



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

**ASSESSMENT TOOL**

**FOR**

**CUTTING MACHINE OPERATION**

***(LEATHER AND FOOTWEAR SECTOR)***

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

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## **PART A – THE ASSESSOR**

### **Instructions to Assessor**

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Assessment is the process of identifying a candidate's skills and knowledge set against the industry established standards in the workplace. It requires the candidate to consistently and over time demonstrate skills, knowledge and attitude that enable confident completion of workplace tasks in a variety of situations.

In judging assessment evidence, the assessor must ensure that the evidence is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the endorsed competency standard)
- reliable (show that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of work covered by the endorsed unit of competency)
- sufficient (covers the full range of elements in the relevant unit of competency)

There are a number of assessment methods that may be employed including but not limited to:

- written examination
- oral questioning
- practical demonstration

A single unit of competency may be assessed or a group of units of competency may be assessed, either in an actual workplace or a simulated workplace environment.

### **Conducting Assessment**

Prior to commencement of assessment, candidates must have the tasks clearly explained to them. Also, the assessor should provide candidates with clear advice and information about the:

- date, time and place for assessment
- structure of assessment
- number of times performance must be demonstrated or observed
- amount or type of assistance candidates can expect
- assessment environment
- resources required for assessment
- performance standards or benchmarks relevant to the qualification

As well as informing the candidate of what they will be required to do during the assessment, the assessor will also need to explain what evidence they will need to provide in response to the various assessment tasks.

If a candidate is required to submit evidence, any explanation must include specific guidance on:

- what to include as evidence
- how to present the evidence
- how to submit the evidence and to whom

## **Assessing Competence**

Competency-based assessment does not award grades, but simply identifies if the candidate has the skills, knowledge and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency an assessor has two possible results (assessment decisions) that can be awarded:

- Competent (C)
- Not Yet Competent (NYC)

### Competent (C)

If the candidate is able to successfully answer and demonstrate what is required to the expected standard of the assessment criteria, they will be deemed as 'Competent'.

The assessor will award 'Competent' if they feel the candidate has the necessary skills, knowledge and attitudes in all assessment tasks for a given package.

### Not Yet Competent (NYC)

If the candidate is unable to answer and demonstrate competency to the expected standard, they will be deemed to be 'Not Yet Competent'.

This does not mean the candidate will need to complete all the assessment tasks again. When applying for reassessment, the focus will be on the specific assessment tasks that were not performed to the required standard.

The candidate may be required to:

- (a) undertake further training or instruction
- (b) undertake the specific assessment task again until they are deemed to be competent

## **Recording Assessment Information**

When all assessment tasks are concluded, the evidence summary sheet should be completed, signed by all parties, and any outstanding activities or issues actioned.

The assessor should ensure that all appropriate forms are completed and signed by all parties.

<b>CHECKLIST FOR ASSESSOR</b>		
<b>Prior to the assessment I have:</b>	<b>Tick (✓)</b>	<b>Remarks</b>
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the assessment criteria to be assessed, assessment plan and evidence plan.		
Reviewed the assessment criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Collected the admission slips.		
Put candidates at ease by being friendly and helpful.		
Checked completed self-assessment guide.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and the assessment procedure.		
Provided candidates with an overview of the assessment criteria to be used.		
Gave specific and clear instructions to the candidates.		
Observed carefully the specified time limits provided in the assessment package.		
Stayed at the assessment area during the entire duration of the assessment activity.		
Ensured notes are made on unusual conditions or situations during the assessment and include these in the report.		
Did not provide any assistance during the assessment or indicated in any way whether the candidate is or is not performing the		

activity correctly (intervened only for health and safety reasons).		
Implemented the evidence gathering process and ensured its validity, reliability, fairness and flexibility.		
Collected appropriate evidence and matched relevance to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.		
Explained the results reporting procedure to the candidate.		
Encouraged candidates to seek clarifications if in doubt about the pre- and post-assessment activity procedures.		
Asked candidates for feedback on the assessment.		
Explained legal, health and safety, and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
<p>Provided feedback on the assessment decision. This includes the following:</p> <ul style="list-style-type: none"> <li>▪ clear and constructive feedback on the assessment decision</li> <li>▪ information on ways of addressing any identified gaps in competency revealed by the assessment</li> <li>▪ opportunity to discuss the assessment process and outcome</li> <li>▪ information on reassessment process (if necessary)</li> <li>▪ information on appeal (if necessary)</li> </ul>		
<p>Prepared the necessary assessment reports. This includes the following:</p> <ul style="list-style-type: none"> <li>▪ record the assessment decision using the prescribed rating sheet</li> <li>▪ maintain records of the assessment procedures, evidence collected and assessment decision</li> <li>▪ endorse assessment decision to BTEB</li> <li>▪ prepare recommendations for the issuance of certificate</li> </ul>		
Thanked candidate for participating in the assessment.		

## Assessment Evidence Guide

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The purpose of assessment is to confirm that an individual can perform to the standards expected by in the workplace, as expressed in the competency standards.

To attain the certificate of **Cutting Machine Operation**, a candidate must demonstrate competent skill and knowledge in all the units of competency listed below. Upon successful completion of all assessment activities, a candidate shall be awarded with a certificate.

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-LEA-CUT-01-G	Use basic mathematical concepts
SEIP-LEA-CUT-02-G	Carry out workplace interaction
SEIP-LEA-CUT-03-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-CUT-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-CUT-02-S	Work in leather goods and footwear industry
<b>Occupation-specific Competencies</b>	
SEIP-LEA-CUT-01-O	Identify basic cutting machine operations
SEIP-LEA-CUT-02-O	Identify and check materials used in cutting
SEIP-LEA-CUT-03-O	Carry out quality control
SEIP-LEA-CUT-04-O	Perform cutting machine operations (leather)
SEIP-LEA-CUT-05-O	Perform cutting machine operations (synthetics, fabrics and sheet material)

## Assessment Evidence Plan

An assessment evidence plan is a document that assists in establishing what evidence needs to be collected by the assessor to ensure that the candidate meets all the appropriate requirements of the competency standard. It usually contains a record of:

- evidence requirements as set out in the competency standard
- who will collect the evidence
- time period needed to collect the evidence

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Use basic mathematical concepts					
<b>Unit Code:</b>	SEIP-LEA-CUT-01-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify calculation requirements in the workplace	1.1. Calculation requirements are identified in the workplace.			✓	✓	
	1.1. Appropriate mathematical methods/concepts for the calculation are selected.			✓		✓
	1.2. Tools and instruments to perform calculations are used.			✓		✓
2. Select appropriate mathematical methods/concepts for calculation	2.1. Appropriate method is selected to carry out the calculation requirement.			✓		✓
	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.			✓	✓	✓

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Carryout workplace interaction					
<b>Unit Code:</b>	SEIP-LEA-CUT-02-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>



1. Interpret workplace communication and etiquette	1.1. Workplace codes of conducts are interpreted as per organizational guidelines.		√	
	1.2. Appropriate lines of communication are maintained with supervisors and colleagues.	√	√	
	1.3. Workplace interactions are conducted in courteous manner to gather and convey information.	√	√	
	1.4. Workplace procedures and matters are comprehended.		√	
2. Interpret 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 appropriate sources.	√		
	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.		√	

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Operate in a team environment					
<b>Unit Code:</b>	SEIP-LEA-CUT-03-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify team goals and work processes	1.1. Roles and objectives of the team are interpreted.		√			
	1.2. Roles and responsibilities of team members are 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 provided support.	√	√	
	3.2. The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	√		√
	3.3. Views and opinions of other team members are interpreted.		√	
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 the 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.		√	

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Apply occupational health and safety (OHS) practice in the workplace					
<b>Unit Code:</b>	SEIP-LEA-CUT-01-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify OHS policies and procedures	1.1. OHS policies 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 including personal protective equipment (PPE).	√				
	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. Emergency response plans and procedures are responded to.		✓	
	4.3. First aid procedures during emergency situations are identified.		✓	

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Work in the leather goods and footwear industry					
<b>Unit Code:</b>	SEIP-LEA-CUT-02-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify basic workflow	1.1. The positions, job roles and responsibilities in the tannery, leather goods and footwear industries are identified.			✓		
	1.2. The positions and job roles are differentiated clearly with key responsibilities.					✓
2. Identify materials	2.1. Raw materials commonly used in industry are identified.			✓		
	2.2. Leather goods materials are identified.			✓		
	2.3. Footwear materials are identified.			✓		
	2.4. Different types of materials used in the footwear industry are identified for use.			✓		
3. Identify prime local and export markets	3.1. Prime local markets and export markets are identified.				✓	
	3.2. Local and export markets are listed.					✓

<b>Occupation:</b>	Cutting Machine Operation				
<b>Unit Name:</b>	Identify basic cutting machine operations				
<b>Unit Code:</b>	SEIP-LEA-CUT-01-O				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance	Oral questioning	Written examination (including short-answer,		

