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SURGICAL INSTRUMENTS MANUFACTURING TECHNICIAN



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TRAINER GUIDE

National Vocational Certificate Level 4

Version 1 - March, 2019



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Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach which can also increase productivity.

4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Surgical Instruments technician* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

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

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why did you choose 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 something is being done, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a surgical instruments technician 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 trainees where they do not meet those standards, and where they repeat its correction until they have internalized those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool 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's 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 learner's 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 learner's: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learner's to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learner's. A trainer may need to do repeated demonstrations of difficult or complex skills.

Remember that the learner's will learn a lot from your demonstration - and not just the demonstration itself. Learner's will learn about how to perform the skills, but they will also learn from watching demonstrations how trainers treat the tools or materials and how they follow safety procedures.

After the demonstration, it is important to again seek out questions - be sure all questions are answered. The trainer should ask the learner's if they are ready to try the skill. If not, there may be a need for recycling the demonstration (or part of it), and clarifying some of the information.

Overview of the program

Course: NVQ Certificate Level 4 in SURGICAL INSTRUMENT MANUFACTURING TECHNICIAN	Total Course Duration: 800 hours
Course Overview:	
<p>The surgical instrument manufacturing technician program is to engage young people with a program of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The program has been developed to address specific issues, such as the national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their customers.</p>	

Modules	Learning Units	Duration
Module 9: Supervise Production Process	LU1: Prepare departmental production plan LU2: Acquire material from store LU3: Assign duties to workers LU4: Ensure production operations according to the plan LU5: Prepare production report	160 hours
Module 10: Ensure Quality of Products	LU1: Establish product quality requirements LU2: Develop quality testing procedures LU3: Assign jobs to quality inspectors LU4: Prepare quality assurance report LU5: Ensure compliance to quality management	120 hours

Lesson Plan Template

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

Lesson Plan Template - EXAMPLE

Time	Content	Tutor's activity	Learner's activity	Resources	Outcomes/ Assessment
	Introduction	State the learning objectives for this lesson (prepare, surgical instruments manufacturing process and see how to make a finish products). Link this to the previous lesson (various types of process that can be use on a specific machine including using of machines) and ask questions from learner's to check their prior knowledge and to arouse the interest and motivation	Answer questions about the previous lesson Ask questions as required about the learning objectives for this lesson	Flip chart or similar listing the learning objectives for this lesson	Questions and answers
	Presentation	Introduce and explain surgical manufacturing process and Highlight any pre-preparation methods. Use some surgical instruments as samples for better explanation	Make notes for making your presentation more effective	Prepare workstations and setting machines/press Appropriate preparation and manufacturing process equipment Personal protective equipment's	Questions and answers
BREAK					

Time	Content	Tutor's activity	Learner's activity	Resources	Outcomes/ Assessment
	Practical	Observe learner's practical activities and support as appropriate	Practice skills in using equipment and multi-stage methods independently to prepare, process and present complex manufacturing process methods	Appropriate surgical manufacturing process and machine operating procedure Working instruction Learner's own notes Appropriate preparation machining process Personal protective equipment	Observation Questions and answers Self-assessment Peer assessment
	Conclusion	Lead feedback session with discussion and questions and answers Ask learner's to complete self-assessment form	Provide feedback on the activity Complete self-assessment form Ask questions	Complete manufacturing process performed by the learner's	Questions and answers Self-assessment forms Complete complex process performed by the learner's

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Module-1
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Trainer's guidelines

Module 1: 072200888 Supervise Production Process			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare departmental production plan	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> Identify the machinery required for relevant process Ensure the availability of required tools and equipment for relevant process Incorporate machine maintenance schedule in the production plan Prepare machine wise production schedule to ensure in time delivery Ensure the usage of PPE according to process requirement <p>Begin this session with an illustrated presentation on preparing, handle the production department. Ensure that the presentation addresses the following points, including demonstrations of equipment, production process and plan the production process</p> <ul style="list-style-type: none"> Types of tools and equipment Checking the condition of different sorts of tools and equipment The implications are of not maintaining tools and equipment The implications are of not keeping tools and equipment clean Storing tools and equipment properly Recognizing tools and equipment that are damaged or need maintenance Working on production plan Set the priority <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee describe the production plan.</p> <p>Prepare either:</p>	Classroom practice or EITHER Training in company workshop.	Learner's guide Videos Illustrations from catalogues or the internet of equipment used to prepare, finish complex prepare departmental production plan Videos of professional manufacturing process.

