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CABINET MAKER

Trainer Guide

National Vocational Certificate Level 4

Version 1 - January 2020



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1. 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:

1.1. 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.

1.2. 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.

1.3. 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.

1.4. 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.

1.5. 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.

2. Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the Cabinet Maker Level-4 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 plans 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 *Cabinet Maker* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalized those standards.

3. 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:

1. Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
2. Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
3. Practice the skill before demonstration to trainees, if possible.
4. Introduce the skill to trainees clearly at the commencement of demonstration.
5. Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
6. Carry out demonstration in a way that can be seen by all trainees.
7. Use the same tools and materials that the learner will be using.
8. Go through EACH of the steps involved in performing the skill.
9. Go SLOWLY - describe each step as it is completed.
10. Encourage the learners to move around and watch what you are doing from a number of different angles.
11. Identify critical or complex steps, or steps that involve safety precautions to be followed.
12. Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
13. Try to involve the learners: Ask them questions about why they think the process may work that way.

14. Repeat critical steps in demonstration, if required.
15. 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.

4. Overview of the program

Course: <i>Cabinet Maker Level 4</i>	Total Course Duration: 450 Hours
Course Overview:	
<p>In this training program trainee will learn and acquire specialized knowledge and practical skills required to function as a Cabinet Maker both at domestic and commercial levels. Cabinet Maker will be responsible to Perform Polishing, Maintain Machines, Perform CAD/CAM Operations, Develop Professionalism and Develop Entrepreneur ship skills. The specific objectives of developing these qualifications are as under:</p> <ul style="list-style-type: none"> • Improve the overall quality of training delivery and setting national benchmarks for training of Cabinet Maker in the country • Provide flexible pathways and progressions to learners enabling them to receive relevant, up-to-date and recent skills • Provide basis for competency-based assessment which is recognized and accepted by employers • Establish a standardized and sustainable system of training for Cabinet Maker in the country 	

Module Title and Aim	Learning Units	Theory ¹ Days/hours	Workplace ² Days/hours	Timeframe of modules
Module A. Maintain Workplace Safety	LU1. Ensure Personal safety LU2. Ensure workplace safety. LU3. Ensure safety of tools and equipment LU4. Maintain First aid Box LU5. Ensure Machines Safety LU6. Interpret Environmental Regulation	20	80	100
Module B. Maintain Tools and Equipment	LU1. Maintain tools Cabinet LU2. Arrange tool & Equipment LU3. Calibrate measuring tools LU4. Prepare tools for job	10	40	50

¹ Learning hours in training provider premises,

² Training workshop, laboratory and on-the-job workplace

	<p>LU5. Clean Tools & equipment</p> <p>LU6. Manage Inventory of tools and equipment</p>			
Module C. Prepare Workplace / Housekeeping.	<p>LU1. Maintain Log yard</p> <p>LU2. Dump Logs</p> <p>LU3. Ensure clear passage</p> <p>LU4. Manage safe Storage of allied materials</p> <p>LU5. Maintain Inventory</p>	10	40	50
Module D. Develop Basic Literacy and Numeracy Skills	<p>LU1. Apply basic Literacy skills</p> <p>LU2. Apply basic Numeracy skills</p> <p>LU3. Perform Measurement</p> <p>LU4. Perform basic mathematical calculations</p> <p>LU5. Calculate Area and Volume of Logs</p>	20	80	100
Module E. Develop basic computer operating skills	<p>LU1. Operate MS word</p> <p>LU2. Operate MS Excel</p> <p>LU3. Operate MS Power Point</p> <p>LU4. Perform Browsing</p> <p>LU5. Print document</p>	20	80	100
Module F. Interpret Basic Drawing & Design	<p>LU1. Interpret drawing/design</p> <p>LU2. Perform Interconversion of Scales</p> <p>LU3. Interpret drawing symbols</p> <p>LU4. Take Measurement</p> <p>LU5. interpret Hatching</p>	20	80	100
Module G. Develop basic communication Skills	<p>LU1. Adopt effective Listening</p> <p>LU2. Develop Nonverbal Communication Skill</p> <p>LU3. Develop verbal communication Skill.</p> <p>LU4. Develop Written Communication Skills</p>	20	80	100