	<i>(including demonstration and observation)</i>		<i>multiple choice, and true or false questions)</i>		
<b>Element</b>	<b>Performance Criteria</b>		<b>P</b>	<b>O</b>	<b>W</b>
1. Identify basic operation	1.1. Principles of cutting machine operation are explained.			√	√
	1.2. Types of cutting are identified and described.				√
	1.3. Quality of cutters and clickers are identified.			√	
2. Identify tools, equipment and machinery	2.1. Common tools and equipment used are identified.			√	√
	2.2. Common machinery used is identified.				√

<b>Occupation:</b>	Cutting Machine Operation				
<b>Unit Name:</b>	Identify and check materials used in cutting				
<b>Unit Code:</b>	SEIP-LEA-CUT-02-O				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>		
<b>Element</b>	<b>Performance Criteria</b>		<b>P</b>	<b>O</b>	<b>W</b>
1. Identify materials	1.1. Types of materials used in cutting are identified.		√		√
	1.2. Associated materials used in cutting are identified.		√		√
2. Check materials	2.1. Materials are inspected and checked as per job specification.		√		
	2.2. Defects are identified, marked and recorded as per standard operating procedure.		√		

<b>Occupation:</b>	Cutting Machine Operation				
<b>Unit Name:</b>	Carry out quality control				
<b>Unit Code:</b>	SEIP-LEA-CUT-03-O				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>		
<b>Element</b>	<b>Performance Criteria</b>		<b>P</b>	<b>O</b>	<b>W</b>
1. Identify quality regions	1.1 Types of leather are identified				√
	1.2 Quality regions are identified.				√

	<b>1.3</b> Line of tightness and stretchiness is identified.	√		
<b>2.</b> Identify quality requirements	<b>2.1.</b> Shoe components are identified.			√
	<b>2.2.</b> Quality requirements are identified as per standard operating procedure.	√		√
	<b>2.3.</b> Underlay, folding and lasting margin of shoe upper parts are identified.	√		

<b>Occupation:</b>	Cutting Machine Operation					
<b>Unit Name:</b>	Perform cutting machine operations (leather)					
<b>Unit Code:</b>	SEIP-LEA-CUT-04-O					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
<b>1.</b> Prepare for work	<b>1.1.</b> Job specifications and instructions are read and interpreted.			√		
	<b>1.2.</b> Appropriate personal protective equipment (PPE) is identified and selected.			√		
	<b>1.3.</b> Appropriate tools and equipment are identified and selected.			√		√
<b>2.</b> Select and sort leather	<b>2.1.</b> Leather is selected and checked for defects			√		
	<b>2.2.</b> Leather is sorted according to size, grain pattern, shade, thickness and finish.			√		
<b>3.</b> Set-up machine	<b>3.1.</b> Principles of cutting are identified.				√	
	<b>3.2.</b> Cutting machine is set-up as per standard operating procedure.			√		√
<b>4.</b> Perform cutting	<b>4.1.</b> Tasks to be performed before, during and after cutting are identified.			√		
	<b>4.2.</b> Interlocking/nesting using tracing paper is carried out.			√		
	<b>4.3.</b> Cutting is carried out as per job specification.			√		
	<b>4.4.</b> Defective pieces are identified, marked, recorded and replaced.			√		
<b>5.</b> Clean and maintain workplace	<b>5.1.</b> Tools and equipment are cleaned, maintained and stored.			√		
	<b>5.2.</b> Machine and machine parts are cleaned as per standard operating procedure.			√		

	<b>5.3.</b> Workplace is cleaned and waste material disposed of.	√		
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<b>Occupation:</b>	Cutting Machine Operation			
<b>Unit Name:</b>	Perform cutting machine operations (synthetics, fabrics and sheet material)			
<b>Unit Code:</b>	SEIP-LEA-CUT-05-O			
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>	
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)	
<b>Element</b>	<b>Performance Criteria</b>	<b>P</b>	<b>O</b>	<b>W</b>
1. Prepare for work	1.1. Job specifications and instructions are read and interpreted.	√		
	1.2. Appropriate personal protective equipment (PPE) is identified and selected.	√		
	1.3. Appropriate tools and equipment are identified and selected.	√		√
2. Check work bundles	2.1. Work bundles are inspected and checked as per standard operating procedure.	√		
	2.2. Defective materials are identified, marked, recorded and replaced.	√		
3. Perform cutting	3.1. Distortion and general faults on cutting knives and board are identified.	√		
	3.2. Cutting dies are selected according to materials being cut.	√		
	3.3. Warp-weft directions are identified and selected.	√		
	3.4. Cutting machine is set-up as per standard operating procedure.	√		
	3.5. Cutting is carried out in multilayer as per job specification.	√		
4. Clean and maintain workplace	4.1. Tools and equipment are cleaned, maintained and stored.	√		
	4.2. Machine and machine parts are cleaned as per standard operating procedure	√		
	4.3. Workplace is cleaned and waste material disposed of.	√		

## PART B – THE CANDIDATE

### Instructions to Candidate

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To be assessed as competent, you must provide evidence which demonstrates that you can perform to the necessary standard the various elements of these units of competency that comprise of the Certificate in Cutting Machine Operation. Assessment of competency requires you to consistently demonstrate skill, knowledge and aptitude (through a variety of assessment tools such as multiple choice, short-answer questions, oral questioning, workplace observation, and practical demonstration) that enables confident completion of workplace tasks in a variety of situations.

In judging the evidence, your assessor must ensure that the evidence is:

- authentic (your own work)
- valid (directly related to the current version of the units of competency)
- reliable (consistently demonstrates of your knowledge and skill)
- current (shows your current capacity to perform the work)
- sufficient (covers the full range of elements comprised within the units of competency)

Furthermore, the assessment process must:

- provide for valid, reliable, flexible and fair assessment
- provide for judgment to be made on the basis of sufficient evidence
- offer valid, authentic and current evidence
- include workplace requirements

There are two types of assessment:

1. Knowledge Assessment - is designed to enable assessment against the various *elements* contained within the units of competency through a variety of activities such as multiple choice, short-answer questions, oral questioning. It is essentially examining your theoretical knowledge.

This provides the assessor with substantial evidence of your knowledge and aptitude to perform the work relating to the specific unit of competency, in conjunction with other assessment tools such as workplace observation.

You should complete the knowledge assessment as directed by the assessor and follow all instructions as and when given. If you are unable to complete the knowledge assessment, please speak to the assessor about alternative assessment solutions.

2. Skill Assessment - is designed to enable assessment against the various *performance criteria* contained within the units of competency through, for example, demonstration of skill in a simulated or actual work environment. In essence, it is an examination of your practical ability.

This provides the assessor with substantial evidence of your ability to perform the work relating to the specific unit of competency to the standard expected by industry (the benchmark).

You should complete the skill assessment as directed by the assessor and follow all instructions as and when given, ensuring your own health and safety.

Once you have been assessed as competent against all of the units of competency comprising of the qualification being undertaken, you will be awarded your certificate.

Your assessor will discuss in more detail the requirements for assessment for each unit of competency at the appropriate time.

And please do not panic if you are not assessed as competent on any part of your qualification at your first attempt. Your assessor will discuss with you any identified skill and knowledge gaps, work through those with you and assist you as much as possible in attaining competency.



## Self-Assessment Guide

Before undertaking any assessment, you should review the list of skills, knowledge and aptitudes relating to the assessment (drawn from the units of competency, its various elements and performance criteria) to determine whether you have current competency in these areas.

If you believe you can demonstrate the skills and knowledge required and can successfully complete the various assessment activities, you should then proceed to discuss your assessment with the assessor and complete Assessment Agreement.

However, should you not believe, for whatever reason, that you are not able to successfully complete the various assessment activities, then speak with the assessor. The assessor will assist you in identifying any skill and knowledge gaps, work through those with you and assist you as much as possible in attaining competency.

Please complete the self-assessment checklist below and discuss with the assessor.

