CAD software</li> <li>• Mentioning Product/article name, size, cutting quantity and panel name</li> </ul> <p>Assign learners individually to create patterns using CAD/CAM software. Check each assignment individually and give constructive feedback to ensure all learners are able to demonstrate their knowledge and skills relating to creating patterns of leather products using CAD/CAM software. The practice must include following;</p> <ul style="list-style-type: none"> <li>• Create design pattern according to the product requirement on the base pattern</li> <li>• Control the drawn pattern according to the design and control the matching of the pattern pieces</li> <li>• Create cutting pattern by adding seam allowances, drill, marks, notches, grain line and nomenclature to the design pattern</li> <li>• Create lining pattern by adding seam allowances, drill, marks, notches, grain line and nomenclature to the design pattern</li> <li>• Draw fusing pattern according to product requirement, add grain line and nomenclature</li> </ul> <p>Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<b>LU3: Perform Pattern Grading</b>	<p>Give an illustrated presentation on;</p> <ul style="list-style-type: none"> <li>• Grading types e.g. Machine Grading, Manual Grading &amp; Computerized Grading</li> <li>• Grading techniques e.g. standard grading, restriction grading, Coordinated grading (break size grading)</li> <li>• Sizing system e.g. UK, European and USA</li> <li>• Housekeeping of pattern e.g. proper marking, binding, labelling, hanging etc.</li> <li>• Grading rule by defining X-Axis and Y-Axis</li> <li>• Separating patterns in CAD software from grading e.g. separating Small &amp; Large size pattern from complete size run</li> </ul> <p>Participants apply their knowledge of performing pattern grading and transform their skills to performing grading of digital pattern. Ensure the learners practice following;</p> <ul style="list-style-type: none"> <li>• Set various grading angles on required pattern</li> <li>• Grade the pattern according to the size chart or grading rule</li> <li>• Control the grading according to the measurement chart and control the matching of the pattern pieces</li> <li>• Separate the graded pattern from the prepared pattern</li> </ul> <p>Assign learners individually to create perform pattern grading using CAD/CAM software. Check each assignment individually and give constructive feedback to ensure all learners are able to demonstrate their knowledge and skills relating performing pattern grading using CAD/CAM software.</p>	Computer laboratory with Digital Pattern designing software	CAD/CAM Software Digitizer Scanner Pattern Table Projector

<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Ensure that learners have the opportunity to ask questions to support their understanding.		
<b>LU4:</b> Perform Marker making and plotting/printing for required leather products	<p>Give an illustrated presentation on marker making techniques. Include following in the discussion;</p> <ul style="list-style-type: none"> <li>• Marker and marker making</li> <li>• Colour bundle (variant)</li> <li>• Material width and efficiency of cutting and wastage control</li> </ul> <p>Demonstrate and assign learners to practice performing marker making including;</p> <ul style="list-style-type: none"> <li>• Pattern placement in marker</li> <li>• Automatic and manual marker making</li> <li>• Plotting and cutting the pattern from CAD software</li> <li>• Transfer the required pattern for marker making in CAD software</li> <li>• Set the required fabric width</li> <li>• Mark the pattern according to the required sizes and calculated quantity</li> <li>• Prepare markers by respecting cutting standards (grain lines) according to the design (matching of garment pieces)</li> <li>• Compare auto and manual marker to maximize efficiency by minimizing the material waste</li> <li>• Create a PLT/DXF/AMMA/pdf file and print the pattern</li> </ul> <p>Check each assignment individually and give</p>	Computer laboratory with Digital Pattern designing software	CAD/CAM Software Digitizer Printing Plotter Printer Scanner Pattern Table Projector Cutting Plotter



<b>Module 11: Develop pattern for leather products using CAD/CAM</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	constructive feedback to ensure all learners are able to demonstrate their knowledge and skills relating performing marker making and plotting using CAD/CAM software. Ensure that learners have the opportunity to ask questions to support their understanding.		