Module H. Identify Machines & Its Attachments	LU1. Identify Machine and its sizes. LU2. Identify components & Attachments LU3. Identify capacities & capabilities of Machine LU4. Identify basic tools and supplies associated with Machines LU5. Maintain Inventory of Machines	20	80	100
Module I. Prepare Joints Manually	LU1. Perform Ripping LU2. Perform Cross Cutting LU3. Perform Curve Cutting LU4. Perform Surface Planing LU5. Perform Edge Planing LU6. Perform Size Planing LU7. Make Joints Manually	20	80	100
Module J. Perform Wood Cutting	LU1. Load log for cutting (by crane/manual) LU2. Cut slab with log band saw LU3. Cut planks with log band saw LU4. Stack planks for seasoning LU5. Perform cross cutting of planks with Pendulum saw LU6. Perform Pattern Cutting on Band Saw LU7. Perform ripping of planks LU8. Perform board cutting	20	80	100
Module K. Perform Wood Planing by Machine	LU1. Perform surface planing LU2. Perform edge planing LU3. Perform planing for desired thickness LU4. Perform planing for desired width LU5. Cut to size (cross cutting)	20	80	100
Module L. Prepare Job on machine	LU1. Identify job as per drawing LU2. Make Joints by machine	20	80	100

	<p>LU3. Perform Drilling/Boring</p> <p>LU4. Perform Profiling/ shaping</p> <p>LU5. Perform Turning on Wood Lathe</p> <p>LU6. Perform Lipping</p> <p>LU7. Perform Sanding</p> <p>LU8. Install Hardware (Woodworking)</p>			
Module M. Assemble the Job	<p>LU1. Perform Pre-assembly of job</p> <p>LU2. clamp the job</p> <p>LU3. Test accuracy of the assembled job</p> <p>LU4. Perform Final Assembling of job</p> <p>LU5. Test Firmness of Joints</p>	10	40	50
Module N. Perform Polishing	<p>LU1. Perform Surface Finishing</p> <p>LU2. Arrange Polishing tools & Material</p> <p>LU3. Perform Lacquer Polishing</p> <p>LU4. Perform Staining</p> <p>LU5. Perform Spirit/French Polishing</p> <p>LU6. Perform Paint Finishing</p> <p>LU7. Perform Varnish Finishing</p> <p>LU8. Perform High Gloss Finishing</p>	20	80	50
Module O. Maintain Machines	<p>LU1. Replace Machine Belts/chains</p> <p>LU2. Perform Sharpening of Cutting Blades</p> <p>LU3. Perform Lubrication of machine parts.</p> <p>LU4. Replace Drilling/ boring bits</p> <p>LU5. Replace Profile Cutters</p>	20	80	100
Module P. Perform CAD/CAM Operations	<p>LU1. Interpret Drawing & Design using CAD</p> <p>LU2. Draw & Design the job using CAD</p> <p>LU3. Load the desired Tools</p>	20	80	100

	LU4. Perform Simulation LU5. Perform Material Loading LU6. Perform CAM Operations			
Module Q. Develop Professionalism.	LU1. Resolve problems or disagreements with others LU2. Demonstrate work ethic LU3. Work with others LU4. Work independently LU5. Communicate with signals LU6. Interpret documentation	10	40	100
Module R. Develop Entrepreneurial skills	LU1. Conduct Market survey LU2. Develop basic marketing skills LU3. Identify needs of the market. LU4. Prepare Business plan LU5. Implement marketing activities LU6. Evaluate marketing performance. LU7. Develop Business promotion technique LU8. Develop Business competition Skills	20	80	100
TOTAL		320	1280	1600

Lesson Plan of Module. (Sample)

FORMAT FOR LESSON PLAN			
Module:			
Learning Unit>			
Learning Outcomes>			
Methods	Key Notes	Media	Time
Introduction			
State the Learning Objectives of the lesson. This allows the learners to organize their thoughts on what they will learn and to perform. Also state some questions to recall prior knowledge of learners to arouse their interest and motivation			
Main Body			
Present the new information or material that is to be learned. Demonstration of a skill relevant with the Learning Unit is also stated here. Also mention the teaching and learning methods for each learning element from <i>Trainer Guidelines</i> , the relevant media including handouts, power-point slides, videos, white board and time duration for each activity in the relevant columns			
Conclusion			
List the strategies used for summarizing and reviewing the lesson delivered. Also mention the strategies for formative assessment to ensure that the transfer of knowledge and skill has been achieved			
<u>Assessment</u>			
How this lesson will be assessed?			
			Total time:

