Norwegian Embassy
Islamabad

Co-funded by the European Union

german
cooperation
DEUTSCHE ZUSAMMENARBEIT

ENTREPRENEURSHIP

Trainer Guide

National Vocational Certificate Level 4

Version 1 - March 2020

NAVTTC

Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 4

Version 1 - March 2020

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 *Entrepreneurship* 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 trainers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good trainer is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because …', or even 'tell me why you chose to do it like this?'.

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a*Entrepreneurship* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
c) Practice the skill before demonstration to trainees, if possible.
d) Introduce the skill to trainees clearly at the commencement of demonstration.
e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
f) Carry out demonstration in a way that can be seen by all trainees.
g) Use the same tools and materials that the learner will be using.
h) Go through EACH of the steps involved in performing the skill.
i) Go SLOWLY - describe each step as it is completed.
j) Encourage the learners to move around and watch what you are doing from a number of different angles.
k) Identify critical or complex steps, or steps that involve safety precautions to be followed.

l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
m) Try to involve the learners: Ask 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 learners a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

Overview of the program

Course:National Vocational Qualification in Entrepreneurship – Level 4	Total Course Duration:800 hrs
Course Overview:	
The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in **Entrepreneurship**sector in accordance with industry requirements. Graduates of this program may find employment in local and international industries.	

Module	Learning Unit	Duration
Module 2: Develop a Formal Business Plan **Aim:** The aim of this module is to to to communicate effectively at workplace. This section is developed to improve knowledge and skills required to start a business venture. The subsequent sections classify initiation process of a business into distinct elements that help in a persuasive start-up.	**LU1:** Conduct market research **LU2:**Develop detailed product/service portfolio **LU3:** Develop objectives & milestones **LU4:** Develop organizational structure **LU5:** Develop an operational plan **LU6:** Develop marketing plan **LU7:** Develop risk mitigation strategy **LU8:** Develop a financial plan **LU9:** Attract financers	420
Module 3: Set-up a business **Aim:** The aim of this module is to develop knowledge skills and understanding needed to identify business opportunities. This section is crafted to develop knowledge and skills required to register a business, acquire license/permits, create	**LU1:** Register business **LU2:** Create a brand identity **LU3:** Select appropriate business location	150

Module	Learning Unit	Duration
brand identity and identify a business location.		
Module 4: Initiate Business Activities **Aim:** The aim of this module is to initiate business activities. This section is crafted to develop knowledge and skills required to procure resources, build an effective team, adopt appropriate marketing tools, timely and quality delivery of product or service, cost optimization, maintain record of financial transactions and maintain safe working environment.	**LU1:** Procure supplies required to carry out business operations **LU2:** Develop team **LU3:** Adopt appropriate marketing options **LU4:** Ensure timely and quality delivery of products/services **LU5:** Optimize costs **LU6:** Maintain record of financial transactions	360
Module 7: Ensure Quality of Products/Services **Aim:** The aim of this module is to to ensure Quality of Products/Services. This standard defines the advanced knowledge, skills and understanding requiredtoensure quality of products or services.	**LU1:** Establish product quality requirements **LU2:** Develop quality management procedures **LU3:** Conduct management review of quality management system	180

FORMAT FOR LESSON PLAN		
Module 2: Develop a Formal Business Plan		
Learning Unit 1: Conduct market research		
Methods	Key Notes	Media Time
	The materials and techniques used to develop a formal business plan.	
	Introduction	
	This session will help the learners developing a detailed business plan including all the business aspects.	
	Main Body	

	P1. Analyse market segmentation
	    o Numeracy skills
	    o Methodology of conducting market segmentation and its tools
	P2. Identify customer needs related to product/service
	    o Basis for targeting customers
	    o Kinds of customers
	P3. Conduct competitor analysis
	    o SWOT analysis
	P4. Analyse forces and factors affecting the market
	    o Competitor Analysis.
	    o PESTLE analysis of products and services
	P5. Identify potential stakeholders
	    o Business terms and definitions	

	Conclusion	
	To conclude the session, review the techniques and materials used for developing formal business plan. Give learners the opportunity to ask questions.	
	Assessment	
	Question and answer, discussion groups with feedback, observation of practice skills development	
	Total time:	

