



# **Skills for Employment Investment Program (SEIP)**

## **COMPETENCY STANDARD FOR SETTING OPERATION - FOOTWEAR *(LEATHER AND FOOTWEAR SECTOR)***

**Finance Division, Ministry of Finance  
Government of the People's Republic of Bangladesh**

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The Competency Standard for Setting Operation - Footwear is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## Introduction

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The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This document is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations and develop the competency framework that would help to enhance the

employability of the youth trained. This process started on 1 February 2018 and concluded with a validation workshop with working group on 20 March, 2018.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard (February – March 2018):

Name	Organisation	Designation
Mr. Md. Mominul Ahsan	Industry Skills Council (ISC) - Leather and Leather Goods	CEO
Mr. Md. Golam Shah Newaz	US Bangla Leather Limited	General Manager
Mr. Foysal Hossain	FB Footwear Limited	Production Manager
Mr. Syed Abdullah Al Arafat	Walkar Footwear (RFL Group)	Manager- Production
Mr. Md. Abu Talha	Leatherex Footwear Limited	Manager (R & D and Merchandising)
Mr. Md. Mosaddequr Rahman	Bata Shoe Co. Bangladesh Limited	Assistant Production Manager
Mr. Uzzal Kumar Kundu	Lalmal Footwear Limited	Production Manager
Mr. M. M. Khalid Ahsan	Banbiz (Pvt) Limited	Factory In-Charge
Mr. Md. Mehedi Hasan	LFMEAB-SEIP Project	Lead Trainer
Mr. Md. Hamidur Rahman	Rimex Footwear Limited	Quality Assurance Manger
Mr. Md. Rawshanuzzaman Basunia	Apex Footwear Limited	Manager (Quality Assurance)
Mr. K. M. Rasel	FB Footwear Limited	Assistant Manager
Mr. Sobur Ahmed	British Council	National Consultant - Leather and Footwear

### Development Workshop

Competency standard development workshop participants (27 February 2018).

Name	Organisation	Designation
Mr. Md. Mominul Ahsan	Industry Skills Council (ISC) - Leather and Leather Goods	CEO
Mr. Md. Golam Shah Newaz	US Bangla Leather Limited	General Manager
Mr. Md. Mazharul Anower	Leatherex Footwear Limited	Deputy Manager
Mr. Md. Salim Reza	Apex Footwear Limited	Assistant Manager (Product Development)
Mr. Md. Mehedi Hasan	LFMEAB-SEIP Project	Lead Trainer

Name	Organisation	Designation
Mr. A.S.M. Nasim Hassan	LFMEAB-SEIP Project	Lead Trainer
Mr. Jani Roy	LFMEAB-SEIP Project	Trainer
Mr. Md. Arifur Rahman	LFMEAB-SEIP Project	Coordinator - Training, Job Placement & Database
Engineer Md. Mostafa	BTEB, Dhaka	Industry Liaison Officer
Engineer Md. Abdur Razzaque	SEIP	Specialist-1 (Competency Standards)
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Dr. Wazed Ali	British Council	Deputy Team Leader and National Consultant CBT Assessment and Certification
Mr. Sobur Ahmed	British Council	National Consultant - Leather and Footwear

### Validation Workshop

Competency standard validation workshop participants (20 March 2018).

Name	Organisation	Designation
Mr. Md. Mominul Ahsan	Industry Skills Council (ISC) - Leather and Leather Goods	CEO
Mr. Md. Golam Shah Newaz	US Bangla Leather Limited	General Manager
Mr. Md. Hamidur Rahman	Rimex Footwear Limited	Quality Assurance Manager
Mr. Md. Mazharul Anower	Leatherex Footwear Limited	Deputy Manager
Mr. Md. Abdul Moktadir	ILET, University of Dhaka	Lecturer
Mr. A.S.M. Nasim Hassan	LFMEAB-SEIP Project	Lead Trainer
Mr. Md. Tarikul Islam	LFMEAB-SEIP Project	Trainer
Mr. Md. Moshir Rahman	LFMEAB-SEIP Project	Chief Coordinator
Mr. Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP Project	Coordinator - Training, Job Placement and Database
Engineer Md. Mostafa	BTEB, Dhaka	Industry Liaison Officer
Engineer Md. Abdur Razzaque	SEIP	Specialist-1 (Competency Standards)

Name	Organisation	Designation
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Mr. Sobur Ahmed	British Council	National Consultant - Leather and Footwear

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide



## Competency Chart

Units of Competency	Elements		
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### A. Generic (basic) Competencies (24 hours)