<b>Qualification:</b>	<b>Cutting Machine Operation</b>	
<b>Units of competency:</b>	<p><b>Generic units:</b></p> <p>Perform computations using basic mathematical concepts</p> <p>Carry out workplace interaction</p> <p>Operate in a team environment</p> <p><b>Sector-specific units:</b></p> <p>Apply occupational health and safety in the workplace</p> <p>Work in leather goods and footwear industry</p> <p><b>Occupation-specific units:</b></p> <p>Identify basic cutting machine operations</p> <p>Identify and check materials used in cutting</p> <p>Carry out quality control</p> <p>Perform cutting machine operations (leather)</p> <p>Perform cutting machine operations (synthetics, fabrics and sheet material)</p>	
<b>Instructions:</b>		
<ul style="list-style-type: none"> <li>▪ Read each of the questions in the left-hand column of the chart</li> <li>▪ Place a tick(√) in the appropriate box opposite each question to indicate your answer</li> </ul>		
<b>Can I?</b>	<b>YES</b>	<b>NO</b>
▪ Identify calculation requirements in the workplace		
▪ Construct mathematical problems from workplace information		
▪ Select appropriate methods to carry out the calculation requirement		
▪ Solve constructed mathematical problems with appropriate method		

▪ Identify tools and instruments required for computation		
▪ Perform calculation using appropriate tools and instrument accurately		
▪ Interpret workplace codes of conducts as per organizational guidelines		
▪ Maintain appropriate lines of communication with supervisors and colleagues		
▪ Conduct workplace interactions in courteous manner to gather and convey information		
▪ Ask questions about routine workplace procedures and matters and respond to queries clearly and concisely		
▪ Interpret workplace documents correctly; take assistance to aid comprehension when required from peers/supervisors		
▪ Understand correctly and follow visual information/symbols/signage		
▪ Access specific and relevant information from appropriate sources		
▪ Use appropriate medium to transfer information and ideas		
▪ Attend team meetings on time and followed meeting procedures etiquette		
▪ Express clearly own opinions and listened to those of others without interruption		
▪ Provide inputs consistent with the meeting and interpret and implement meeting outcomes		
▪ Interpret roles and objectives of the team		
▪ Interpret roles and responsibilities of team members		
▪ Identify personal roles and responsibilities within the team environment		
▪ Interpret reporting relationships within team and external to team		
▪ Identify other teammates' tasks and provide support		
▪ Encourage the team through sharing information or expertise, working together to solve problems, and putting team success first		
▪ Interpret views and opinions of other team members		
▪ Demonstrate responsibilities as a team member and keep promises and commitments made to others		
▪ Perform tasks in accordance with workplace procedures		
▪ Respect and maintain confidentiality		
▪ Avoid situations and actions considered inappropriate or which presented a conflict of interest		
▪ Identify problems faced at the individual and team level and show insight into the root causes of problems		

<ul style="list-style-type: none"> <li>▪ Identify a range of solutions and courses of action with benefits, costs and risks associated with each</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recognised the good ideas of others to help develop solutions and see advice from those who've solved similar problems</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Look beyond the obvious and not stop at the first answers</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret OHS policies and safe operating procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify and follow safety signs and symbols</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret response, evacuation procedures and other contingency measures as per standards</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Adhere all safety requirements/regulations to and before, during and after use</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify and mark unsafe or faulty tools for repair according to designated procedures before, during and after use</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Wear Personal protective equipment (PPE)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Check immediate work area routinely for safety hazards prior to starting and during work</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify hazards and unacceptable activities, rectify and remove and conduct work safely according to standard OHS requirement</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Report OSH hazards and incidents in the work area to appropriate personnel according to workplace procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ List common health issues</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify common safety issues, hazards and risks</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret hazards and risks assessment and controls</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Report hazards and risk observed in the work area as per company safety guidelines</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify alarms and warning devices</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Comprehend emergency response plans and procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recall first aid procedures during emergency situations</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate responses in an emergency situation</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify the positions, job roles and responsibilities in the leather goods and footwear industries</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Differentiated clearly the positions and job roles with key responsibilities</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify for use different types of raw materials used in the leather industry</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify for use different types of materials used in the leather goods industry</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify for use different types of materials used in the footwear industry</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Explain principles of cutting machine operation</li> </ul>		

▪ Identify and describe types of cutting		
▪ Identify quality of cutters and clickers		
▪ Identify common tools and equipment used		
▪ Identify common machinery used		
▪ Identify types of materials used in cutting		
▪ Identify associated materials used in cutting		
▪ Inspect and check materials as per job specification		
▪ Identify, mark and record defects as per standard operating procedure.		
▪ Identify types and origin of leather		
▪ Identify quality regions of leather		
▪ Identify line of tightness and stretchiness		
▪ Identify shoe components		
▪ Identify quality requirements as per standard operating procedure		
▪ Identify underlay, folding and lasting margin of shoe upper parts		
▪ Read and interpret Job specifications and instructions		
▪ Identify and select appropriate personal protective equipment (PPE)		
▪ Identify and select appropriate tools and equipment		
▪ Select and check leather		
▪ Sort leather according to size, grain, pattern, shade, thickness and finish		
▪ Identify principles of cutting		
▪ Set up cutting machine as per standard operating procedure		
▪ Perform tasks before, during and after cutting are identified		
▪ Carry out interlocking/nesting using tracing paper		
▪ Carry out cutting as per job specification		
▪ Identify, mark, record and replace defective pieces		
▪ Identify distortion and general faults on cutting knives and board		
▪ Select cutting dies according to materials being cut		
▪ Identify and select warp-weft directions		
▪ Set up cutting machine as per standard operating procedure		
▪ Carry out cutting in multilayer as per job specification		
▪ Clean, maintain and store tools and equipment		

<ul style="list-style-type: none"> <li>▪ Clean machine and machine parts as per standard operating procedure</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Clean workplace and dispose of waste material</li> </ul>		
<p>I agree to undertake assessment in the knowledge that the information gathered will only be used for educational and professional development purposes and can only be accessed by concerned assessment personnel and my manager/supervisor.</p>		
<b>Candidate's signature:</b>		<b>Date:</b>

## PART C – THE ASSESSMENT

### Assessment Agreement – Cutting Machine Operation

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The purpose of assessment is to confirm that you can perform to the standards expected in the workplace of an occupation, as expressed in the competency standards (after completion of self-assessment and in agreement with assessor).

To help achieve this, an assessment agreement is required to navigate both you and the assessor through the assessment process.

The assessment agreement is designed to provide a clear understanding of what and how you will be assessed and to nominate the tools that may be used to collect the assessment evidence.

You, the assessor and/or workplace supervisor should agree on the assessment requirements, dates and deadlines.

Therefore, to attain the Certificate of Cutting Machine Operation, you must demonstrate competence in the following units, as established in the assessment agreement:

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-LEA-CUT-01-G	Perform computations using basic mathematical concepts
SEIP-LEA-CUT-02-G	Carryout workplace interaction
SEIP-LEA-CUT-03-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-CUT-01-S	Apply occupational health and safety (OHS) practice at workplace
SEIP-LEA-CUT-02-S	Work in the leather goods and footwear industries
<b>Occupation-specific Competencies</b>	
SEIP-LEA-CUT-01-O	Identify basic cutting machine operations
SEIP-LEA-CUT-02-O	Identify and check materials used in cutting
SEIP-LEA-CUT-03-O	Carry out quality control
SEIP-LEA-CUT-04-O	Perform cutting machine operations (leather)
SEIP-LEA-CUT-05-O	Perform cutting machine operations (synthetics, fabrics and sheet material)

After successful completion of learning and assessment, you shall be awarded with a certificate.

<b>Assessment Agreement</b>	
<b>Occupation:</b>	Cutting Machine Operation
<b>Assessment Centre:</b>	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-LEA-CUT-01-G	Perform computations using basic mathematical concepts
SEIP-LEA-CUT-02-G	Carryout workplace interaction
SEIP-LEA-CUT-03-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-CUT-01-S	Apply occupational health and safety (OHS) practice at workplace
SEIP-LEA-CUT-02-S	Work in the leather goods and footwear industries
<b>Occupation-specific Competencies</b>	
SEIP-LEA-CUT-01-O	Identify basic cutting machine operations
SEIP-LEA-CUT-02-O	Identify and check materials used in cutting
SEIP-LEA-CUT-03-O	Carry out quality control
SEIP-LEA-CUT-04-O	Perform cutting machine operations (leather)
SEIP-LEA-CUT-05-O	Perform cutting machine operations (synthetics, fabrics and sheet material)
<b>Resources Required for Assessment</b>	
<p>Candidates must have access to the following:</p> <ul style="list-style-type: none"> <li>▪ copies of activities, questions, projects nominated by the assessor</li> <li>▪ relevant organisational policies, protocols and procedural documents (if required)</li> <li>▪ devices or tools to record answers</li> <li>▪ appropriate actual or simulated workplace</li> <li>▪ all necessary tools and equipment used in performance of the work-based task</li> <li>▪ any other resources normally used in the workplace</li> </ul>	
<b>Assessment Instructions</b>	
<p>Candidates should respond to the formative and summative assessments either verbally or in writing as agreed with the assessor. Written responses can be recorded in the spaces provided (if more space is required attach additional pages) or submitted in a word-processed document.</p> <p>If candidates answer verbally, the assessor should record their answers in detail.</p> <p>Candidates should also undertake observable tasks that provide evidence of performance. The assessor must provide instruction to candidates on what is expected during observation and arrange a suitable time and location for demonstration of these skills.</p> <p>Candidates must fully understand what they are required to do to complete these assessment tasks successfully, then sign the declaration.</p>	
<b>Performance Standards</b>	
<p>To receive a <b>satisfactory</b> result for the assessments, candidates must complete all activities, questions, projects, and tasks nominated by the assessor, to the required standard.</p>	

Completion of all tasks for a unit of competency, to a satisfactory level, will contribute to an assessment of competence for that specific individual unit (or units if holistic assessment approach is taken). Successful completion of all units of competency that comprise of the qualification Cutting Machine Operation, will result in the candidate will be issued with the relevant, nationally recognised certificate. Assessors must clearly explain the required performance standards.