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<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Observe and check that professional standards are maintained throughout operations	<p>Invite an experienced leather products development and manufacturing expert to deliver a presentation on how to observe and check that professional standards are maintained throughout operations and on completion of shift. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Principles of professional standards</li> <li>• The benefits of working effectively as part of a team and communicating efficiently with each other throughout shift</li> <li>• The features of a good briefing</li> <li>• Checking that all equipment is in good working order</li> <li>• Key elements of an organisational safety policy</li> <li>• Leather and synthetic material safety and handling when storing and manufacturing</li> <li>• Hazards and risks of chemicals in storage, handling, transportation, processing and disposing</li> <li>• Problems and unexpected situations</li> <li>• Responding to accidents in accordance with organisational requirements</li> <li>• Dealing with problems and unexpected situations in an appropriate manner</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare a short case study giving background information of the leather products development and manufacturing expert. The information should include:</p>	<p><b>Theory</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to leather garment and glove factories</p> <p><b>Practical</b></p> <p>Real or realistic environment of designing and manufacturing leather products (Workshop, factory, laboratory etc.)</p>	<p>Duty rota</p> <p>Job descriptions</p> <p>Standard operating procedures for safe working</p> <p>Logbooks for recording accidents and incidents</p> <p>Uniform (appropriate to the organization)</p> <p>Organizational health and safety policy</p>

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• The expert's name</li> <li>• Address of the expert's organisation</li> <li>• How long the expert has been practising for</li> <li>• How many staffs are employed by the organisation.</li> </ul> <p>Discuss the topic of checking that professional standards are maintained with the invited expert. The expert needs to prepare a short introduction about their organisation they can deliver to the learners at the beginning of their presentation. Ask the leather expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the leather expert's organisation. Hold a discussion with the learners on the key points of checking that professional standards are maintained. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about checking that professional standards are maintained that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the leather expert to the learners. The leather expert needs to deliver the presentation to the learners about their</p>		

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>organisation and how their organisation checks that professional standards are maintained. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of checking that professional standards are maintained.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to observing and checking that professional standards are maintained throughout operations and on and completion of shift in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Check that operatives are present and manage absence issues for operational areas	<p>Lead a discussion about how to check that operatives are present and manage absence issues for operational areas. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>Operational knowledge and understanding of work areas</li> <li>Checking the production requirements for the day</li> <li>Checking that the number of associates at work match both the rota and production requirements</li> <li>Adjusting the duty rota according to requirements, tackling absenteeism</li> </ul>	<p><b>Theory</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to leather garment and glove factories</p> <p><b>Practical</b></p> <p>Real or realistic environment of designing and</p>	<p>Daily production / work plan</p> <p>Schedule of production and delivery</p> <p>Copies of staffing rotas</p> <p>Job descriptions</p> <p>Training records</p> <p>Appraisals</p> <p>Log for recording absences</p> <p>Uniform (appropriate to the organisation)</p>

Module 12: Monitor the duties and activities of a team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Taking appropriate steps for motivation of staff to avoid absenteeism</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about checking that operatives are present and managing absence issues for operational areas. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for checking that operatives are present and managing absence issues for operational areas. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p>	manufacturing leather products (Workshop, factory, laboratory etc.)	

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to checking that operatives are present and manage absence issues for operational areas in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Support the head of department	<p>Lead a discussion about how to support the head of department. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Methods and formats for communication with the Head of Department</li> <li>• Agreeing on methods and formats of communication with the Head of Department</li> <li>• Areas for responsibilities delegated by Head of Department on a daily and medium-term basis</li> <li>• Agreeing with the Head of Department daily and medium-term areas for delegated responsibilities</li> <li>• Supporting the Head of Department in undertaking training and inspections</li> </ul>	<p><b>Theory</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to leather garment and glove factories</p> <p><b>Practical</b></p> <p>Real or realistic environment of designing and manufacturing leather products (Workshop,</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily production / work plan</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security</p> <p>Standard Operating Procedures for different work area and</p>