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Module-14

5. Trainer's guidelines

Module 14: Perform Polishing			
Module 14: Perform Polishing			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-1: Perform Surface Finishing	<p>Deliver an illustrated presentation on how to Perform Surface Finishing with special attention to the following points. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identify the required tools for surface preparation. • Punch the nails for surface smoothing. • Check for surface dents • Fill up the cracks/minute holes • Remove the extra adhesive. • Apply sand paper for edge/ surface smoothing. <p>Display a slide or flip chart with a key question relating to Perform Surface Finishing.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Perform Surface Finishing.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Surface Finishing in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room / Work place/site	<ul style="list-style-type: none"> • Multimedia • PPT Presentation • White board •

<p>LU-2: Arrange Polishing tools & Material</p>	<p>Discuss and demonstrate the importance of Arrange Polishing tools & Material. Prompt learners to consider learn and apply the following points:</p> <ul style="list-style-type: none"> • Identify polishing tools & materials • Test spray gun for proper working. • Set the spray gun for polishing. <p>Prepare either A flip chart / A PowerPoint slide / A handout ...showing the key topics about Arrange Polishing tools & Material. Go through all the key topics briefly and then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Arrange Polishing tools & Material. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Arrange Polishing tools & Material in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room / Work place / site</p>	<ul style="list-style-type: none"> • Multimedia • PPT Presentation • White board •
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<p>LU-3: Perform Lacquer Polishing</p>	<p>Discuss and demonstrate the importance of how to Perform Lacquer Polishing. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Select the desired material (sealer/ lacquer/ thinner) for lacquer polishing. • Prepare solution (sealer & thinner) to apply first coat • Spray the sealer. • Match the Color if required. • Apply sand paper to the product. • Prepare solution (lacquer & thinner) to apply first coat. • Apply the required number of lacquer coats. <ul style="list-style-type: none"> • Apply sand paper to the product if required. <p>Learners need to devise 10 quiz questions with answers based on how to Perform Lacquer Polishing. They must make sure their questions cover key topics for Develop Verbal Communication.</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 Lacquer Polishing. 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.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Lacquer Polishing in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room / Work place / lab</p>	<ul style="list-style-type: none"> • Multi media • White Board • Stationary • Polishing Material
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<p>LU- 4: Perform Staining</p>	<p>Deliver an illustrated presentation on how to Perform Staining. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identify the required staining material. • Prepare solution (Stain & thinner) to apply first coat to the product. • Apply the required number of stain coats. • Apply sand paper to the product if required. • Apply lacquer coat for final finishing of the product. <p>Display a flip chart showing the following key question related to Perform Staining: <i>'How to Perform Staining'?</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. 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. Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart. 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 Perform Staining in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Class room / Work place / Lab</p>	<ul style="list-style-type: none"> • Multi media • White Board • Stationary • Staining material
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<p>LU-5: Perform Spirit/French Polishing</p>	<p>Discuss and demonstrate the importance to Perform Spirit/French Polishing. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identify the required shellac material. • Apply the powder coat to the product. • Sand the product. • Prepare solution (Shellac & Spirit) to apply first coat to the product. • Apply the required number of shellac coats. • Apply sand paper to the product if required. <p>Display a slide or flip chart with a key question relating to Perform Spirit/French Polishing.</p> <ul style="list-style-type: none"> • Step 1 – Think <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <ul style="list-style-type: none"> • Step 2 – Pair <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <ul style="list-style-type: none"> • Step 3 – Share <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Perform Spirit/French Polishing.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Spirit/French Polishing. in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Classroom / Work place / lab</p>	<ul style="list-style-type: none"> • Multimedia • Stationery items pen, pencil, etc. • Spirit • Clothing
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<p>LU-6: Perform Paint Finishing</p>	<p>Demonstrate an illustrative representation on how to Perform Paint Finishing. Prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identify the required paint material. • Select the quantity of materials (undercoat/paint/thinner) for paint finishing. • Prepare solution (undercoat & thinner) to apply first coat • Spray the undercoat to the product. • Apply sand paper to the product. • Prepare solution (paint & thinner) to apply first coat. • Apply the required number of paint coats. • Apply sand paper to the product if required. • Apply lacquer coat for final finishing of the product. Learners need to devise 10 quiz questions with answers based on Perform Paint Finishing. They must make sure their questions cover key topics for Perform Paint Finishing. <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 Paint Finishing. 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.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Paint Finishing in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Classroom / Work place/Lab</p>	<ul style="list-style-type: none"> • Multimedia • Instruction charts • Paint finishing material
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<p>LU-7: Perform Varnish Finishing</p>	<p>Lead a brainstorm discussion and demonstrate how to Perform Varnish Finishing. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> • Identify the required varnish material. • Select Quantity of material (Varnish/ thinner) for lacquer polishing. • Prepare solution (varnish & thinner) to apply first coat • Spray varnish coat to the product. • Perform Color matching if required. • Apply sand paper to the product. • Apply the required number of varnish coat. <p>Prepare either:</p> <p>Display a flip chart showing the following key question: ‘What are the steps to Perform Varnish Finishing?’</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 Perform Varnish Finishing in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Classroom / Work place/Lab</p>	<ul style="list-style-type: none"> • Multimedia • Vanish material
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<p>LU-8: Perform High Gloss Finishing</p>	<p>Lead a brainstorm on Perform High Gloss Finishing. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> • Identify the high gloss finishing material. • Select the Quantity of materials (hardener/sealer/ lacquer/ thinner) for lacquer polishing. • Prepare solution (sealer & thinner) to apply first coat • Spray the sealer. • Match the Color if required. • Apply sand paper to the product. • Prepare solution (lacquer, hardener & thinner) to apply first coat. • Apply the required number of high gloss finish coats to the product. <p>Display a slide or flip chart with a key question relating to Perform High Gloss Finishing.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Perform High Gloss Finishing</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform High Gloss Finishing in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Classroom / Work place / Lab</p>	<ul style="list-style-type: none"> • Multi media • PPT Presentation • Learner Guide • Finishing material
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Module-15