Use basic mathematical concepts SEIP-LEA-SOF-01-G	Identify calculation requirements in the workplace	Select appropriate mathematical methods/concepts for the calculation	Use tools and instruments to perform calculations
Carry out workplace interaction SEIP-LEA-SOF-02-G	Interpret workplace communication and etiquette	Read and understand workplace documents	Participate in workplace meetings and discussions
	Practice professional ethics at work		
Operate in a team environment SEIP-LEA-SOF-03-G	Identify team goals and work processes	Identify own role and responsibility within team	Communicate and co-operate with team members
	Practice problem-solving within the team		

### B. Sector-specific (common) Competencies (48 hours)

Apply occupational health and safety (OHS) practice in the workplace SEIP-LEA-SOF-01-S	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks
	Respond to emergencies		
Work in leather, leather goods and footwear industries SEIP-LEA-SOF-02-S	Interpret workflow of making footwear and leather goods	Identify the positions, job roles and responsibilities in the leather, leather goods and footwear industries	Interpret materials for leather, leather goods and footwear industries

### C. Occupation-specific (core) Competencies (288 hours)

Utilise tools and equipment in setting operation SEIP-LEA-SOF-01-O	Interpret tools and equipment	Use tools and equipment	Clean and maintain tools and equipment after use
Identify materials used for setting operation SEIP-LEA-SOF-02-O	Interpret setting operation	Identify types of materials used in setting operations	Interpret types of footwear
Perform folding operation SEIP-LEA-SOF-03-O	Attach reinforcement material	Apply adhesive on the edge to be folded	Cut nicks on concave edges
	Perform folding operation		
Perform setting operations in footwear making SEIP-LEA-SOF-04-O	Collect work bundles	Perform setting work	Ensure in-line quality of setting works
	Maintain cleanliness of work place		

## Units and Elements Table

### A. Generic (basic) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SOF-01-G	Use basic mathematical concepts	<ol style="list-style-type: none"> <li>1. Identify calculation requirements in the workplace.</li> <li>2. Select appropriate mathematical methods/concepts for the calculation.</li> <li>3. Use tools and instruments to perform calculation.</li> </ol>	8
SEIP-LEA-SOF-02-G	Carry out workplace interaction	<ol style="list-style-type: none"> <li>1. Interpret workplace communication and etiquette.</li> <li>2. Read and understand workplace documents.</li> <li>3. Participate in workplace meetings and discussions.</li> <li>4. Practice professional ethics at work</li> </ol>	8
SEIP-LEA-SOF-03-G	Operate in a team environment	<ol style="list-style-type: none"> <li>1. Identify team goals and work processes.</li> <li>2. Identify own role and responsibility within team.</li> <li>3. Communicate and co-operate with team members.</li> <li>4. Practice problem-solving within the team.</li> </ol>	8
<b>Total Hours</b>			<b>24</b>

### B. Sector-specific (common) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SOF-01-S	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> <li>1. Identify OHS policies and procedures.</li> <li>2. Apply personal health and safety practices.</li> <li>3. Report hazards and risks.</li> <li>4. Respond to emergencies.</li> </ol>	18
SEIP-LEA-SOF-02-S	Work in the leather, leather goods and footwear industries	<ol style="list-style-type: none"> <li>1. Explain the workflow of making footwear and leather goods.</li> <li>2. Identify the positions, job roles and responsibilities in the leather, leather goods and footwear industries.</li> <li>3. Identify materials used in leather, leather goods and footwear industries.</li> </ol>	30
<b>Total Hours</b>			<b>48</b>

### C. Occupation-specific (core) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SOF-01-O	Use tools and equipment in setting operation	<ol style="list-style-type: none"> <li>1. Identify tools and equipment.</li> <li>2. Use tools and equipment.</li> <li>3. Clean and maintain tools and equipment after use.</li> </ol>	36
SEIP-LEA-SOF-02-O	Identify materials for setting operation in footwear making	<ol style="list-style-type: none"> <li>1. Identify setting operation process.</li> <li>2. Identify types of materials used in setting operations.</li> <li>3. Identify different types of footwear.</li> </ol>	30
SEIP-LEA-SOF-03-O	Perform folding operation	<ol style="list-style-type: none"> <li>1. Attach reinforcement materials.</li> <li>2. Apply adhesive on the edge to be folded.</li> <li>3. Cut nicks on concave edges.</li> <li>4. Perform folding operation.</li> </ol>	72
SEIP-LEA-SOF-04-O	Perform setting operation in footwear making	<ol style="list-style-type: none"> <li>1. Collect work bundles.</li> <li>2. Perform setting work.</li> <li>3. Ensure in-line quality of setting works.</li> <li>4. Maintain cleanliness of workplace.</li> </ol>	150
<b>Total Hours</b>			<b>288</b>

## Competency Standard

### A: Generic (basic) Competencies

<b>Unit of Competency:</b> Use basic mathematical concepts	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-LEA-SOF-01-G
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to use basic mathematical concepts in the workplace. It specifically includes identifying general calculation requirements, selecting appropriate mathematical method/concept, form and solve mathematical problems in the workplace using appropriate tools and instruments.		

#### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify calculation requirements in the workplace	1.1. <b><u>Calculation requirements</u></b> are identified from <b><u>workplace information</u></b> . 1.2. Mathematical problems are constructed from workplace information.
2. Select appropriate mathematical methods/concepts for the calculation.	2.1. <b><u>Appropriate method</u></b> is selected to carry out calculation requirements. 2.2. Constructed mathematical problems are solved with appropriate method.
3. Use tools and instruments to perform calculations	3.1. Tools and instruments required for computation are identified. 3.2. Calculation is performed using appropriate tools and instruments accurately.

#### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Calculation requirements	1.1. Unit 1.2. Area 1.3. Height/ length/ breadth/ thickness 1.4. Diameter 1.5. Weight 1.6. Capacity 1.7. Time
2. Workplace information	2.1. Floor environment 2.2. Specification sheet 2.3. Standard operating procedure (sop) 2.4. Job order

Variable	Range ( <i>may include but not limited to</i> )
3. Appropriate method	3.1. Addition 3.2. Subtraction 3.3. Division 3.4. Multiplication 3.5. Conversion

Curricula Content Guide	
1. Underpinning knowledge	1.1. Numerical concepts 1.2. Basic mathematical methods such as addition, subtraction, multiplication and division and percentage 1.3. Mathematical language, symbols and terminology 1.4. Measuring units
2. Underpinning skills	2.1. Construct simple problems with workplace information 2.2. Solve problems using appropriate method and instrument 2.3. Use appropriate tools and instruments
3. Underpinning attitudes	3.1 Prompt in carrying out activities 3.2 Tidy and punctual 3.3 Respectful of peers, subordinates and seniors in the workplace 3.4 Safely use tools and equipment 3.5 Sincere and honest concerning duties
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Calculator 4.3. Cell phone 4.4. Computer 4.5. Measuring tape 4.6. Ruler 4.7. Stationary 4.8. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. identified calculation requirements from workplace information 1.2. selected appropriate method to carry out the calculation requirements 1.3. completed calculations using appropriate tools/instruments

## Assessment Evidence Guide

<b>2. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>2.1.</b> written test <b>2.2.</b> oral test <b>2.3.</b> observation <b>2.4.</b> demonstration <b>2.5.</b> portfolio
<b>3. Context of assessment</b>	<b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Carry out workplace interaction	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-LEA-SOF-02-G
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to workplace interaction. It specifically includes workplace communication, etiquette, understanding workplace documents, workplace meetings and discussions, and professional ethics at work.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Interpret workplace communication and etiquette	1.1. Workplace code of conducts are interpreted as per organisational guidelines. 1.2. Appropriate lines of communication are maintained with supervisors and colleagues. 1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information. 1.4. <b><u>Workplace procedures and matters</u></b> are comprehended.
2. Read and understand workplace documents	2.1. Workplace documents are interpreted correctly. 2.2. Visual information/symbols/signage are understood correctly and followed. 2.3. Specific and relevant information are accessed from <b><u>appropriate sources</u></b> . 2.4. Appropriate medium is used to transfer information and ideas.
3. Participate in workplace meetings and discussions	3.1. Team meetings are attended on time. 3.2. Meeting procedures and etiquette are followed. 3.3. Active participation is ensured, opinions are expressed and heard. 3.4. Inputs are provided and interpreted in line with the meeting purpose.
4. Practice professional ethics at work	4.1. Responsibilities as a team member are performed. 4.2. Tasks are performed in accordance with workplace procedures. 4.3. Confidentiality is maintained. 4.4. Inappropriate and conflicting situations are avoided.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
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<b>Variable</b>	<b>Range (may include but not limited to)</b>
1. Courteous manner	1.1. Effective questioning 1.2. Active listening 1.3. Speaking skills 1.4. Writing skill 1.5. Email etiquette
2. Workplace procedures and matters	2.1. Notes 2.2. Arranging a meeting 2.3. Agenda 2.4. Simple reports such as progress and incident reports 2.5. Job sheets 2.6. Operational manuals 2.7. Brochures and promotional material 2.8. Visual and graphic materials 2.9. Standards 2.10. Osh information 2.11. Signs
3. Appropriate sources	3.1. Human Resources (HR) Department 3.2. Managers 3.3. Supervisors 3.4. Management Information System (MIS)