**Declaration**

I declare that:

- the assessment requirements have been clearly explained to me
- all the work completed towards assessment will be my own
- cheating and plagiarism are unacceptable

<b>Candidate Name:</b>		<b>Date:</b>	
<b>Assessor Name:</b>		<b>Date:</b>	



## PART D – ASSESSMENT TOOLS

### Specific Instructions to Assessor

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Please read carefully and prepare as necessary:

1. The assessor shall (practical demonstration assessment activities):
  - provide the candidate with the necessary tools, equipment, machinery and materials for completion of one (1) set of the following practical demonstration activities:
    - Set A:
      - Set-up **for** cutting machine operation
      - Perform cutting of leather
    - Set B:
      - Set-up **for** cutting machine operation
      - Perform cutting of sheet material
    - Set C:
      - Check and prepare materials for cutting
      - Perform cutting of fabric **and synthetics**
  - provide the candidate with the copy of the specific instruction to candidate
  - allow the practical demonstration to be performed within **three (3)** hours including preparation of the materials
  - ensure that the candidate **FULLY** understands the instructions before proceeding to the performance of the assessment activity
  - allow fifteen (15) minutes for the candidate to familiarise themselves with the resources to be used during the practical demonstrations
  - ensure that the candidate is wearing appropriate personal protective equipment (PPE) before allowing them to proceed with the assessment activity
2. Assessment shall be based on the performance criteria in each of the units of competency. The evidence gathering method shall be comprised of:
  - (a) Written Test (1 hour) – **knowledge evidence**
  - (b) Practical Demonstration (**3** hours) – **performance evidence**

The practical demonstration activities will be divided into **two (2)** tasks (contained in one set):

- (i) Practical Demonstration 1
  - (ii) Practical Demonstration 2
3. Final assessment is your responsibility as the accredit/certified assessor.
  4. At the conclusion of each assessment activity, you will provide feedback to the candidate of the assessment result. The feedback will indicate whether the candidate is:

**COMPETENT**

**NOT YET COMPETENT**

5. The list of tools, equipment, machinery and materials to be provided for completion of the practical demonstration assessment activities can be found at:
- Set A – Practical Demonstration 1 page 38
  - Set A – Practical Demonstration 2: page 43
  - Set B – Practical Demonstration 1: page 47
  - Set B – Practical Demonstration 2: page 52
  - Set C – Practical Demonstration 1: page 56
  - Set C – Practical Demonstration 2: page 61

## Specific Instructions to Candidate

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You should respond to the assessment either in writing or verbally as agreed with the assessor. Written responses can be recorded in the spaces provided; if more space is required attach additional pages) or submit a word-processed document.

If you answer verbally, the assessor should record your answers in detail. Please check your recorded answers carefully and thoroughly to ensure that they are accurate.

You may also be undertaking observable activities (i.e. practical demonstration) that provide evidence of performance. The assessor must provide you with clear instructions on what is expected during this type of assessment and arrange a suitable time and location for demonstration of these skills.

To receive a satisfactory result for the assessments, you must complete all of the assessment activities; including questions, projects and tasks nominated by the assessor, to the required standard.

This assessment is based upon the units of competency in cutting machine operation. Using the performance criteria as a benchmark, evidence will be gathered through:

1. Written Test (1 hour) – a variety of multiple-choice, true or false and short answer theory questions to support your competence with regard to the required knowledge (**knowledge evidence**).
2. Practical Demonstration (3 hours) – observable tasks outlined in the elements and performance criteria of the units of competency, completed to support a judgement of satisfactory performance to the required standard (**performance evidence**).

There will be one (1) set of practical demonstration activities to complete. The assessor will direct you as to which 'set' you will be required to complete out of the following:

- Set A:
    - Set-up cutting machine for operation (60 minutes)
    - Perform cutting of leather (2 hours)
  - Set B:
    - Set-up cutting machine for operation (60 minutes)
    - Perform cutting of sheet material (2 hours)
  - Set C:
    - Check and prepare materials for cutting (60 minutes)
    - Perform cutting of fabric and synthetics (2 hours)
3. The assessor will provide all necessary tools, equipment, machinery and materials required to complete each assessment activity.
  4. These assessments cover all units of competency for Cutting Machine Operation.
  5. The assessor will provide you with feedback of your performance after completion of each assessment activity. This feedback shall indicate whether you are:

**COMPETENT**

**NOT YET COMPETENT**

6. Complete of all assessment activities, to a satisfactory level, will contribute to a final assessment of competence.

## Written Test

WRITTEN TEST - INSTRUCTIONS	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-LEA-CUT-01-G	Perform computations using basic mathematical concepts
SEIP-LEA-CUT-02-G	Carryout workplace interaction
SEIP-LEA-CUT-03-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-CUT-01-S	Apply occupational health and safety (OHS) practice at workplace
SEIP-LEA-CUT-02-S	Work in the leather goods and footwear industries
<b>Occupation-specific Competencies</b>	
SEIP-LEA-CUT-01-O	Identify basic cutting machine operations
SEIP-LEA-CUT-02-O	Identify and check materials used in cutting
SEIP-LEA-CUT-03-O	Carry out quality control
SEIP-LEA-CUT-04-O	Perform cutting machine operations (leather)
SEIP-LEA-CUT-05-O	Perform cutting machine operations (synthetics, fabrics and sheet material)
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this written examination is based on the performance criteria from all the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning knowledge</li> <li>▪ write your answers on the paper provided</li> <li>▪ answer all the questions as best as possible</li> <li>▪ you have 1 (one) hour to complete this test</li> </ul>	

WRITTEN TEST		
Multiple Choice		
This is a <b>multiple-choice</b> of test. Choose the appropriate answer and circle the letter that corresponds with your answer.		
1.	What percentage of 250 is 50?	<ul style="list-style-type: none"> <li>a. 10%</li> <li>b. 20%</li> <li>c. 25%</li> <li>d. 50%</li> </ul>
2.	Which tool and instrument will you select and use to perform calculations?	<ul style="list-style-type: none"> <li>a. Smart phone</li> <li>b. Computer</li> <li>c. Calculator</li> <li>d. Laptop</li> <li>e. All of the above</li> </ul>
3.	Which of the following are workplace documents?	<ul style="list-style-type: none"> <li>a. Code of conduct</li> <li>b. Standard operating procedure</li> <li>c. OHS policy</li> <li>d. All of the above</li> </ul>
4.	Farida was tasked to attend a meeting with a leather and footwear organisation by 10:00am. Farida was not able to anticipate the traffic for that day, so she was late for the meeting. The following are actions she should take to avoid being late, except for?	<ul style="list-style-type: none"> <li>a. Make sure to come on time and prepare for the meeting in advance.</li> <li>b. Leave home earlier to give time allowance for unexpected road traffic.</li> <li>c. If not familiar with the place, check the address ahead of time and check for the traffic scenario of the place.</li> <li>d. Make sure you have a good excuse for being late.</li> </ul>
5.	A set of rules outlining the social norms, religious rules and responsibilities of, and/or proper practices for individuals in an industry is called?	<ul style="list-style-type: none"> <li>a. Code of conduct</li> <li>b. Good laboratory practices</li> <li>c. Good manufacturing practices</li> <li>d. By-laws</li> </ul>
6.	What are the advantages of a self-directed team?	<ul style="list-style-type: none"> <li>a. Improved quality, productivity and service</li> <li>b. Greater flexibility</li> <li>c. Prohibition signs</li> <li>d. Faster response to technological change</li> <li>e. All of the above</li> </ul>
7.	Ways to build relationships within a team may include:	<ul style="list-style-type: none"> <li>a. Discuss team member work styles</li> <li>b. Define “team personality”</li> <li>c. Discuss individual goals, hopes concerns</li> </ul>

		d. All of the above
8.	Which is the cleaning tool used for sweeping?	a. Broom b. Vacuum cleaner c. Brush a. d. Mop
9.	Which is the principal raw material for any leather products industry?	a. Wet blue leather b. Crust leather c. Finished leather d. All of above
10.	The basic expensive material used for cutting in shoe making is?	a. Synthetics b. Soling material c. Leather d. Insole board
11.	Impression of vein in finished leather is known as?	a. Scratch marks b. Vein marks c. Growth marks d. All of above
12.	Which is the strongest part of leather?	a. Belly b. Shoulder c. Butt d. Neck
13.	Impact resulting from being struck by or against objects may cause what type of serious accident?	a. Chemical b. Physical c. Biological d. Ergonomic
14.	Lower-back pain and repetitive strain injuries are two musculoskeletal diseases that are major problems in the footwear industry. These are examples of what type of hazard?	a. Biological b. Ergonomic c. Physical d. Chemical
15.	Tools used for hand cutting are?	a. Cutting knife, marker and scale b. Cutting knife, metal pattern and zinc sheet c. Scissor, scale and marker d. Scissor, marker and scale
16.	Tools used for machine cutting are?	a. Hammer and marker b. Cutting dies and cutting board c. Scissor and cutting board d. Cutting knife and scissor

17.	Light intensity in cutting section is important to?	a. Find out defects and matching grain and colour b. Relax cutting operator c. Find out scar marks d. Check thickness of leather
18.	Swing arm cutting machine is adjusted by?	a. Heat, pressure and dwell time b. Head height, dwell time and pressure c. Temperature, dwell time and pressure d. Head height, pressure and dwell time

### True or False Quiz

Tick (√) the box corresponding to the correct answer.