Module-2

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 4

Version 1 - March 2020

Trainer's guidelines

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/** **Learning Activities**	**Delivery Context**	**Media**

LU1:
Conduct market research
	Conduct a session to discuss purpose and application of a formal business plan. Encourage all learners to participate in the discussion. Ensure that the discussion addresses the following points:
	  o Identify market and its needs
	  o Kinds of customers
	  o Definitions of segmentation, customer targeting, market research, market mapping, and competitor analysis.
	  o Bases for Market segmentation
	
	Explain basic statistical tools and numeracy skills required to develop a formal business plan by presenting examples on whiteboard.
	
	Demonstrate statistical tools through multimedia. Conduct a group activity and assign tasks to each group related to the understanding and application of statistical tools.
	
	Conduct a group activity and ask each group to develop market segmentation according to the market needs.
	
	Conduct a brainstorming session to identify the product/services positioning
	Conduct a group activity to do a competitor analysis using an appropriate template.
		Classroom
		Local Market/industry
			• Multimedia presentation
			• Handouts illustrating:
			  o Kinds of markets and customers
			  o Market segmentation and templates
			  o Basic Statistical tools guide (MS Excel)
			  o Templates for the competitor analysis

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Ask the groups to come and present their findings before the class. Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.		

LU2:
 	
Develop detailed product/service portfolio
	Conduct a session to discuss product descriptions and its application with examples.
	Explain the terms and definitions of unique selling point (USP) and product lifecycle (PLC).
	
	Guide learner to prepare a presentation using appropriate tool to present product/service portfolio, USP and PLC.
	Ask learners to prepare product/service portfolio in form of flyers and broachers or formal Business presentation, etc.
	
	Present the designed product descriptions before the class in the form of groups.
	Ask learners to writing a formal product/service description.
	Present product life cycle case studies on multimedia.
	Assign individual assignment of drawing a generic product life cycle curve with proper labeling.
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Samples and Templates for product/service description
			  o Samples and template for product portfolio
			  o unique selling point (USP)
			  o Process of product lifecycle with example

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.		
LU3: Develop objectives & milestones	Explain the meaning and purpose of mission and vision of an organization. Ask learners to develop their individual mission and vision statement. Define and explain the term of Key Performance Indicator (KPI) with examples. Explain Methodology of Developing a monitoring plan Conduct activity with learners to develop a monitoring plan for their business also ask learners to point out the KPIs of their individual business	Classroom	• Multimedia presentation • Handouts illustrating: ○ Mission and vision of an organization ○ Key Performance Indicator (KPI) ○ Monitoring plan sample
LU4: Develop organizational structure	Explain organizational structure and hierarchies with types. Present examples related to job descriptions with the help of multimedia presentations. Conduct a group activity to create an organizational hierarchy by assigning individual roles and write their own job descriptions. Ask every individual to narrate his/her roles and responsibilities in an organization.	Classroom	• Multimedia presentation • Handouts illustrating: ○ Organizational structure images and template ○ Samples of Job descriptions templates and samples ○ Interdepartmental communication channels

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Explain different mediums of interdepartmental communication. Estimate the number of individuals required according to the needs and size of business operations. Ask learner to estimate no of Human resource required for a medium size organization develop organizational Hierarchy for the same submit document defining Organizational chart. Present different competencies needs assessment techniques and ask the learners to develop their relevant competency standards against their position in any particular organization. Define different types of compensation and benefits for the employees. Ask the learners to write down the compensation and benefits against their assigned roles and present in front of class		- Competency needs assessment techniques - Compensation and benefits for the employees
LU5: Develop an operational plan	Start with defining basic operations management, process flow, fundamental quality assurance and control. Present examples of process flow of product/service. Ask the learners groups to create their own process flow chart. Present practical examples of 5S techniques and OBEYA and ask learner groups to fill in the relevant templates of both.	Classroom	- Multimedia presentation - Handouts illustrating: - Operations management - Process flow, and fundamental quality assurance and control - Process flow chart. - Templates and samples for OBEYA - Templates and samples for 5S techniques

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**

LU6: Develop marketing plan	Explain basic marketing Concepts and their applications.
	