Module 15 : Maintain Machines

Module 15: Maintain Machines			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU- 1: Replace Machine Belts/chains	<p>Deliver an illustrated presentation on how to Replace Machine Belts/chains. Ensure you address the following points:</p> <ul style="list-style-type: none"> • Disconnect power supply of machine. • Remove the safety covers • Check condition of the belt/chain. • Unmount the belt/chain • Replace the belt/chain as per specification. • Adjust tension of the belt/chain. • Connect the Power supply. • Carry out test run of the machine. • Mount the Safety covers. <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slide / A handout <p>...showing key topic how to Replace Machine Belts/chains. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify three main points that related to each key topic.</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 Identify Machines and its Sizes. 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. End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Replace Machine Belts/chains 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 facilities and flip charts</p> <p>Classroom / Work place/Lab</p>	<ul style="list-style-type: none"> • PPT Presentations • Videos • Whiteboard • Multi media • Various Machines

<p>LU-2:</p> <p>Perform Sharpening of Cutting Blades</p>	<p>Deliver an illustrated presentation on how to Perform Sharpening of Cutting Blades. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Disconnect power supply of machine. • Check condition of the cutting blade • Lock the spindle. • Unmount the safety covers/jigs/fixtures • Remove the blade. • Identify the required sharpening machine. • Remove the slage • Sharp the blade • Remount the blade. • Unlock the spindle. • Adjust tension of the blade if required. • Connect the Power supply. • Carry out test run of the machine. • Mount the Safety covers. <p>Display a slide or flip chart with a key question relating to Perform Sharpening of Cutting Blades.</p> <p>Step 1 – Think</p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair</p> <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share</p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Perform Sharpening of Cutting Blades.</p> <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Sharpening of Cutting Blades 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 facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT • Presentation • Videos • Whiteboard • Learning guide • Different Components and attachments
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<p>Replace Drilling/ boring bits</p>	<p>the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Identify types of drilling/boring bits • Check condition of drilling/boring bits • Identify the required tools for the replacement of drilling/boring bits. • Replace the faulty drilling/boring bit. <p>Divide the Trainees into Group and perform the following about how Replace Drilling/ boring bits</p> <ul style="list-style-type: none"> ➤ Role play ➤ Group Discussion ➤ Brain storming <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating Replace Drilling/ boring bits in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<p>.</p> <ul style="list-style-type: none"> • Videos • Whiteboard • Learning guide • Drilling bits
<p>LU-5: Replace Profile Cutters</p>	<p>Deliver an illustrated presentation on how to Replace Profile Cutters. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Identify the profiling cutter. • Disconnect power supply of machine. 	<p>Class room with multimedia aid, audio-</p>	<ul style="list-style-type: none"> • PPT Presentations .