19.	The allocated leather is first separated by operator in groups according to size, thickness, grain and colour. This separation step is known as sorting.	True <input type="checkbox"/> False <input type="checkbox"/>
20.	Cutting department deals with moulding the finished upper into the shape of the foot as well as retaining the shape that stimulates the foot shape.	True <input type="checkbox"/> False <input type="checkbox"/>
21.	The pressure of the cutting machine should be permanently fixed regardless of the material type and thickness.	True <input type="checkbox"/> False <input type="checkbox"/>

### Fill in the Missing Blanks

Write the word or group of words needed to complete the following sentences.

22.	Wholesale market is an example of _____ market.
23.	Leather is _____ according to percentage of defects and cutting value.
24.	There are two basic types of cutting operations are two types; _____ and machine cutting.

### Short Answer

Write a short answer in the space provided (not to exceed more than approximately twenty-five (25) words).

25.	What is meant by OHS policies and procedures?	
26.	How do you apply personal health and safety practices?	

27.	What are chemical hazards?	
28.	What actions will you take in case two of your co-workers were engaged in a conflict <b>at</b> work?	
29.	Outline the workflow of making footwear and leather goods.	
30.	List <b>5</b> essential materials used for footwear and leather goods making.	
31.	In the production area, accidents happen when hands access the cutting machine <b>during operation</b> . What actions should the company take to ensure that <b>such</b> accidents <b>do</b> not happen again?	
32.	What <b>is</b> the standard cutting room environment?	
33.	Why should you observe complete care during cutting?	
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>



## Written Test - Answers

Answers are highlighted in **bold** and *italics*.

Multiple Choice		
1.	What percentage of 250 is 50?	<p>a. 10%</p> <p><b>b. 20%</b></p> <p>c. 25%</p> <p>d. 50%</p>
2.	Which tool and instrument will you select and use to perform calculations?	<p>a. Smart phone</p> <p>b. Computer</p> <p>c. Calculator</p> <p>d. Laptop</p> <p><b>e. All of the above</b></p>
3.	Which of the following are workplace documents?	<p>a. Code of conduct</p> <p>b. Standard operating procedure</p> <p>c. OHS policy</p> <p><b>d. All of the above</b></p>
4.	Farida was tasked to attend a meeting with a leather and footwear organisation by 10:00am. Farida was not able to anticipate the traffic for that day, so she was late for the meeting. The following are actions she should take to avoid being late, except for?	<p>b. Make sure to come on time and prepare for the meeting in advance.</p> <p>b. Leave home earlier to give time allowance for unexpected road traffic.</p> <p>c. If not familiar with the place, check the address ahead of time and check for the traffic scenario of the place.</p> <p><b>d. Make sure you have a good excuse for being late.</b></p>
5.	A set of rules outlining the social norms, religious rules and responsibilities of, and/or proper practices for individuals in an industry is called?	<p><b>a. Code of conduct</b></p> <p>b. Good laboratory practices</p> <p>c. Good manufacturing practices</p> <p>d. By-laws</p>
6.	What are the advantages of a self-directed team?	<p>a. Improved quality, productivity and service</p> <p>b. Greater flexibility</p> <p>c. Prohibition signs</p> <p>d. Faster response to technological change</p> <p><b>e. All of the above</b></p>
7.	Ways to build relationships within a team may include:	<p>a. Discuss team member work styles</p> <p>b. Define “team personality”</p> <p>c. Discuss individual goals, hopes concerns</p> <p><b>d. All of the above</b></p>

8.	Which is the cleaning tool used for sweeping?	a. Broom b. Vacuum cleaner c. Brush <b>d. Mop</b>
9.	Which is the principal raw material for any leather products industry?	a. Wet blue leather b. Crust leather <b>c. Finished leather</b> d. All of above
10.	The basic expensive material used for cutting in shoe making is?	a. Synthetics b. Soling material <b>c. Leather</b> d. Insole board
11.	Impression of vein in finished leather is known as?	a. Scratch marks <b>b. Vein marks</b> c. Growth marks d. All of above
12.	Which is the strongest part of leather?	a. Belly b. Shoulder <b>c. Butt</b> d. Neck
13.	Impact resulting from being struck by or against objects may cause what type of serious accident?	a. Chemical <b>b. Physical</b> c. Biological d. Ergonomic
14.	Lower-back pain and repetitive strain injuries are two musculoskeletal diseases that are major problems in the footwear industry. These are examples of what type of hazard?	a. Biological <b>b. Ergonomic</b> c. Physical d. Chemical
15.	Tools used for hand cutting are?	b. Cutting knife, marker and scale <b>b. Cutting knife, metal pattern and zinc sheet</b> c. Scissor, scale and marker d. Scissor, marker and scale
16.	Tools used for machine cutting are?	a. Hammer and marker <b>b. Cutting dies and cutting board</b> c. Scissor and cutting board d. Cutting knife and scissor

17.	Light intensity in cutting section is important to?	<p><b>a. Find out defects and matching grain and colour</b></p> <p>b. Relax cutting operator</p> <p>c. Find out scar marks</p> <p>d. Check thickness of leather</p>
18.	Swing arm cutting machine is adjusted by?	<p>a. Heat, pressure and dwell time</p> <p>b. Head height, dwell time and pressure</p> <p>c. Temperature, dwell time and pressure</p> <p><b>d. Head height, pressure and dwell time</b></p>
<b>True of False Quiz</b>		
19.	The allocated leather is first separated by operator in groups according to size, thickness, grain and colour. This separation step is known as sorting.	True <input checked="" type="checkbox"/> False <input type="checkbox"/>
20.	Cutting department deals with moulding the finished upper into the shape of the foot as well as retaining the shape that stimulates the foot shape.	True <input type="checkbox"/> False <input checked="" type="checkbox"/>
21.	The pressure of the cutting machine should be permanently fixed regardless of the material type and thickness.	True <input type="checkbox"/> False <input checked="" type="checkbox"/>
<b>Fill in the Missing Blanks</b>		
22.	Wholesale market is an example of <b>local</b> market.	
23.	Leather is <b>graded</b> according to percentage of defects and cutting value.	
24.	There are two basic types of cutting operations are two types; <b>hand cutting</b> and machine cutting.	
<b>Short Answer</b>		
25.	What is meant by OHS policies and procedures?	<b>OHS Policies and Procedures are a major part of protecting the safety, health and welfare of people engaged in work or employment.</b>
26.	How do you apply personal health and safety practices?	<ul style="list-style-type: none"> <li>▪ <b>Promote occupational and personal health, safety and wellness</b></li> <li>▪ <b>Provide information about health and safety hazards</b></li> <li>▪ <b>Identify and correct health and safety hazards and encourage to report potential hazards</b></li> <li>▪ <b>Conduct activities in a manner protective of the work environment</b></li> </ul>

		<ul style="list-style-type: none"> <li>▪ <b>Maintain a risk-based emergency management program to reduce the impact of emergency events</b></li> </ul>
27.	What are chemical hazards?	<b>Hazards arise from inhaling chemical agents in the form of vapors, gases, dusts, fumes, mists, or by skin contact with these materials.</b>
28.	What actions will you take in case two of your co-workers were engaged in a conflict at work?	<b>Make a written report and submit the same to your line manager.</b>
29.	Outline the workflow of making footwear and leather goods.	<b>Designing, pattern making, cutting, preparation and setting, upper closing/ stitching, lasting (for footwear) and making, finishing, quality control, packaging.</b>
30.	List 5 essential materials used for footwear and leather goods making.	<ol style="list-style-type: none"> <li>1. <b>Leather</b></li> <li>2. <b>Fabrics</b></li> <li>3. <b>Synthetic leather</b></li> <li>4. <b>Thread</b></li> <li>5. <b>Adhesive</b></li> </ol>
31.	In the production area, accidents happen when hands access the cutting machine during operation. What actions should the company take to ensure that such accidents do not happen again?	<b>Guard should be provided for the machine.</b>
32.	What is the standard cutting room environment?	<b>Proper ventilation and sufficient natural daylight should be there in cutting room.</b>
33.	Why should you observe complete care during cutting?	<b>After cutting check and match the number of cut components pair wise and bundle them according to the job specification.</b>