	Define marketing mix with practical examples. Ask the learners to fill in 4P's for their relevant products/services.
	
	State and explain different modes of marketing communication. Ask the learners to identify the viable and suitable marketing communication channels for their relevant businesses.
	
	Present different pricing strategies with examples. Ask the learners to design the product pricing for their own businesses.
	
	Present and define terms of budget allocations, marketing investment and return on investment.
	
	Conduct an activity in which learners define marketing strategy for their product /Services and also ask them to how they will run a marketing campaign according to the budget allocated. (Practical Work included)
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			   o Templates and examples of 4P's
			   o **b**asic marketing Concepts and their applications,
			   o Marketing Communication Channels
			   o Different pricing strategies
			   o Budget allocations, marketing investment and return on investment.

LU7: Develop risk mitigation strategy	Start discussion on definition, examples and types of internal and external risks.
	
	Conduct a brainstorming session on internal and external risks and possible consequences associated to the relevant businesses of the learners.
	
	Start discussion of the types of risk mitigation strategies.
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			   o Internal and external risks.
			   o Types of risk mitigation strategies

Module2: Develop a Formal Business Plan			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Assign learner groups to identify the appropriate risk mitigation strategies associated to their businesses and submit a report		
LU8: Develop a financial plan	Start a discussion on importance and understanding of a good financial plan. Define and explain funding resources and its types. Start a learner group discussion on the appropriate funding resources for their relevant businesses. Overview of terms related to financial plan e.g. revenue and costs, profit and loss, cash flow statement, breakeven analysis and contingency plan. Conduct an activity of reading and analyzing the examples (diagrams/graphs/tables) related to profit and loss statement, cash flow statement, and breakeven analysis.	Classroom	• Multimedia presentation • Handouts illustrating: o Basics of a financial plan o Samples and template of financial plan o Funding resources and its types o Templates and samples of cash flow statement o Templates and samples of breakeven analysis o Templates and samples of contingency plan
LU9: Attract financers	Start discussion of public and private financing prospects and their differences i.e. advantages and disadvantages. . Explain purpose of investor's pitch and its basic elements e.g.problem, solution, product demo, market size, business model, Unique selling point, competition, Go-to-Market strategy, and fundraising information. Discuss the techniques of presenting business plan and pitching to investors Ask learners to create their own investor's pitch on PowerPoint and present before the class.	Classroom	• Multimedia presentation • Handouts illustrating: o Financing prospects and their differences o Essential elements of investor's pitch o Templates and samples of investors pitch

ENTREPRENEURSHIP

Trainer Guide

National Vocational Certificate Level 4

Version 1 - March 2020

Module-3

Module 3: Set-up a business			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**

LU1: Register business	Define basic requirements for selecting a business title, Intellectual property rights including patent, trademark and copyright give examples with the help of power pointy and internet
	
	Ask the learners to write their relevant business titles.
	And Enlist the basic documentation required for the registration of a business. also identity relevant IP rights required for their business conduct quiz for the same
	
	Explain the procedure for opening a bank account.
	Conduct general viva related to the process of opening of bank account
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Intellectual property rights
			  o Registration procedure for registering a business
			  o Procedure for opening a bank account

LU2: Create a brand identity	Explain basic branding strategies including trademark, and brand value preposition using power point.
	
	Ask learners to choose appropriate brand name for their businesses and share with other learners
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Branding Strategies and selection of a brand name
			  o Brand Value proposition

LU3: Select appropriate business location	Discuss the Importance of appropriate business site. Introduce Customer flow chart and their applications. Ask learners to Develop a customer flow chart for the relevant businesses in groups and submit report	Classroom	• Multimedia presentation • Handouts illustrating: o Importance of appropriate business site.