<b>Curricula Content Guide</b>	
1. Underpinning knowledge	1.1. Workplace communication and etiquette 1.2. Workplace documents, signs and symbols 1.3. Meeting procedure and etiquette 1.4. Professional ethics
2. Underpinning skills	2.1. Demonstrate workplace communication and etiquette 2.2. Interpret workplace instructions and symbols 2.3. Demonstrate active participation in workplace meeting 2.4. Apply professional ethics at work
3. Underpinning attitudes	3.1 Prompt in carrying out activities 3.2 Tidy and punctual 3.3 Respectful of peers, subordinates and seniors in the workplace 3.4 Concerned about the work environment 3.5 Sincere and honest concerning duties

### Curricula Content Guide

#### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Workplace procedure
- 4.3. Workplace documents, signs and symbols
- 4.4. Codes of conduct
- 4.5. Materials relevant to the proposed activity
- 4.6. Projector
- 4.7. Relevant specifications or work instructions
- 4.8. Stationary
- 4.9. Learning manual

### Assessment Evidence Guide

#### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. interpreted workplace communication and etiquette
- 1.2. interpreted workplace instructions and symbols
- 1.3. performed active participation in workplace meetings

#### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

#### 3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Operate in a team environment	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-LEA-SOF-02-G
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to operate in a team environment. It specifically includes team goals and work processes, role and responsibilities, team communication and problem solving within the team.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify team goals and work processes	1.1. Roles and objectives of the team are identified and interpreted. 1.2. Roles and responsibilities of team members are identified and interpreted.
2. Identify own role and responsibilities within team	2.1. Personal role and responsibilities are identified within the team environment. 2.2. Reporting relationships are interpreted within team and external to team.
3. Communicate and co-operate with team members	3.1. Other teammates' tasks are identified and support provided when requested. 3.2. The team is encouraged through <b><u>sharing information</u></b> or expertise, working together to solve problems, and putting team success first. 3.3. Views and opinions of other team members are interpreted and respected.
4. Practice problem solving within the team	4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of problems. 4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each. 4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems. 4.4. It is looked beyond the obvious and not stopped at the first answers.

## Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Sharing information	1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OSH information

Curriculum Content Guide	
1. Underpinning knowledge	1.1. Team goals and work process 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	2.1. Identify own role and responsibility within team 2.2. Communicate and co-operating with team members 2.3. Demonstrate problem solving within the team
3. Underpinning attitudes	3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Projector 4.3. Stationary 4.4. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. identified own role and responsibility within team 1.2. communicated and co-operated with team members 1.3. demonstrated problem solving within the team

## Assessment Evidence Guide

<b>2. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>2.1.</b> written test <b>2.2.</b> oral test <b>2.3.</b> observation <b>2.4.</b> demonstration <b>2.5.</b> portfolio
<b>3. Context of assessment</b>	<b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.

## B: Sector-specific (common) Competencies

<b>Unit of Competency:</b> Apply occupational health and safety (OHS) in the workplace	<b>Nominal Duration:</b> 18 hours	<b>Unit Code:</b> SEIP-LEA-SOF-01-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to apply occupational health and safety (OHS) in the workplace]. It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1. <b><u>OHS policies</u></b> and safe operating procedures are interpreted. 1.2. Safety signs and symbols are identified and followed. 1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.
2. Apply personal health and safety practices	2.1. OHS policies and procedures are applied in the workplace. 2.2. Common health issues are recognised. 2.3. Common safety issues are identified.
3. Report hazards and risks	3.1. Hazards and risks are identified. 3.2. Hazards and risks assessment and controls are interpreted.
4. Respond to emergencies	4.1. Respond to alarms and warning devices. 4.2. <b><u>Emergency response plans and procedures</u></b> are responded to. 4.3. <b><u>First aid procedures</u></b> during emergency situations are identified.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. OHS policies	1.1. Organisational OHS policies 1.2. International OHS requirements 1.3. Fire safety rules and regulations
2. Emergency response plans and procedures	2.1. Firefighting procedures 2.2. Earthquake response procedures 2.3. Emergency response plans and procedures 2.4. Medical and first aid

Variable	Range ( <i>may include but not limited to</i> )
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine

Curricula Content Guide	
1. Underpinning knowledge	1.1. Workplace OHS policies and procedures 1.2. Work safety procedures 1.3. Emergency response procedures: <ul style="list-style-type: none"> <li>1.3.1. Firefighting</li> <li>1.3.2. Earthquake response</li> <li>1.3.3. Accident response</li> </ul> 1.4. Types of hazards (biological, chemical and physical) and their effects 1.5. OHS awareness 1.6. Personal protective equipment (PPE)
2. Underpinning skills	2.1. Identify OHS policies and procedures 2.2. Apply personal health and safety practices 2.3. Report hazards and risks 2.4. Respond to emergencies
3. Underpinning attitudes	3.1. Committed to occupational health and safety practices 3.2. Communicates well with peers, subordinates and seniors in workplace 3.3. Prompt in carrying out activities 3.4. Tidy and punctual 3.5. Sincere and honest concerning duties 3.6. Responsible during emergencies
4. Resource implications	The following resources must be provided: <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Personal protective equipment (PPE)</li> <li>4.3. Firefighting equipment</li> <li>4.4. Emergency response manual</li> <li>4.5. First aid kits</li> <li>4.6. Stationary</li> <li>4.7. Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ol style="list-style-type: none"> <li><b>1.1.</b> identified OHS policies and procedures</li> <li><b>1.2.</b> applied personal health and safety practices (including PPE)</li> <li><b>1.3.</b> reported hazards and risks</li> <li><b>1.4.</b> responded to emergencies</li> </ol>
<b>2. Methods of assessment</b>	<p>Methods of assessment may include but is not limited to:</p> <ol style="list-style-type: none"> <li><b>2.1.</b> written test</li> <li><b>2.2.</b> oral test</li> <li><b>2.3.</b> observation</li> <li><b>2.4.</b> demonstration</li> <li><b>2.5.</b> portfolio</li> </ol>
<b>3. Context of assessment</b>	<ol style="list-style-type: none"> <li><b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li> <li><b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.</li> </ol>



<b>Unit of Competency:</b> Work in the leather, leather goods and footwear industries	<b>Nominal Duration:</b> 30 hours	<b>Unit Code:</b> SEIP-LEA-SOF-02-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to work in the leather, leather goods and footwear industries. It specifically includes explaining workflow, identifying positions, job roles and responsibilities, and identifying materials for leather, leather goods and footwear industries.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Explain the workflow of making footwear and leather goods.	1.1. <b><u>Workflow of footwear making</u></b> is identified and recognised. 1.2. <b><u>Workflow of leather goods making</u></b> is identified and recognised.
2. Identify the positions, job roles and responsibilities in the leather, leather goods and footwear industries	2.1. The positions, job roles and responsibilities in the leather, leather goods and footwear industries are identified. 2.2. The positions and job roles are differentiated clearly with key responsibilities.
3. Identify materials used in leather, leather goods and footwear industries	3.1. <b><u>Raw materials used in the leather industry</u></b> are identified. 3.2. <b><u>Materials used in the leather goods industry</u></b> are identified. 3.3. <b><u>Materials used in the footwear industry</u></b> are identified.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Workflow of footwear making	1.1. Designing 1.2. Pattern making 1.3. Cutting 1.4. Preparation and setting 1.5. Sewing/upper closing 1.6. Lasting and making 1.7. Shoe finishing 1.8. Quality control 1.9. Packaging
2. Workflow of leather goods making	2.1. Designing 2.2. Pattern making 2.3. Cutting 2.4. Setting and assembling 2.5. Finishing 2.6. Quality control 2.7. Packaging

<b>Variable</b>	<b>Range (may include but not limited to)</b>
3. Raw materials used in leather industry	3.1. Cow hides 3.2. Buffalo hides 3.3. Goat skins 3.4. Sheep skins
4. Materials used in leather goods industry	4.1. Upper materials 4.2. Lining materials 4.3. Interlining materials 4.4. Reinforcement materials 4.5. Accessories 4.6. Adhesives 4.7. Threads
5. Materials used in footwear industry	5.1. Upper materials 5.2. Lining materials 5.3. Interlining materials 5.4. Reinforcement materials 5.5. Threads 5.6. Accessories 5.7. Adhesives 5.8. Insole materials 5.9. Soling materials

<b>Curricula Content Guide</b>	
1. Underpinning knowledge	1.1. Job roles and responsibilities 1.2. Raw materials used in leather industry 1.3. Materials used in leather goods industry 1.4. Materials used in footwear industry
2. Underpinning skills	2.1. Interpreting job roles and responsibilities 2.2. Identifying raw materials used in leather industry 2.3. Identifying materials used in leather goods industry 2.4. Identifying materials used in footwear industry
3. Underpinning attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Eagerness to learn 3.6. Tidiness and timeliness 3.7. Respect for rights of peers and seniors in workplace

### Curricula Content Guide

#### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Personal protective equipment (PPE)
- 4.3. Tools and equipment
- 4.4. Stationary
- 4.5. Learning manual

### Assessment Evidence Guide

#### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. interpreted job roles and responsibilities
- 1.2. identified raw materials used in leather industry
- 1.3. identified materials used in leather goods industry
- 1.4. identified materials used in footwear industry

#### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

#### 3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

## C: Occupation-specific (core) Competencies

<b>Unit of Competency:</b> Use tools and equipment in setting operation	<b>Nominal Duration:</b> 36 hours	<b>Unit Code:</b> SEIP-LEA-SOF-01-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to utilise tools and equipment in setting operation. It specifically includes interpreting, using and maintaining tools and equipment.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify tools and equipment	1.1. <b><u>Tools</u></b> and <b><u>equipment</u></b> for setting operations are identified. 1.2. Application of tools and equipment is recognised. 1.3. Usability of tools and equipment is checked and verified. 1.4. Unsafe or faulty tools and equipment is identified and marked for repair.
2. Use tools and equipment	2.1. Appropriate tools and equipment is selected and prepared according to job requirement. 2.2. <b><u>Safety precautions</u></b> are ensured before using tools and equipment including ensuring the use of <b><u>Personal protective equipment (PPE)</u></b> . 2.3. Use tools and equipment is properly and safely to perform work activity and in accordance with job requirement.
3. Clean and maintain tools and equipment after use	3.1. Dust and foreign matter is removed from hand and power tools in accordance to workplace standards. 3.2. Condition of tools and equipment is checked after use and reported. 3.3. Appropriate lubricant is applied after use and prior to storage. 3.4. Defective tools and equipment is inspected and repaired or replaced. 3.5. Tools and equipment are stored and secured in accordance with workplace requirements.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
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Variable	Range ( <i>may include but not limited to</i> )
1. Tools	<ul style="list-style-type: none"> <li>1.1. Awls</li> <li>1.2. Cutting tools</li> <li>1.3. Hammers</li> <li>1.4. Measuring and lacing tools</li> <li>1.5. Punches</li> <li>1.6. Scissors and shears</li> <li>1.7. Sharpening and polishing tools</li> <li>1.8. Tack removers</li> <li>1.9. Chisels and pinchers</li> <li>1.10. Folding bone</li> <li>1.11. Measuring scale</li> </ul>
2. Equipment	<ul style="list-style-type: none"> <li>2.1. Hand dryer</li> <li>2.2. Thread burner</li> <li>2.3. Hot air blower</li> <li>2.4. Hand roller</li> <li>2.5. Adhesive pot</li> </ul>
3. Safety precautions	<ul style="list-style-type: none"> <li>3.1. Use of appropriate PPE</li> <li>3.2. Proper hand, feet and eye coordination</li> <li>3.3. Safe condition of electrical outlets, cords and lamps</li> <li>3.4. Ensure proper working environment</li> <li>3.5. Safe operating condition of tools and equipment</li> <li>3.6. Awareness of OHS requirements</li> </ul>
4. Personal protective equipment (PPE)	<ul style="list-style-type: none"> <li>4.1. Apron</li> <li>4.2. Mask</li> <li>4.3. Goggles/eye protector</li> <li>4.4. Hand gloves</li> <li>4.5. Hair band/cap</li> <li>4.6. Safety footwear</li> </ul>

### Curricula Content Guide

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> <li>1.1. Tools and equipment for setting operations</li> <li>1.2. Safety precautions</li> <li>1.3. Personal protective equipment</li> <li>1.4. Cleaning and maintaining</li> </ul>
2. Underpinning skills	<ul style="list-style-type: none"> <li>2.1. Identify tools and equipment used for setting operation</li> <li>2.2. Identify and apply safety precautions</li> <li>2.3. Use tools and equipment safely</li> <li>2.4. Clean and maintain tools and equipment</li> </ul>

<b>Curricula Content Guide</b>	
<b>3. Underpinning attitudes</b>	<b>3.1.</b> Eager to learn <b>3.2.</b> Tidy and punctual <b>3.3.</b> Environmentally concerned <b>3.4.</b> Committed to occupational health and safety practices <b>3.5.</b> Concerned with the proper use of tools and equipment
<b>4. Resource implications</b>	The following resources must be provided: <b>4.1.</b> Workplace (simulated or actual) <b>4.2.</b> Personal protection equipment (PPE) <b>4.3.</b> Tools and equipment <b>4.4.</b> Stationary <b>4.5.</b> Learning manual