	<ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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>LU2: Acquire material from store</p>	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Generate the demand order to raw material store as per production schedule • Ensure availability of raw material as per required generated order (Metallurgical and Physical) • Distribute raw material to production processes in required quantities <p>Lead a discussion about how to maintain tools and equipment. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> • Checking the condition of different sorts of tools and equipment 	<p>Practice or workshop</p> <p>EITHER</p> <p>Training in company workshop.</p>	<p>Learner's guide</p> <p>Videos</p> <p>Allocated professional person</p> <p>Organizational policy and procedures</p> <p>Operating manuals and specifications for tools and equipment</p> <p>Cleaning and storage equipment and facilities</p>

	<ul style="list-style-type: none"> • The implications are of not maintaining tools and equipment • The implications are of not keeping tools and equipment clean • Storing tools and equipment properly • Recognizing tools and equipment that are damaged or need maintenance <p>Trainees need to practice their skills in using equipment and knowledge about material independently to arrange the material in a real or realistic environment.</p> <ul style="list-style-type: none"> • Make all documents • Maintain the production line • Understand the production process <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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</p>		
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	learners.		
LU3: Assign duties to workers	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Assign jobs to the workers along with work instructions • Train workers on their assigned tasks and work instructions • Monitor the workers' performance as per instructions <p>Trainees need to practice their skills in using equipment and multi-stage assign the duties independently working, in a real or realistic environment.</p> <ul style="list-style-type: none"> • Understanding the duties of working. • Describe the surgical instruments manufacturing production. • Prepare the production documents. • Working on how to assign the duties • Ensuring appropriate management of contractors <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slides • A handout <p>showing key topics for the importance of planning the duties. 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 for the importance of planning. 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</p>	<p>Practice or workshop</p> <p>EITHER</p> <p>Training in company workshop.</p>	<p>Learner's guide</p> <p>Videos</p> <p>Allocated videos</p>

	<p>skills relating to the importance of planning surgical instruments in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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>LU4: Ensure production operations according to the plan</p>	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Ensure quality of product as per requirement • Ensure quantity of instrument produced as per production plan • Make sure the completion of production process within the lead time • Confirm data entry at every stage in process travel cards 	<p>Practice or workshop</p> <p>EITHER</p> <p>Training in company workshop.</p>	<p>Learner's guide</p> <p>Videos</p> <p>Allocated videos,</p> <p>Learner's self-assessment forms</p>

	<p>or process production reports</p> <p>Trainees need to practice their skills in independently present complex working environment, in a real or realistic environment.</p> <ul style="list-style-type: none"> • Make all documents • Maintain the production line • Understand the production process <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slides • A handout <p>showing key topics for the importance of planning the duties. 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 for the importance of planning surgical instruments. 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 the importance of planning surgical manufacturing process an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learner's to complete a self-assessment form on their ability to prepare, production line. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide 		
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	<ul style="list-style-type: none"> • A handout <p>...showing the key topics about xxx. 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 xxx. 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>LU5: Prepare production report</p>	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Gather and consolidate the production data in concise form for further analysis • Analyse data using relevant quality tools (control charts, bar graphs, normal charts etc.) • Compile production report and submit and present the report to management within defined timeline <p>Trainees need to practice their skill in independently present complex working environment, in a real or realistic environment</p> <ul style="list-style-type: none"> • Prepare the production report. • Make all documents • Maintain the production line • Understand the production process 	<p>Practice or workshop</p> <p>EITHER</p> <p>Training in company workshop.</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Learner's guide</p> <p>Videos</p> <p>Allocated videos, self-assessment forms</p>

	<p>After the practical sessions are completed, lead a feedback session. Ask learner's to complete a self-assessment form on their ability to prepare, production line. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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>		
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Module-2

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National Vocational Certificate Level 4

Version 1 - March, 2019

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Establish product quality requirements	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Enlist quality parameters of the instruments with their values and tolerances by interpreting product drawing and technical specifications • Provide master samples of products to relevant processes • Communicate quality requirements to concerned supervisors and quality inspectors <p>Begin this session with an illustrated presentation on preparing, quality products. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and quality methods where appropriate:</p> <ul style="list-style-type: none"> • Read the drawing and implement on process • Make quality products • Ensure the quality documents. • Knowledge of QMS • Knowledge of ISO standard • How to implement the QMS systems <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee on quality practice and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and check the complex instruments.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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</p>	Classroom or practice	Learner's guide Videos Allocated videos Own notes on final packing