Module 12: Monitor the duties and activities of a team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>Ensuring that every-day requirements of section are signed off by Head of Department</li> </ul> <p>Display a flip chart showing the following key question: <i>'What are the key issues you personally face when supporting your head of department?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supporting the head of department in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to</p>	factory, laboratory etc.)	<p>operations</p> <p>Organizational procedures for dealing with emergencies and problems, including accidents, fire, evacuations</p> <p>Uniforms (appropriate to the organisation)</p>



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	support their understanding.		
LU4: Supervise operatives in work areas	<p>Deliver an illustrated presentation on how to supervise operatives in work areas. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Encouraging punctuality and efficiency</li> <li>• The methods of communication with associates</li> <li>• Motivating staff effectively</li> <li>• Ensuring that all associates are performing at optimum levels</li> <li>• Ensuring that associates are producing the highest quality of service, enhancing the guest experience</li> <li>• Creating a friendly, professional environment which inspires teamwork</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for supervising operatives in work areas. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main</b></p>	<p><b>Theory</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to leather garment and glove factories</p> <p><b>Practical</b></p> <p>Real or realistic environment of designing and manufacturing leather products (Workshop, factory, laboratory etc.)</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily production / work plan</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Preventive maintenance program</p> <p>Equipment for contacting security</p> <p>Standard Operating Procedures for different work area and operations</p> <p>Organizational procedures for dealing with problems</p> <p>Organizational procedures for dealing with emergencies and problems, including accidents,</p>

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	<p><b>points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for supervising operatives in work areas. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supervising operatives in work areas in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		<p>fire, evacuations</p> <p>Uniforms (appropriate to the organisation)</p>

## Frequently Asked Questions

1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?	Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Compared to conventional programs, the competency based training is not primarily content based; it rather focuses on the competence requirement of the envisaged job role. The whole qualification refers to certain industry standard criterion and is modularized in nature rather than being course oriented.
2. What is the passing criterion for CBT certificate?	You shall be required to be declared “Competent” in the summative assessment to attain the certificate.
3. What are the entry requirements for this course?	The entry requirement for this course is National Vocational Certificate Level-3 in Leather Products Development Technician (Pattern Maker).
4. How can I progress in my educational career after attaining this certificate?	You shall be able to progress further to a level-5, DAE or equivalent course in relevant trade. In certain case, you may be required to attain an equivalence certificate from The Inter Board Committee of Chairmen (IBCC).
5. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?	You can opt to take part in the Recognition of Prior Learning (RPL) program by contacting the relevant training institute and getting assessed by providing the required evidences.
6. What is the entry requirement for Recognition of Prior Learning program (RPL)?	There is no general entry requirement. The institute shall assess you, identify your competence gaps and offer you courses to cover the gaps; after which you can take up the final assessment.
7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?	There are no age restrictions to enter this course or take up the Recognition of Prior Learning program.
8. What is the duration of this course?	The duration of the course <u>work is 280 hrs. (approx. 2.0 months)</u>
9. What are the class timings?	The classes are normally offered 25 days a month from 08:00am to 01:30pm. These may vary according to the practices of certain institutes.
10. What is equivalence of this certificate with other qualifications?	As per the national vocational qualifications framework, the level-4 certificate is equivalent to Matriculation. The criteria for equivalence and equivalence certificate can be obtained

	from The Inter Board Committee of Chairmen (IBCC).
11. What is the importance of this certificate in National and International job market?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website.
12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?	You shall be able to take up jobs in the leather products making companies in the functions of digital pattern making for 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 languages of this course are 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 computerized pattern designing. You may need additional skills on entrepreneurship to support your initiative.

### Test Yourself (Multiple Choice Questions)

1.	What is the function of a Cursor?	<ul style="list-style-type: none"><li>a. Digitizing</li><li>b. Marking making</li><li>c. Grading</li><li>d. None of above</li></ul>
2.	Which of these is used as a basis for creating Base pattern?	<ul style="list-style-type: none"><li>a. Tech pack</li><li>b. Given size chart</li><li>c. Measurements taken on spot</li><li>d. Estimation</li></ul>
3.	Mention if the following statement is True or False; "Tracing wheel, French curve and Japanese scale are used only in Digital Patterns."	<ul style="list-style-type: none"><li>a. True</li><li>b. False</li></ul>
4.	During which of these processes is the Fabric width mentioned?	<ul style="list-style-type: none"><li>a. Marker making</li><li>b. Digitizing</li><li>c. Grading</li><li>d. Finishing</li></ul>
5.	Yoke belt and fly are components of which of these leather products?	<ul style="list-style-type: none"><li>a. Pants</li><li>b. Skirt</li><li>c. Jacket</li><li>d. Glove</li></ul>