Module 3: Set-up a business			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Discuss the basic accessibility requirement of a business. Brainstorm session on the accessibility requirements of a businesses. Define the possible options for the business locations and discuss the pros and cons of the relevant business locations in terms of finances. Select the most suitable business location for the business. Ask Learner to select appropriate business location and share in front of class		o Accessibility requirement of a business o Sample and template of customer flow chart

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 4

Version 1 - March 2020

Module-4

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**

LU1: Procure resources required to carry out business operations	Discuss definition of procurement, supply planning, supplier selection, cost budgeting and cost control. Show some supportive informative graphics and visual aids.
	
	State and explain the 7 steps of strategic procurement process using multimedia including
	○ **Step 1:** Conduct an internal needs analysis.
	○ **Step 2:** Conduct an assessment of the supplier's market.
	○ **Step 3:** Collect supplier information.
	○ **Step 4:** Develop a sourcing/outsourcing strategy.
	○ **Step 5:** Implement the sourcing strategy.
	○ **Step 6:** Negotiate with suppliers and select the winning bid.
	○ **Step 7:** Implement a transition plan or contractual supply chain improvements.
	
	Initiate a learner group activity to develop 7 steps of strategic procurement process for their relevant business ideas. Encourage the learners to do a group presentation before the class.
	
	Present basic introduction of inventory and its management. Present examples of in and out supply units.
	
	Ask learners to fill in the templates of inventory to identify in and out supply units.
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  ○ Multimedia
			  ○ Procurement, supply planning, supplier selection.
			  ○ Video for cost budgeting and cost control.
			  ○ 7 Steps of Strategic Procurement process
			  ○ Video related to 7S procurement process
			  ○ Template for 7S procurement process
			  ○ Inventory and its management
			  ○ Templates for inventory management
			  ○ Supplier selection process.

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	Define supplier selection process. Encourage learners to search and select their suppliers for the local market and conduct quiz related to it.		

LU2: Develop team	Demonstrate basic human resource management concepts including staffing, recruitment and selection. Describe various sources of hiring/recruitment using white board/ slides
	
	Conduct a CV evaluation session using a sample resume/CV on multimedia including criteria for the evaluation of CV i.e. qualification, experience, skills, age, etc.
	
	Distribute multiple samples resume among the learners and ask for individual evaluation.
	Explain interview conduction techniques. Conduct a mock interview session. Play several types of recorded interviews on multimedia.
	
	Explain the method of assigning roles and responsibilities including job orientation process.
	Ask the learners to present the job descriptions and responsibilities before their teams/groups.
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Human resource management
			  o Staffing, recruitment, selection.
			  o Interview conduction techniques
			  o Job descriptions and responsibilities
			
			Samples
			• Sample CVs
			• Sample video interviews
			• Sample video interviews
			• Samples of job descriptions and responsibilities

LU3: Adopt appropriate marketing options	Explain basic needs and wants of customers in any business. State and explain the types and methods of conducting market surveys.	Classroom Local market	• Multimedia presentation • Handouts illustrating:

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/** **Learning Activities**	**Delivery Context**	**Media**
	Ask the learners to conduct a market survey in local market and submit the results in the report form. Ask the learners to develop the 4Ps for their business i.e. product, price, placement, promotion. Explain different types of marketing campaigns including, social media campaign, and digital marketing campaigns. Explain the terms of lead, conversion and cost per lead/conversion with relevant business examples. Present examples of lead generation tools. Ask the learners to visit the market and find examples for every type of marketing campaign and identify the most cost-effective option and submit it to the trainer		o Needs and wants of customers o Market survey o Sample market surveys o Questionnaire for the market surveys o 4Ps sample and templates o Types of marketing campaigns and examples o Lead generation tools and examples
LU4: Ensure timely and quality delivery of products/services	Explain terms like distributors and distribution channels and its types i.e. Distribution system etc. Conduct an activity which help the learners to develop the sequence of operational activities in a particular business using a practical example using templates, visual aids etc. Explain time management, its type, and scheduling techniques. Ask the learner to optimize the time of an	Classroom Local Market	• Multimedia presentation • Handouts illustrating: o Distributors and Distribution Channels and Types o Time management and scheduling techniques o Sample processes for time optimization o Customer requirements and feedback system.