## Set A: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Set-up for cutting machine operation
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>one (1) hour</b> to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. <b>Calculate quantity of materials required as per job specification.</b></li> <li>6. Inspect and check materials (i.e. leather) as per job specification.</li> <li>7. Sort materials according to size, grain pattern, shade, thickness and finish.</li> <li>8. <b>Check and identify types and origin of materials.</b></li> <li>9. Identify <b>and prioritise regions</b> to be cut.</li> <li>10. Identify poor quality <b>regions</b> which <b>may</b> be used as filler.</li> <li>11. Identify and mark defects on material to be cut.</li> <li>12. Check and ensure <b>work area has sufficient</b> lighting.</li> <li>13. Check and ensure level of cutting board and head plate.</li> <li>14. <b>Identify and select cutting dies according to materials being cut.</b></li> <li>15. Check and ensure sharpness and shape of cutting dies/knives.</li> <li>16. <b>Identify and select warp/weft directions (if required).</b></li> <li>17. <b>Set-up cutting machine as per standard operating procedure (knife height and material thickness).</b></li> </ol>	

Resources Required:	
Tools:	Cutting dies/knives Scissors Thickness gauge Hammer Marking pen
Equipment:	Inspection table
Machinery:	Swing arm clicking press Travelling head clicking press Beam cutting machine
Materials:	Leather
PPE:	Apron Mask Safety shoes Gloves

## Set A: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Set-up for cutting machine operation	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Raw materials commonly used in industry are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Leather goods materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>

Footwear materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different types of materials used in the footwear industry are identified for use.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation requirements are identified in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate mathematical methods/concepts for the calculation are selected.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments to perform calculations are used.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate method is selected to carry out the calculation requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Constructed mathematical problems are solved with appropriate method.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments required for computation are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation is performed using appropriate tools and instruments accurately.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required material (i.e. leather) as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required associated materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Material is sorted according to size, grain pattern, shade, thickness and finish.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected cutting dies according to materials being cut.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured level of cutting board and head plate.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sharpness and shape of cutting dies/knives.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected warp/weft directions (if required).	<input type="checkbox"/>	<input type="checkbox"/>
Set-up machine according to knife height and materials thickness.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>



**Feedback to candidate:**

Assessment decision for this assessment activity:

**Competent**

**Not Yet Competent**

**Candidate Signature:**

**Date:**

**Assessor Signature:**

**Date:**

## Set A: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Perform cutting of leather
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. <b>Inspect and check materials for any defects.</b></li> <li>6. <b>Set-up cutting machine as per standard operating procedure (knife height and material thickness).</b></li> <li>7. <b>Turn</b> on cutting machine and position knife following proper interlocking/nesting <b>procedure.</b></li> <li>8. Carry out cutting as per job specification.</li> <li>9. Identify, mark, record and replace defective pieces.</li> <li>10. Count cut pieces, bundle and pack them as per <b>job</b> requirement.</li> <li>11. <b>Clean, maintain and store tools and equipment.</b></li> <li>12. <b>Clean cutting machine and parts as per standard operating procedure.</b></li> <li>13. <b>Clean workplace and dispose of waste materials.</b></li> </ol> <p><b>Note:</b> Set-up for cutting machine operation and identification and inspection of materials is completed under previous practical demonstration.</p>	
<b>Resources Required:</b>	

Tools:	Cutting dies/knives Scissors Cutting board Thickness gauge Markers
Equipment:	Horse/trolley
Machinery:	Swing arm cutting press
Materials:	Leather
PPE:	Apron Mask Safety shoes Gloves

## Set A: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Perform cutting of leather	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>

Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked cutting machine as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Set-up cutting machine and positioned knife following proper interlocking/nesting procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out cutting as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, marked, recorded and replaced defective pieces.	<input type="checkbox"/>	<input type="checkbox"/>
Counted cut pieces, bundled and packed them as per job requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and equipment are cleaned, maintained and stored.	<input type="checkbox"/>	<input type="checkbox"/>
Machine and machine parts are cleaned as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace is cleaned and waste material disposed of.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not Yet Competent</b>
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set B: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Set-up for cutting machine operation
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>one (1) hour</b> to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for the task (refer to the list provided to you by the assessor).</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Check and ensure <b>work area has sufficient</b> lighting.</li> <li>6. <b>Calculate quantity of materials required as per job specification.</b></li> <li>7. Inspect and check materials (i.e. sheet and shoe components) as per job specification.</li> <li>8. <b>Identify and confirm quality requirements.</b></li> <li>9. Identify and mark defects on material to be cut.</li> <li>10. <b>Identify and calculate underlay, folding and lasting margin of upper parts.</b></li> <li>11. Check and ensure level of cutting board and head plate.</li> <li>12. <b>Identify and select cutting dies according to materials being cut.</b></li> <li>13. Check and ensure sharpness and shape of cutting dies/knives.</li> <li>14. <b>Identify and select warp/weft directions (if required).</b></li> <li>15. <b>Set-up cutting machine as per standard operating procedure (knife height and material thickness).</b></li> </ol>	
<b>Resources Required:</b>	

Tools:	Cutting dies/knives Scissors Thickness gauge Hammer Marking pen
Equipment:	Working table
Machinery:	Swing arm clicking press Travelling head clicking press Beam cutting machine
Materials:	Sheet material
PPE:	Apron Mask Safety shoes Gloves

## Set B: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Set-up for cutting machine operation	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Raw materials commonly used in industry are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Leather goods materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>



Footwear materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different types of materials used in the footwear industry are identified for use.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation requirements are identified in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate mathematical methods/concepts for the calculation are selected.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments to perform calculations are used.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate method is selected to carry out the calculation requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Constructed mathematical problems are solved with appropriate method.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments required for computation are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation is performed using appropriate tools and instruments accurately.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required material (i.e. sheet materials and shoe components) as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required associated materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected cutting dies according to materials being cut.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured level of cutting board and head plate.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sharpness and shape of cutting dies/knives.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected warp/weft directions (if required).	<input type="checkbox"/>	<input type="checkbox"/>
Set-up machine according to knife height and materials thickness.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		

Assessment decision for this assessment activity:			
<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not Yet Competent</b>	
<b>Candidate Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

## Set B: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Perform cutting of sheet material
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in cutting machine operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. <b>Inspect and check materials for any defects.</b></li> <li>6. Set-up travelling head cutting press machine.</li> <li>7. Place sheet materials on machine board.</li> <li>8. Position and place knife on sheet <b>in correct direction.</b></li> <li>9. Position machine head on knife.</li> <li>10. Carry out cutting as per job specification.</li> <li>11. Identify, mark, record and replace defective pieces.</li> <li>12. Count cut pieces, bundle and pack them as per <b>job</b> requirement.</li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean cutting machine and parts as per standard operating procedure.</b></li> <li>15. <b>Clean workplace and dispose of waste materials.</b></li> </ol> <p><b>Note:</b> Set-up for cutting machine operation and identification and inspection of materials is completed under previous practical demonstration.</p>	

<b>Resources Required:</b>	
Tools:	Cutting dies/knives Scissors Cutting board Thickness gauge Markers
Equipment:	Horse/trolley
Machinery:	Travelling head cutting press
Materials:	Sheet material
PPE:	Apron Mask Safety shoes Gloves

## Set B: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Perform cutting of sheet material	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>

Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked cutting machine as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Set-up cutting machine and positioned knife following proper interlocking/nesting procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out cutting as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, marked, recorded and replaced defective pieces.	<input type="checkbox"/>	<input type="checkbox"/>
Counted cut pieces, bundled and packed them as per job requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and equipment are cleaned, maintained and stored.	<input type="checkbox"/>	<input type="checkbox"/>
Machine and machine parts are cleaned as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace is cleaned and waste material disposed of.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not Yet Competent</b>
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set C: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Check and prepare materials for cutting
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>one (1) hour</b> to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for the task (refer to the list provided to you by the assessor).</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Check and ensure <b>work area has sufficient</b> lighting.</li> <li>6. <b>Calculate quantity of materials required as per job specification.</b></li> <li>7. Inspect and check materials (i.e. fabrics and synthetics) as per job specification.</li> <li>8. <b>Identify and confirm quality requirements.</b></li> <li>9. Identify, mark <b>and replace</b> defective <b>material</b>.</li> <li>10. Check and ensure level of cutting board and head plate.</li> <li>11. <b>Identify and select cutting dies and knives according to materials being cut.</b></li> <li>12. <b>Identify distortion and general faults of cutting knives and board.</b></li> <li>13. Check and ensure sharpness and shape of cutting dies/knives.</li> <li>14. <b>Identify and select warp/weft directions (if required).</b></li> <li>15. <b>Set-up cutting machine as per standard operating procedure (knife height and material thickness).</b></li> </ol>	
<b>Resources Required:</b>	