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	Assessment must evidence that the candidate: <b>1.1.</b> identified tools and equipment used for setting operations <b>1.2.</b> identified and implemented safety precautions (including PPE) <b>1.3.</b> used, cleaned and maintained tools and equipment
<b>2. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>2.1.</b> written test <b>2.2.</b> oral test <b>2.3.</b> observation <b>2.4.</b> demonstration <b>2.5.</b> portfolio
<b>3. Context of assessment</b>	<b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Identify materials for setting operation in footwear making	<b>Nominal Duration:</b> 30 hours	<b>Unit Code:</b> SEIP-LEA-SOF-02-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to use materials for setting operation in footwear making. It specifically includes identifying setting operation, identifying types of materials, identify different types of footwear and parts of footwear.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify setting operation	1.1. Basic setting operation process is identified and explained. 1.2. Purpose of setting operation is clearly described.
2. Identify types of materials used in setting operations	2.1. Types and sources of <b><u>materials</u></b> used in setting operations are identified. 2.2. Identified materials are distinguished pursuant to key characteristics.
3. Identify different types of footwear	3.1. Different <b><u>types of footwear</u></b> are identified and briefly described. 3.2. The various <b><u>parts of footwear</u></b> are identified and illustrated. 3.3. The functions of each part of footwear is described.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Materials	1.1. Upper 1.2. Lining 1.3. Reinforcing 1.4. Adhesive 1.5. Adhesive tape
2. Types of footwear	2.1. Oxford 2.2. Derby 2.3. Moccasin 2.4. Court 2.5. Boot 2.6. Sports 2.7. Sandal

Variable	Range ( <i>may include but not limited to</i> )
3. Parts of footwear	3.1. Toe 3.2. Vamp 3.3. Quarters 3.4. Counter 3.5. Eyelet facing 3.6. Tongue 3.7. Back strap 3.8. Saddle

Curricula Content Guide	
1. Underpinning knowledge	1.1. Basic setting operations 1.2. Materials used in setting operations 1.3. Types of footwear 1.4. Parts of footwear
2. Underpinning skills	2.1. Identify materials used in setting operation 2.2. Identify and distinguish materials 2.3. Identify types of footwear 2.4. Identify parts of footwear
3. Underpinning attitudes	3.1. Eager to learn 3.2. Tidy and punctual 3.3. Environmentally concerned 3.4. Committed to occupational health and safety practices 3.5. Concerned with the proper use of tools and equipment
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Raw materials 4.3. Types of footwear 4.4. Stationary 4.5. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. identified materials used in setting operation 1.2. identified and distinguished materials used in production 1.3. identified types of footwear 1.4. identified parts of footwear



## Assessment Evidence Guide

<b>2. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>2.1.</b> written test <b>2.2.</b> oral test <b>2.3.</b> observation <b>2.4.</b> demonstration <b>2.5.</b> portfolio
<b>3. Context of assessment</b>	<b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Perform folding operation	<b>Nominal Duration:</b> 72 hours	<b>Unit Code:</b> SEIP-LEA-SOF-03-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to perform folding operations. It specifically includes attaching reinforcement materials, applying adhesive on the edge to be folded, cutting nicks on concave edges and performing folding operation.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Attach reinforcement materials	1.1. Reinforcement materials are identified. 1.2. Reinforcement material are attached on the edge of the upper components.
2. Apply adhesive on the edge to be folded	2.1. Mask and gloves are worn in accordance with OSH standards. 2.2. <b><u>Adhesive</u></b> is applied to components in accordance with job specification. 2.3. Application tools are cleaned, maintained and stored.
3. Cut nicks on concave edges	3.1. Nicks are slanted, not exceeding half of the width of folding allowance. 3.2. Distance between nicks are equally distributed in accordance with job specification.
4. Perform folding operation	4.1. Folding adhesive is selected in accordance with work requirements. 4.2. <b><u>Folding operation</u></b> is performed using appropriate <b><u>folding tools</u></b> .

### Range of Variables

Variable	Range (may include but not limited to)
1. Adhesive	1.1. Water based adhesive (latex) 1.2. Solvent based adhesive (rubber solution, polyurethane, neoprene) 1.3. Adhesive tape (double face, single) 1.4. Self-adhesive
2. Folding operation	2.1. Toe cap 2.2. Vamp 2.3. Quarter 2.4. Tongue 2.5. Top line

Variable	Range ( <i>may include but not limited to</i> )
3. Folding tools	3.1. Scissors 3.2. Nylon board or marble 3.3. Awl or folding knife 3.4. Folding bone 3.5. Folding hammer

Curricula Content Guide	
1. Underpinning knowledge	1.1. Reinforcement materials 1.2. Adhesives and their application 1.3. Adhesive application tools 1.4. Nicks for folding 1.5. Folding tools 1.6. Folding operation
2. Underpinning skills	2.1. Apply reinforcement attachment on the edge of the upper components 2.2. Perform application of adhesive on the edge to be folded 2.3. Carry out cutting of nicks on concave edges 2.4. Perform folding operation
3. Underpinning attitudes	3.1. Eager to learn 3.2. Tidy and punctual 3.3. Environmentally concerned 3.4. Committed to occupational health and safety practices 3.5. Concerned with the proper use of tools and equipment
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Personal protection equipment (PPE) 4.3. Tools and equipment 4.4. Stationary 4.5. Learning manual