	<ul style="list-style-type: none"> • Check condition of the cutting blade • Lock the spindle. • Unmount the safety covers/jigs/fixtures • Remove the profile cutters • Remount the desired profile in the cutter head. • Remount the safety covers/jigs/fixtures. • Unlock the Spindle. • Connect the power supply. • Carry out test run. • Perform operations. <p>Prepare either: A flip chart / A PowerPoint slides / A handout</p> <p>...showing the key topics about Replace Profile Cutters. Go through all the key topics briefly and then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Replace Profile Cutters. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Replace Profile Cutters in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • Videos • Whiteboard • Inventory Book
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Module-16

Module 16 : Perform CAD/CAM Operations

Module 16: Perform CAD/CAM Operations			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-1: Interpret Drawing & Design using CAD	<p>Deliver an illustrated presentation on Interpret Drawing & Design using CAD. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Collect the desired drawing & design • Transfer the desired drawing & design to the concerned section/ person • Perform supervision of the job as per drawing <p>Display a slide or flip chart with a key question relating to Interpret Drawing & Design using CAD.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Interpret Drawing & Design using CAD. Learners must be able to practice and develop their knowledge and skills relating to Interpret Drawing & Design using CAD 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 facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide • CAD Drawing
LU-2: Draw & Design	<p>Deliver an illustrated presentation on Draw & Design the job using CAD. Ensure you address the importance of the following points:</p>	<p>Class room with</p>	<ul style="list-style-type: none"> • PPT Presentation • Videos

<p>the job using CAD</p>	<ul style="list-style-type: none"> • Consult catalogue as per client demand • Set Interface in CAD software • Make Multi view drawing & design of the job • Make 3D drawing & design of the job/ part • Render the job as per client's demand • Plot/ print the job <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slide / A handout <p>...showing the key topics about Draw & Design the job using CAD. Go through all the key topics briefly and then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Draw & Design the job using CAD. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Draw & Design the job using CAD in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>Workshop or Workplace</p>	<ul style="list-style-type: none"> • Whiteboard • Learning guide • CAD
<p>LU-3: Load the desired Tools</p>	<p>Lead a discussion about importance of Loading the desired Tools. Use real examples to support the discussion and ensure the discussion considers the following points:</p> <ul style="list-style-type: none"> • Identify the required tools as per process 	<p>Class room with multimedia</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard

	<p>Step 1 – Think</p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair</p> <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share</p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Perform Simulation.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Perform Simulation in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Workshop or Workplace	
<p>LU-5: Perform Material Loading</p>	<p>Discuss and demonstrate the Perform Material Loading and prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Identify required parts of the job • Set the clamping/ vacuum sucking units as per parts of the job • Load the job parts on the machine bed <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about Perform Material Loading. Go through all the key topics briefly and</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide •

	<p>then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Perform Material Loading. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Perform Material Loading in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<p>LU-6: Perform CAM Operations</p>	<p>Discuss and demonstrate the importance of Perform CAM Operations and prompt learners to consider learn and apply the following:</p> <ul style="list-style-type: none"> • Ensure the loading of desired tools/ bits in ATC. • Calibrate the machine. • Execute the machine to complete the process • Take out the completed part <p>Prepare either:</p> <p>. A flip chart / A PowerPoint slide / A handout ...showing the key topics about Perform CAM Operations. Go through all the key topics briefly and then allocate one key topic to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • • PPT Presentations. • Videos • Whiteboard • Learning guide •

	<p>group. Each group should use a sheet of flip chart paper to record three main points from their discussions that relate to their key topic.</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 Perform CAM Operations. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Perform CAM Operations in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>Workshop or Workplace</p>	
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Module-17

Module 17: Develop Professionalism

Module 17: Develop Professionalism			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-2: Demonstrate work ethics	<p>Deliver an illustrated presentation on how to Demonstrate Work ethics. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Follow principles of work ethics in all situations. • Adopt professional behavior <p>Display a slide or flip chart with a key question relating to Demonstrate Work ethics.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Demonstrate Work ethics</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Demonstrate Work ethics in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