6.	Which of these processes include Lay limits, shrinkage and fabric types?	<ul style="list-style-type: none"> <li>a. Marker making</li> <li>b. Digitizing</li> <li>c. Grading</li> <li>d. Finishing</li> </ul>
7.	During which of these processes is the Size range mentioned?	<ul style="list-style-type: none"> <li>a. Marker making</li> <li>b. Digitizing</li> <li>c. Grading</li> <li>d. Setting stitching allowance</li> </ul>
8.	Which of the following is an effective way of maintaining professional standards?	<ul style="list-style-type: none"> <li>a. Checking the production requirements for each department</li> <li>b. Briefing the team on the roles and responsibilities for the shift</li> <li>c. Adjusting duty rotas to align with the level of bookings for the day</li> <li>d. Taking appropriate steps to motivate staff and avoid absenteeism</li> </ul>
9.	Which of the following will help to manage absenteeism?	<ul style="list-style-type: none"> <li>a. Keeping a record of the reasons for absenteeism</li> <li>b. Modifying job descriptions for staff who are frequently absent</li> <li>c. Monitoring the level of bookings to reduce staff overload</li> <li>d. Checking the number of associates match service requirements</li> </ul>
10.	Which <b>TWO</b> of the following ways can a head of department use to ensure that the number of associates at work match the rota and production requirements?	<ul style="list-style-type: none"> <li>a. Revising service standards</li> <li>b. Checking the day's service requirements</li> <li>c. Understanding job descriptions</li> <li>d. Being aware of associates' capabilities</li> </ul>
11.	Which <b>TWO</b> of the following are ways in which the Head of Department can directly support the General Manager?	<ul style="list-style-type: none"> <li>a. Estimating service demand</li> <li>b. Monitoring absence of associates</li> <li>c. Monitoring professional standards</li> <li>d. Checking the level of stores available</li> </ul>
12.	Which <b>TWO</b> of the following approaches can a Head of Department use to ensure that all associates are performing at optimum levels?	<ul style="list-style-type: none"> <li>e. Optimum allocation of roles and responsibilities</li> <li>f. Managing the tone of verbal communications</li> <li>g. Monitoring workloads and providing additional support</li> <li>h. Ensuring written communications are legible</li> </ul>

## ANSWERS

1.	What is the function of a Cursor?	a. Digitizing
2.	Which of these is used as a basis for creating Base pattern?	b. Given size chart
3.	Mention if the following statement is True or False; "Tracing wheel, French curve and Japanese scale are used only in Digital Patterns."	b. False
4.	During which of these processes is the Fabric width mentioned?	a. Marker making
5.	Yoke belt and fly are components of which of these leather products?	a. Pants
6.	Which of these processes include Lay limits, shrinkage and fabric types?	a. Marker making
7.	During which of these processes is the Size range mentioned?	c. Grading
8.	Which of the following is an effective way of maintaining professional standards?	b. Briefing the team on the roles and responsibilities for the shift
9.	Which of the following will help to manage absenteeism?	a. Keeping a record of the reasons for absenteeism
10.	Which <b>TWO</b> of the following ways can a head of department use to ensure that the number of associates at work match the rota and production requirements?	c. Understanding job descriptions d. Being aware of associates' capabilities
11.	Which <b>TWO</b> of the following are ways in which the Head of Department can directly support the General Manager?	a. Estimating service demand c. Monitoring professional standards
12.	Which <b>TWO</b> of the following approaches can a Head of Department use to ensure that all associates are performing at optimum levels?	a. Optimum allocation of roles and responsibilities c. Monitoring workloads and providing additional support