Tools:	Cutting dies/knives Scissors Thickness gauge Hammer Marking pen
Equipment:	Inspection table
Machinery:	Swing arm clicking press Travelling head clicking press Beam cutting machine
Materials:	Synthetics Fabrics
PPE:	Apron Mask Safety shoes Gloves



## Set C: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Check and prepare materials for cutting	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Raw materials commonly used in industry are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Leather goods materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>

Footwear materials are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different types of materials used in the footwear industry are identified for use.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation requirements are identified in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate mathematical methods/concepts for the calculation are selected.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments to perform calculations are used.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate method is selected to carry out the calculation requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Constructed mathematical problems are solved with appropriate method.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and instruments required for computation are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Calculation is performed using appropriate tools and instruments accurately.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required material (i.e. fabric and synthetics) as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required associated materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Material is sorted according to size, grain pattern, shade, thickness and finish.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected cutting dies according to materials being cut.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured level of cutting board and head plate.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sharpness and shape of cutting dies/knives.	<input type="checkbox"/>	<input type="checkbox"/>
Identified distortion and general faults on cutting knives and board.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected warp/weft directions (if required).	<input type="checkbox"/>	<input type="checkbox"/>
Set-up machine according to knife height and materials thickness.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>

The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:  <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> <b>Competent</b></span> <span><input type="checkbox"/> <b>Not Yet Competent</b></span> </div>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set C: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Cutting Machine Operation
<b>Task:</b>	Perform cutting of fabrics <b>and synthetics</b>
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Cutting Machine Operation</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>two (2)</b> hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Inspect and check work bundles.</li> <li>6. <b>Inspect and check materials for any defects.</b></li> <li>7. Set-up travelling head cutting press machine.</li> <li>8. Identify and select arrow directions.</li> <li>9. <b>Identify and</b> select cutting dies for fabric/<b>synthetics</b> cutting.</li> <li>10. <b>Identify and select warp-weft directions.</b></li> <li>11. Carry out cutting in multilayer <b>as per job specification (if fabric).</b></li> <li>12. <b>Carry out cutting of insole board in double layer as per job specification (if synthetic).</b></li> <li>13. Identify, mark, record and replace defective pieces.</li> <li>14. Count cut pieces, bundle and pack them as per <b>job</b> requirement.</li> <li>15. <b>Clean, maintain and store tools and equipment.</b></li> <li>16. <b>Clean cutting machine and parts as per standard operating procedure.</b></li> <li>17. <b>Clean workplace and dispose of waste materials.</b></li> </ol>	

**Note:** Set-up for cutting machine operation and identification and inspection of materials is completed under previous practical demonstration.

**Resources Required:**

Tools:	Cutting dies/knives Scissors Staplers Cutting board Thickness gauge Markers
Equipment:	Horse/trolley
Machinery:	Travelling head cutting press
Materials:	Fabrics Synthetics Insole board
PPE:	Apron Mask Safety shoes Gloves

## Set C: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Cutting Machine Operation	
<b>Task:</b>	Perform cutting of fabric <b>and synthetics</b>	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
<b>Workplace documents are interpreted correctly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
<b>OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Common safety issues are identified.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazards and risks are identified.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hazards and risks assessment and controls are interpreted.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured sufficient lighting on cutting machine area.	<input type="checkbox"/>	<input type="checkbox"/>
Identified machines, tools and equipment used in cutting machine operation.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked work bundles.	<input type="checkbox"/>	<input type="checkbox"/>

Inspected and checked the materials as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and mark defects on materials to be cut.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked cutting machine as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Identified distortion and general faults on cutting knives and board.	<input type="checkbox"/>	<input type="checkbox"/>
Set-up cutting machine and positioned knife following proper interlocking/nesting procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and selected dies according to materials being cut.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and select warp and weft directions.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out cutting as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, marked, recorded and replaced defective pieces.	<input type="checkbox"/>	<input type="checkbox"/>
Counted cut pieces, bundled and packed them as per job requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Tools and equipment are cleaned, maintained and stored.	<input type="checkbox"/>	<input type="checkbox"/>
Machine and machine parts are cleaned as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace is cleaned and waste material disposed of.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate lines of communication are maintained with supervisors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace interactions are conducted in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not Yet Competent</b>
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Oral Questions (Optional)

ORAL QUESTIONS - INSTRUCTIONS	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in cutting machine operation
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-LEA-CUT-01-G	Perform computations using basic mathematical concepts
SEIP-LEA-CUT-02-G	Carryout workplace interaction
SEIP-LEA-CUT-03-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-CUT-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-CUT-02-S	Work in leather goods and footwear industry
<b>Occupation-specific Competencies</b>	
SEIP-LEA-CUT-01-O	Identify basic cutting machine operations
SEIP-LEA-CUT-02-O	Identify and check materials used in cutting
SEIP-LEA-CUT-03-O	Carry out quality control
SEIP-LEA-CUT-04-O	Perform cutting machine operations (leather)
SEIP-LEA-CUT-05-O	Perform cutting machine operations (synthetics, fabrics and sheet material)
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ these oral questions are based on the performance criteria from all the units of competency in Cutting Machine Operation</li> <li>▪ oral questions are designed to enable additional assessment of your underpinning knowledge</li> <li>▪ you should present your responses as directed by the assessor</li> <li>▪ answer all the questions asked by the assessor as best as possible</li> </ul>	



ORAL QUESTIONS			
Question		Place a ✓ in the appropriate box to show if evidence has been demonstrated competently	
		Yes	No
1.	What is the official system of measurement in almost every country in the world?	<input type="checkbox"/>	<input type="checkbox"/>
2.	What are the primary methods of performing calculations?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Name the tools and instrument used to perform calculations.	<input type="checkbox"/>	<input type="checkbox"/>
4.	What type of document is a code of conduct?	<input type="checkbox"/>	<input type="checkbox"/>
5.	What can be one of the positive benefits of a visual workplace?	<input type="checkbox"/>	<input type="checkbox"/>
6.	What factors should be considered when planning for a meeting?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Is it true that a person's character is not subject to ethics?	<input type="checkbox"/>	<input type="checkbox"/>
8.	Give an example of a people-oriented team role.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Developing a project plan is a task of what?	<input type="checkbox"/>	<input type="checkbox"/>
10.	What is the tool that clearly shows the reporting relationships within an organisation?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Why should a conflict be dealt with immediately?	<input type="checkbox"/>	<input type="checkbox"/>
12.	Why is the use of symbols on precautionary labels is recommended?	<input type="checkbox"/>	<input type="checkbox"/>
13.	What are the instructions to be followed for maintaining OHS policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>
14.	What will you do when there is too much noise in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
15.	Hazards due to transfer of energy between an object and a worker is termed as?	<input type="checkbox"/>	<input type="checkbox"/>
16.	Briefly explain the purpose of alarm signals.	<input type="checkbox"/>	<input type="checkbox"/>
17.	What will you do when you are being provided upper leather for cutting?	<input type="checkbox"/>	<input type="checkbox"/>
18.	Name same of examples of tools, equipment and machinery used in cutting department?	<input type="checkbox"/>	<input type="checkbox"/>
19.	What action will you take to reduce leather consumption?	<input type="checkbox"/>	<input type="checkbox"/>
20.	Which will give you higher output on productivity - hand or machine cutting?	<input type="checkbox"/>	<input type="checkbox"/>
21.	Maria would like to ensure that the upper is cut accurately. What action should she take?		

22.	What is the advantage of <b>using</b> group dies in cutting machines?		
23.	Why do you need to know the risk level, machine operating instructions and rules that must be followed while working on cutting machine?		
24.	When working with cutting machines, what safety precautions should be <b>implemented</b> ?		
25.	If you are given an amount of leather needed per batch of shoe upper cutting, how will you calculate for the leather required for 5 batches?		
26.	Your co-worker approaches you, suddenly burst into tears, and <b>shares</b> her personal problems with you. One of your friends in the production area approaches you and asks about the reason why your co-worker was crying. What <b>response should you give</b> ?		
27.	What will you do to ensure proper cutting of upper leather?		
28.	What if the cutting dies accidentally falls and got de-shaped while you were in the production area. What action <b>should</b> you take?		
29.	What are the effects of selecting <b>the</b> wrong direction of tightness in leather cutting?		
30.	Why do we need to follow Racks/Work Transport Methods (WTM)?		
31.	While you are cutting shoe upper leather, you have the impression that the size of dies should be altered to achieve a minimum leather consumption. What will you do in this <b>case</b> ?		
32.	Why are double edge cutting dies used in upper leather cutting and single edge cutting dies used for insole board cutting?		
33.	Why <b>are</b> fabrics cut in multilayer?		
34.	What is the height of insole board cutting dies?		
35.	What will you do in case you are in the middle of your production and there is a sudden mechanical <b>problem</b> ?		
36.	How will you convey your message regarding the production process in your assigned area?		
<b>Feedback to candidate:</b>			
Assessment decision for this assessment activity:			
<input type="checkbox"/> <b>Competent</b>		<input type="checkbox"/> <b>Not Yet Competent</b>	
<b>Candidate Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

## Oral Questioning Guideline

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<b>General Guidelines For Effective Questioning</b>	
▪	Keep questions short and focused on one key concept
▪	Ensure that questions are structured
▪	Test the questions to check that they are not ambiguous
▪	Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
▪	Keep questions clear and straight forward and ask one at a time
▪	Use words that the candidate is able to understand
▪	Look at the candidate when asking questions
▪	Check to ensure that the candidate fully understands the questions
▪	Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
▪	Confirm the candidate's response by repeating the answer back in his/her own words
▪	Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
▪	Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
▪	Use language at a suitable level for the candidate
▪	Listen carefully to the answers for opportunities to find unexpected evidence
▪	Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
▪	Compile a list of acceptable responses to ensure reliability of assessments

## Oral Questions (Optional) - Answers

Answers are highlighted in **bold** and *italics*.