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
	existing operational activity from the relevant business industry and prepare report of it. Explain the importance and types of customer requirements and feedback system. Explain different types of sampling techniques. Conduct an activity and ask learners to select a small targeted audience and submit the findings in a document. Define knowledge of basic Quality assurance and control systems to the learners with the help of power point presentations Ask the learners to visit the nearby relevant business unit and present his/her findings before the class.		o Templates and samples for customer requirements and feedback system. o Quality assurance and control systems Videos and templates for sequence of operational activities

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**

LU5: Optimize costs	By using power point slides explain to the learners about the basic concepts of cost optimization, operational cost, wastes and types.
	
	Explain waste reduction and management techniques. Ask the learner to optimize the cost of an existing operational activity from the relevant business industry.
	
	Describe corporate social responsibility
	
	Ask the learners to find the examples of business units practicing corporate social responsibility and present before the class.
		Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Basic concepts of cost optimization, operational cost, wastes and types.
			  o Waste reduction and management techniques.
			  o Templates and samples for cost optimization
			  o Corporate social responsibility

LU6: Maintain record of financial transactions	Demonstrate the purpose, difference and application of, accounts ledger, profit/loss statement and balance sheets.
	Ask the learners about the accounts ledger, profit and balance sheets, loss statement through a formal quiz.
	
	Guide the students about the basic taxation law and calculation to file the tax returns.
	Discuss with learners about the process of filing tax returns.
	Ask learners to visit FBR website and share their findings with class
		• Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o accounts ledger,Balance sheets profit and loss statement.
			  o Templates and samples for balance sheets
			  o Templates and samples for accounts ledger
			  o Templates and samples for profit and loss statement
			  o Basic taxation law and process of filing tax returns

Module 4: Initiate business activities			
Learning Unit	**Suggested Teaching/ Learning Activities**	**Delivery Context**	**Media**
			o Template for tax calculation

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 4

Version 1 - March 2020

Module-7

Module 7: Ensure Quality of Products/Services

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media

LU1: Establish product quality requirements	Demonstrate the importance and purpose of relevant certifications for the businesses also Explain the tools and techniques required to check the quality assurance of a business.
	
	Ask the learners to find the tools and quality standards required for their relevant businesses and submit the findings in a document.
	
	Explain the types of mediums required for the communication in domestic and international market.
	Ask the learners to identify, document and submit the certification needs for their business as per domestic and international market requirements.
		• Classroom	• Multimedia presentation
			• Handouts illustrating:
			  o Importance and purpose of relevant certifications for a business
			  o Tools and techniques required to check the quality assurance of a business
			  o Types of mediums required for the communication in domestic and international market

LU2: Develop quality management procedures	Demonstrate what quality policy is and how it is applied to the business idea. Explain the fundamental concepts of quality management system with help of slides
	
	Provide an overview of the different quality monitoring techniques and tools i.e. 7 quality tools.
	Ask the learners to visit different business units in the local industry and identify and document the
		• Classroom
		• Local Market
			• Multimedia presentation
			• Handouts illustrating:
			  o Quality policy
			  o Fundamental concepts of quality management system
			  o Quality monitoring techniques
			  o Internal audit and general methodologies

Module 7: Ensure Quality of Products/Services

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	quality monitoring practices and submit the findings in a document form. Explain the internal audit and general methodologies to carry out an internal audit of quality management system. Ask the learners to find and submit an internal audit report of any existing business unit in the domestic market		to carry out an internal audit of quality management system

LU3: Conduct management review of quality management system	Explain and elaborate management review of quality management system including data collection techniques, types of risks associated with the quality management, tools for measuring internal and external risks, development of KPIs.
	Ask learners to design questionnaire including questions related to internal audit, KPI standards, feedback evaluation, and tools and present it in front of class.
	
	Define the business forecasting techniques in terms of quality management.
	