Module 17: Develop Professionalism

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p>LU-3: Work in team</p>	<p>Lead a brainstorm on how to Work in team. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> • Work as a team member to achieve common goals • Keep open mind • Participate in work place meetings • Communicate accurately and clearly • Co-ordinate job related activities • Cooperate with others <p>Learners need to devise 10 quiz questions with answers based on performing single phase connection. They must make sure their questions cover key topics for Work in team.</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 how to Work in team. 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.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>To prepare for practical sessions, divide the trainees in small groups. Provide each group with different tasks related to Work in team. Check that each trainee understands their task.</p> <p>Trainees need to practice their skills to Work in team in a real or realistic environment. Learners must be able to practice and develop their knowledge and skills relating to roast the Pine nuts 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 facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

Module 17: Develop Professionalism

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p>LU-4: Work independently</p>	<p>Lead a brainstorm discussion and demonstrate how to Work independently. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> • Confirm and clarify assignment • Take initiative, anticipate and prepare for next steps in job • Identify and resolve potential and actual problems • Communicate with other site personnel • Complete assignment <p>Prepare either:</p> <p>Display a flip chart showing the following key question: ‘What are the important steps to Work independently?’</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 Work independently 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 facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

Module 17: Develop Professionalism

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
<p>LU-5: Communicate with signals</p>	<p>Deliver an illustrated presentation on how to Communicate with signals. Ensure you address the following points:</p> <ul style="list-style-type: none"> • Identify and work with signals • Communicate with audible signals, such as back-up alarm, and site emergency horn • Communicate with hand signals <p>Prepare either:</p> <p>A flip chart / A PowerPoint slide / A handout</p> <p>...showing the key topics about Communicate with signals. Go through all the key topics briefly and then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Communicate with signals. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Communicate with signals 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 facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

Module 17: Develop Professionalism

Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-6: Interpret documentation	<p>Lead a brainstorm on Interpret documentation. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none">• Access and maintain documents• Provide complete, legible and accurate information in documents.• Interpret equipment inspection documentation from previous shifts before conducting pre-operational inspection <p>Display a slide or flip chart with a key question relating to Interpret documentation</p> <p>Step 1 – Think</p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair</p> <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share</p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Interpret documentation.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Interpret documentation in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none">• Multi media• Packing material• Wight scale

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Module-18

Module 18: Develop Entrepreneurial skills

Module 18: Develop Entrepreneurial skills			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU-1: Conduct Market Survey	<p>Deliver an illustrated presentation on how to Conduct Market Survey. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Collect information regarding market size and potential from appropriate sources • Investigate market trends and developments to identify market needs relative to business ideas • Gather market information from primary and secondary sources to identify possible market needs in relation to business ideas • Identify ethical and cultural requirements of the market and their impact on business ideas • Identify new and emerging markets and document their features • Identify and organize information on expected market growth or decline and associated risk factors <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing key topic how to Conduct Market Survey. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify three main points that related to each key topic.</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 to conduct the Market Survey. 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 Conduct Market Survey in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Multi media

<p>LU-2: Develop basic marketing skills</p>	<p>Deliver an illustrated presentation on how to Develop basic marketing skills. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Present a design to the client as per requirement • Finalize the business deal • Purchase the equipment/tools and consumables as per agreed design • Adopt correct means of transportation • Select promotional means, according to target needs of clients <p>Display a slide or flip chart with a key question relating to Develop basic marketing skills.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Develop basic marketing skills. Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Develop basic marketing skills 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 facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentation • Videos • Whiteboard • Learning guide •
<p>LU-3: Identify needs of the market.</p>	<p>Lead a discussion about importance of how to Identify needs of the market. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Analyse upcoming market trends. • Develop Professional network. • Demonstrate behavioural skills. • Develop sound interpersonal skills • Develop new designs. <p>Learners need to devise 10 quiz questions with answers based on Identify needs of the market. They must make sure their questions cover key topics for how to Identify needs of the market. Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about how to Identify needs of the market. On the reverse of the card, they should write an appropriate answer to their question. 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</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide •

	<p>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.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Identify needs of the market. in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<p>LU-4: Prepare Business plan</p>	<p>Deliver an illustrated presentation on how to Prepare Business plan. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Develop operational goals and targets to meet the enterprise strategic plan. • Identify and incorporate supply chains into the business plan. • Identify risk management needs are within the business plan. • Set clear and measurable indicators of operational performance to allow for realistic analysis of performance. <p>Divide the Trainees into Group and perform the following about how to Prepare Business plan</p> <ul style="list-style-type: none"> ➤ Role play ➤ Group Discussion ➤ Brain storming <p>Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Prepare Business plan 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 facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide
<p>LU-5: Implement marketing activities</p>	<p>Deliver an illustrated presentation on how to Implement marketing activities. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Schedule planned marketing activities within appropriate timeframes • Develop measurable performance targets that meet business plan objectives • Organize distribution channels and ensure product and service information is accurate and readily available to clients • Implement marketing activities within budgetary constraints to meet legal, ethical and enterprise requirements <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart / A PowerPoint slides / A handout 	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Learning guide