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>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 xxx. 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>LU2: Develop quality testing procedures</p>	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Identify tools, instruments and gauges for testing quality parameters in different processes • Prepare standard testing procedures including frequency, sample size, report templates etc. • Communicate quality testing procedures to concerned supervisors and quality inspectors <p>Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare quality test and procedures, in a real or realistic environment.</p> <ul style="list-style-type: none"> • How to test the surgical instruments • Which procedure follow during testing • Which QMS follow during surgical instruments testing <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee on quality practice and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and check the complex instruments. Check that each trainee understands their task.</p>	Practice workshop	<p>or Learner's guide</p> <p>Videos</p> <p>Allocated procedures videos</p> <p>Own notes on testing procedure</p>

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Trainees need to practice their skills in assembling surgical instruments to prepare, in a real or realistic environment.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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>LU3: Assign jobs to quality inspectors</p>	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Prepare job descriptions of quality inspectors • Prepare job schedule for quality inspectors • Train quality inspectors on their assigned tasks and communication procedures (recording, reporting, presenting etc.) • Monitor work of quality inspectors, provide feedback and make 	Practice commercial	<p>or Learner's guide Videos Allocated videos Own notes on quality management</p>

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>necessary adjustments in job assignments</p> <p>Trainees need to practice their skills in using equipment and multi-stage methods independently assign the jobs, in a real or realistic environment.</p> <ul style="list-style-type: none"> • Understanding the importance of work • Knowledge about management <p>After the practical sessions are completed, lead a feedback session. Ask learner's to complete a self-assessment form on their ability to prepare, finish fresh pasta and rice dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p> <p>Trainees need to practice their skills in assembling surgical instruments to prepare, in a real or realistic environment.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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</p>		

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	flipcharts and use these to create a handout to distribute to all learners.		
LU4: Prepare quality assurance report	<p>This session is about the following performance criteria:</p> <ul style="list-style-type: none"> • Gather quality and production reports from quality inspectors and concerned supervisors at defined intervals • Consolidate the data in concise form for further analysis • Analyse data using relevant quality tools (control charts, bar graphs, normal charts etc.) • Compile report of quality conformance • Submit and present the report to management within defined timeline <p>Trainees need to practice their skills in independently make quality report, in a real or realistic environment.</p> <ul style="list-style-type: none"> • Understand the quality system • Which ISO standard follow during quality assurance • How to prepare the quality assurance report • How to work the PTC card <p>After the practical sessions are completed, lead a feedback session. Ask learner's to complete a self-assessment form on their ability to prepare, finish fresh pasta and rice dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions</p> <p>Trainees need to practice their skills in assembling surgical instruments to prepare, in a real or realistic environment.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide 	Practice workshop	or Learner's guide Videos Allocated videos on quality systems Own notes on quality assurance report

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • A handout <p>...showing the key topics about xxx. 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 xxx. 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>		
LU5: Ensure compliance to quality management system	This session is about the following performance criteria: <ul style="list-style-type: none"> • Prepare checklist for assessment of conformance to quality management system • Train quality inspectors to conduct compliance assessment • Gather and compile compliance assessment reports • Compile summary report of compliance to quality management system • Submit and present the report to management within defined timeline <p>Trainees need to practice their skills in independently make quality report, in a real or realistic environment.</p> <ul style="list-style-type: none"> • Knowledge about quality management system • Working on quality management system 	Practice workshop EITHER Training company workshop.	or Learner's guide Videos Allocated videos on quality systems in Own notes on quality management system Pen Note pads Standard quality management system for control the quality

Module 2: 072200887 Ensure quality of products			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Understanding the procedures • Knowledge about the technical documentation <p>After the practical sessions are completed, lead a feedback session. Ask learner's to complete a self-assessment form on their ability to prepare, finish fresh pasta and rice dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p> <p>Trainees need to practice their skills in assembling surgical instruments to prepare, in a real or realistic environment.</p> <p>Prepare either:</p> <ul style="list-style-type: none"> • A flip chart • A PowerPoint slide • A handout <p>...showing the key topics about xxx. 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 xxx. 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>		

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