	Ask the learners to conduct interviews of individuals from local business units, document
		Classroom
		Local Market
			• Multimedia presentation
			• Handouts illustrating:
			  o Review of quality management system
			  o Data collection techniques, types of risks associated with the quality management, tools for measuring internal and external risks, development of KPIs
			  o Business forecasting techniques

Module 7: Ensure Quality of Products/Services

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	their findings about quality management review and present their learning before the class. Conduct brainstorming session on forecasting the trends in terms of quality management and taking appropriate decisions and ask learners to note and prepare their finding in report form.		o Templates of questionnaire to conduct interviews

Frequently Asked Questions

1. What is the importance of this certificate in National and International job market?
2. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?
3. What are possible career progressions in industry after attaining this certificate?
4. Is this certificate recognized by any competent authority in Pakistan?
5. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?
6. How much salary can I get on job after attaining this certificate?
7. Are there any alternative certificates which I can take up?
8. What is the teaching language of this course?
9. Is it possible to switch to other certificate programs during the course?
10. What is the examination / assessment system in this program?
11. Define and explain the design and Display Patterns?
12. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?
13. What is the passing criterion for CBT certificate?
14. What are the entry requirements for this course?
15. How can I progress in my educational career after attaining this certificate?
16. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?
17. What is the entry requirement for Recognition of Prior Learning program (RPL)?
18. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?
19. What is the duration of this course?
20. What are the class timings?
21. What is equivalence of this certificate with other qualifications?
22. Does this certificate enable me to work as freelancer?

Test Yourself (Questions Answer)

MODULE 2: Develop a formal business plan	
Question	**Candidate's answer**
1. How to analyze competitors?	We can analyse our competitors to study about the background o financial products marketing facilities personal skill set.
2. What are the key performance indicators for business?	KPI's (1) Growth of revenue (2) net profit margin (3) gross profit margin (4) Operational cash flow (5) current account receivable (6) Inventory turnover.
3. Describe business hierarchy.	Hierarchy is the organization's structure where staff and items ranked according importance.
4. Outline labor requirements for business operations.	A process in which we calculate the capacity of business and required skill set then we hire labour according to its need and requirement.
5. Define promotional strategy?	Advertising and discounts use to promote the product and services to particular market.

MODULE 3: Set up a business	
Question	**Candidate's answer**
1. How to select appropriate business title?	Name of business should be product or service friendly and can be relevant to search base.

MODULE 3: Set up a business	
Question	**Candidate's answer**
2. How to get license for business?	Business license and permits can obtain from federal or regional government approved agencies and commercial chambers or bodies.
3. Why business needs a bank account?	Every business need a bank account for payments from customers and other operations.
4. How to register a website?	All product base businesses can manage their businesses with space allocation and can be befitted to do so.
5. Why space allocation is important for business?	Viable business location is the area of targeted customers who can buy your product or services with a marginal rate.

MODULE 4: Initiate business activities	
Question	**Candidate's answer**
1. How to divide roles and responsibilities among staff?	Target customers can be analysed by different search tools, such as niche market, mass marketing, inbound market, content marketing, target market etc.
2. How to analyze target customer?	Appeal to the right audience, draw attention, value communication, brand image, quick response, fast delivery or services can be features of marketing campaign.
3. Describe the features of marketing campaign.	Quality control unit check each and every aspect of product and give a clean chit or (NOC) to the product and then it will deliver, ship to the customers.

MODULE 4: Initiate business activities	
Question	**Candidate's answer**
4. How to ensure quality of deliverables?	Smooth production, energy safety, internal management and economical procurement are the cost-efficient methods.
5. What are the cost efficiency methods?	Material and time are two types of wastages in any business separation cost.

MODULE 7: Ensure Quality of Products/Services	
Question	**Candidate's answer**
1. What is Quality Management System?	A set of policies, processes and procedures required for planning and execution in the core business are of an organization.
2. How to assess opportunities for quality assurance?	Feedback mechanism can help to assess the quality assurance opportunities.
3. How to improve the Quality Management System?	'Work smarter not harder' applies here. Continuous and consistent quality improvement is a solution of it.
4. How to communicate within the business?	Face to face discussion, meetings, emails, phone calls and chat groups are the way to communicate within the business,
5. Define the methods for quality monitoring?	Sampling, probability and other statistical tools are used to monitor the quality of product/services.

National Vocational and Technical Training Commission (NAVTTC)

Plot 38, Kirthar Road, Sector H-9/4, Islamabad, Pakistan
+92 51 9044 322
+92 51 9044 322
info@navttc.org
www.navttc.org