	<p>...showing the key topics about Implement marketing activities. Go through all the key topics briefly and then allocate one key topic 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 three main points from their discussions that relate to their key topic.</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 Implement marketing activities. Discuss these main points briefly with the whole group. Learners should make additional notes on the flip chart to record additional points their group had not identified.</p> <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 Implement marketing activities in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
<p>LU-6: Evaluate marketing performance</p>	<p>Deliver an illustrated presentation on how to Evaluate marketing performance. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Review the established marketing objectives to ensure they remain viable • Assess product, pricing and distribution policies in relation to market changes, marketing objectives and enterprise requirements. • Identify areas of positive marketing performance and take corrective action to remedy poor marketing performance areas. <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip charts • A PowerPoint slides • A handout <p>...showing key topic how to Evaluate marketing performance. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify three main points that related to each key topic.</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 to evaluate marketing performance. 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>Class room with multimedia aid, audio-visual facilities and flip charts</p>	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Multi media

	Learners must be able to practice and develop their knowledge and skills relating to Evaluate marketing performance in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU-7: Develop Business promotion technique	<p>Deliver an illustrated presentation on how to Develop Business promotion technique. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> • Establish marketing objectives based on current and potential product specifications • Select appropriate production processes to ensure product specifications are met • Select selling strategies to ensure required prices are achieved • Select appropriate distribution channel options to ensure access to target markets is achieved efficiently and appropriately • Establish time-frames for distribution and selling activities <p>Display a slide or flip chart with a key question relating to Develop Business promotion technique.</p> <p>Step 1 – Think Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p>Step 2 – Pair For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p>Step 3 – Share The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to Develop Business promotion technique Observe the students and give feedback to Improve the Knowledge and skill.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Develop Business promotion technique in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	Class room with multimedia aid, audio-visual facilities and flip charts	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Multi media
LU-8: Develop Business Competition skills	<p>Lead a discussion about importance of how to Develop Business Competition skills. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Prepare and record detailed plans for promotional activities • Outline objectives, level of exposure and available markets • Ensure strategies take account of time management and scheduling issues, and resource constraints 	Class room with multimedia aid, audio-visual facilities	<ul style="list-style-type: none"> • PPT Presentations. • Videos • Whiteboard • Multi media

	<ul style="list-style-type: none"> • Create promotional materials that enhance the product and commercial presentation • Record and communicate priorities, responsibilities, timelines and budgets for promotional activities. <p>Learners need to devise 10 quiz questions with answers based on Develop Business Competition skills. They must make sure their questions cover key topics for how to Develop Business Competition skills.</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 how to Develop Business Competition skills. 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.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Develop Business Competition skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	and flip charts	
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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-5 in Carpentry Sector (Cabinet Maker) after the completion of National Vocational Certificate Level-4 in Carpentry Sector (Cabinet Maker): You shall be able to progress further to take admission in a level-5, DAE or equivalent course (if applicable). 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>

8. What is the duration of this course?	The duration of the course work is 1,510 hrs. (11 months)
9. What are the class timings?	The classes are normally offered 25 days a month from 08:00am to 01:30pm. These may vary according to the practices of certain institutes.
10. What is equivalence of this certificate with other qualifications?	As per the national vocational qualification's framework, the level-4 certificate is equivalent to Matriculation. The equivalence certificate can be obtained from The Inter Board Committee of Chairmen (IBCC).
11. What is the importance of this certificate in National and International job market?	This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website.
12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?	You shall be able to take up jobs in the local or overseas construction companies in heavy machinery operator job profile.
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. The heavy Machinery Operator normally earns 20,000 to 25,000 in the start.
17. Are there any alternative certificates	There are some short courses offered by some training institutes on this subject. Some

which I can take up?	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 by purchasing your own heavy construction machine and can start earning 50,000 per month. You may need additional skills on entrepreneurship to support your initiative.

Test Yourself (Multiple Choice Questions)


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