Assessment Evident Guide	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. demonstrated reinforcement attachment on the edge of the upper components 1.2. completed application of adhesive on the edge to be folded 1.3. carried out cutting of nicks on concave edges 1.4. performed folding operation

## Assessment Evident Guide

<b>2. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>2.1.</b> written test <b>2.2.</b> oral test <b>2.3.</b> observation <b>2.4.</b> demonstration <b>2.5.</b> portfolio
<b>3. Context of assessment</b>	<b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Perform setting operations in footwear making	<b>Nominal Duration:</b> 150 hours	<b>Unit Code:</b> SEIP-LEA-SOF-04-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge, and attitudes required to perform setting operations in footwear making. It specifically includes collecting work bundles, performing setting work, ensuring in-line quality of setting works and maintaining cleanliness of the workplace.		

### Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Collect work bundles	1.1. <b><u>Upper materials</u></b> , <b><u>lining materials</u></b> and <b><u>reinforcement materials</u></b> are collected and checked. 1.2. <b><u>Accessories</u></b> and components are collected and checked. 1.3. Work pieces are laid down appropriately.
2. Perform setting work	2.1. <b><u>OSH instructions</u></b> are followed according to job specification. 2.2. Table, tools and work area are prepared as per workplace standards. 2.3. <b><u>Setting works</u></b> are performed according to job specification.
3. Ensure in-line quality of setting works	3.1. Quality of the setting works is checked. 3.2. Faulty pieces are identified and isolated in accordance with workplace practices. 3.3. Work pieces are dispatched for next operation.
4. Maintain cleanliness of the workplace	4.1. <b><u>Workplace cleanliness</u></b> is carried out and maintained as per workplace standards. 4.2. Waste is disposed of according to company regulations and compliance requirements. 4.3. Tools and materials are cleaned, maintained and stored safely.

### Range of Variables

Variable	Range (may include but not limited to)
1. Upper materials	1.1. Leather 1.2. Synthetics 1.3. Fabrics
2. Lining materials	2.1. Leather 2.2. Synthetics 2.3. Fabrics

Variable	Range (may include but not limited to)
3. Reinforcement materials	3.1. Reinforcement tape 3.2. Sheet materials 3.3. Interlinings 3.4. Self-adhesive: 3.4.1. Nylon tape 3.4.2. Woven tape 3.5. Cotton tape
4. Accessories	4.1. Eyelets 4.2. Rivets 4.3. Zippers 4.4. Velcro 4.5. Buckles 4.6. Elastic
5. OSH instructions	5.1. Tidy and clean 5.2. Emergency procedures 5.3. Safety sign and symbols 5.4. Personal protective equipment (PPE) 5.5. Standard operating procedures (SOP)
6. Workplace cleanliness	6.1. Physical 6.2. Mechanical 6.3. Environmental

Curricula Content Guide	
1. Underpinning knowledge	1.1. Upper, lining and reinforcement materials 1.2. Accessories and components 1.3. OSH 1.4. Setting works 1.5. Fault identification 1.6. Workplace cleanliness
2. Underpinning skills	2.1. Prepare table, tools and work area 2.2. Perform setting works according to job specification 2.3. Carry out assembling of various parts of shoe for sewing 2.4. Identify faulty pieces 2.5. Maintain workplace cleanliness

<b>Curricula Content Guide</b>	
<b>3. Underpinning attitudes</b>	<ul style="list-style-type: none"> <li>3.1. Eager to learn</li> <li>3.2. Tidy and punctual</li> <li>3.3. Environmentally concerned</li> <li>3.4. Committed to occupational health and safety practices</li> <li>3.5. Concerned with the proper use of tools and equipment</li> </ul>
<b>4. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Personal protection equipment (PPE)</li> <li>4.3. Tools and equipment</li> <li>4.4. Materials</li> <li>4.5. Accessories</li> <li>4.6. Stationary</li> <li>4.7. Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. performed setting works according to job specification</li> <li>1.2. carried out marking and edge colouring, puff and counter attaching, and punching, perforating and eyeleting</li> <li>1.3. performed pasting, reinforcement, interlining and lining setting</li> <li>1.4. completed assembly of various parts of shoe for sewing</li> <li>1.5. identified faulty pieces</li> <li>1.6. cleaned and maintained the workplace</li> </ul>
<b>2. Methods of assessment</b>	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> <li>2.1. written test</li> <li>2.2. oral test</li> <li>2.3. observation</li> <li>2.4. demonstration</li> <li>2.5. portfolio</li> </ul>
<b>3. Context of assessment</b>	<ul style="list-style-type: none"> <li>3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li> <li>3.2. Assessment must be done by a suitably qualified/certified assessor.</li> </ul>