ORAL QUESTIONS		
Question		Answer
1.	What is the official system of measurement in almost every country in the world?	<b><i>Metric system</i></b>
2.	What are the primary methods of performing calculations?	<b><i>Addition, subtraction, multiplication and division</i></b>
3.	Name the tools and instrument used to perform calculations.	<b><i>Calculator, mobile, computer</i></b>
4.	What type of document is a code of conduct?	<b><i>Management tool</i></b>
5.	What can be one of the positive benefits of a visual workplace?	<b><i>Improved safety</i></b>
6.	What factors should be considered when planning for a meeting?	<b><i>Following factors must be consider during planning a meeting:</i></b> <ul style="list-style-type: none"> <li>▪ <b><i>Is this meeting necessary?</i></b></li> <li>▪ <b><i>What do I want to achieve?</i></b></li> <li>▪ <b><i>Who needs to be there to achieve it?</i></b></li> <li>▪ <b><i>Do I have the physical space and materials to run a meeting?</i></b></li> <li>▪ <b><i>Is the timing right?</i></b></li> </ul>
7.	Is it true that a person's character is not subject to ethics?	<b><i>No</i></b>
8.	Give an example of a people-oriented team role.	<b><i>Coordinator</i></b>
9.	Developing a project plan is a task of what?	<b><i>Project Manager</i></b>
10.	What is the tool that clearly shows the reporting relationships within an organisation?	<b><i>Organisational chart</i></b>
11.	Why should a conflict be dealt with immediately?	<b><i>So it may be resolved without escalating.</i></b>
12.	Why is the use of symbols on precautionary labels is recommended?	<b><i>The use of symbols on precautionary labels is optional, and is recommended for the following reasons:</i></b> <ul style="list-style-type: none"> <li>▪ <b><i>Symbols may show and help to explain the hazards quickly</i></b></li> <li>▪ <b><i>Symbols can be understood by both readers and non-readers</i></b></li> <li>▪ <b><i>Symbols may be multilingual and usually translate directly into all languages</i></b></li> </ul>

13.	What are the instructions to be followed for maintaining OHS policies and procedures?	<b>OHS instructions:</b> <b>Tidy and clean, emergency procedures, safety sign and symbols, personal protective equipment (PPE), standard operating procedures (SOP)</b>
14.	What will you do when there is too much noise in the workplace?	<b>Use ear plugs which provides sound reduction to the worker.</b>
15.	Hazards due to transfer of energy between an object and a worker is termed as?	<b>Physical hazards</b>
16.	<b>Briefly explain the purpose of</b> alarm signals.	<b>The warning alarm and the evacuation alarm trigger several (simultaneous or successive) actions.</b> <b>▪ The warning alarm:</b> <ul style="list-style-type: none"> <li>○ <b>consists of a three-second tone or an announcement</b></li> <li>○ <b>alerts occupants that a fire has been detected</b></li> <li>○ <b>alerts the First Intervention Team</b></li> <li>○ <b>does not equal an evacuation order</b></li> </ul> <b>▪ The evacuation alarm:</b> <ul style="list-style-type: none"> <li>○ <b>consists of a steady tone lasting 5 minutes or a direct announcement</b></li> <li>○ <b>instructs all occupants to leave the building (or a particular part of the building) immediately and proceed to the designated assembly points</b></li> </ul>
17.	What will you do when you are being provided upper leather for cutting?	<b>May include but are not limited to the following:</b> <ol style="list-style-type: none"> <li><b>1. Keep the cutting knife/dies always sharp and proper shape</b></li> <li><b>2. Ensure proper lighting on the workplace</b></li> <li><b>3. Sort out leather and cut largest sizes from largest skins</b></li> <li><b>4. Mark the defects</b></li> <li><b>5. Cut the pieces according to quality priorities of the components</b></li> </ol>
18.	<b>Name same of examples of</b> tools, equipment and machinery used in cutting department?	<b>Tools - Hammer, scissor, knife</b> <b>Equipment - Horse, trolley, inspection table</b> <b>Machinery - Swing arm cutting press, travelling head cutting press, beam press</b>
19.	What action will you take to reduce leather consumption?	<b>To reduce the leather consumption, I will sort out leather first in order to cut the big sizes from the larger skins and the small sizes from the small skins.</b>

20.	Which will give you higher output on productivity - hand or machine cutting?	<b>Machine cutting</b>
21	Maria would like to ensure that the upper is cut accurately. What action should she take?	<b>Marina should check <i>the machine and adjust to the same thickness of the waste leather.</i></b>
22.	What is the advantage of <b>using</b> group dies in cutting machines?	<b>Higher productivity</b>
23.	Why do you need to know the risk level, machine operating instructions and rules that must be followed while working on cutting machine?	<b>With regards to the level of risk, the cutting machine present the high-risk level. The complexity of their use and the hazards to the worker it may cause in case of misuse of the machines are the considerations to avoid unsafe conditions in the workplace.</b>
24.	When working with cutting machines, what safety precautions should be <b>implemented</b> ?	<b>Do not wear loose fitting clothing and jewellery, long hair should be tied-up or cut. Do not put anything on cutting machine.</b>
25.	If you are given an amount of leather needed per batch of shoe upper cutting, how will you calculate for the leather required for 5 batches?	<b>Use ratio and proportion.</b>
26.	Your co-worker approaches you, suddenly burst into tears, and <b>shares</b> her personal problems with you. One of your friends in the production area approaches you and asks about the reason why your co-worker was crying. What <b>response should you give</b> ?	<b>Do not tell your friend about the issue. Confidentiality whether personal or official should always be put into practice.</b>
27.	What will you do to ensure proper cutting of upper leather?	<b>Check the setting of machine and cut pieces.</b>
28.	What if the cutting dies accidentally falls and got de-shaped while you were in the production area. What action <b>should</b> you take?	<b>May include but are not limited to:</b> <ul style="list-style-type: none"> <li>▪ <b>Ask for help and assistance from the supervisor</b></li> <li>▪ <b>Ensure correct shape before use</b></li> </ul>
29.	What are the effects of selecting <b>the</b> wrong direction of tightness in leather cutting?	<b>Shoes made of these cut pieces may be rejected after lasting.</b>
30.	Why do we need to follow Racks/Work Transport Methods (WTM)?	<b>To carry transport materials appropriately.</b>
31.	While you are cutting shoe upper leather, you have the impression that the size of dies should be altered to achieve a minimum leather consumption. What will you do in this <b>case</b> ?	<b>Ask supervisor and follow <i>their</i> direction.</b>
32.	Why are double edge cutting dies used in upper leather cutting and single edge cutting dies used for insole board cutting?	<b>With double edge dies a cutter can cut two or more pieces of same components for both the left and right odd of shoes.</b>
33.	Why <b>are</b> fabrics cut in multilayer?	<b>Higher productivity</b>
34.	What is the height of insole board cutting dies?	<b>50 millimetres</b>
35.	What will you do in case you are in the middle of your production and there is a sudden mechanical <b>problem</b> ?	<b>Stop the work, assess the depth of the mechanical breakdown, when allowed, resolve the problem, if not ask for help.</b>

36.	How will you convey your message regarding the production process in your assigned area?	<b>May include but are not limited to:</b> <ul style="list-style-type: none"><li>▪ <b><i>Talk face to face with immediate line leader</i></b></li><li>▪ <b><i>Submit a letter about your concern</i></b></li><li>▪ <b><i>Write a report regarding your concern</i></b></li></ul>
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## Assessment Evidence Summary Sheet

EVIDENCE SUMMARY SHEET			
<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
<b>Qualification:</b>	Certificate in Cutting Machine Operation		
<b>Assessment Centre:</b>			
<b>Date(s) of Assessment:</b>			
The performance of the candidate in the following unit or units of competency and the methods engaged to assess performance are as follows:			
Unit of Competency	Assessment Method	Competent	Not Yet Competent
All units of competency comprising of the qualification	Written Test	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Demonstration 1 (Set ....)	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Demonstration 2 (Set ....)	<input type="checkbox"/>	<input type="checkbox"/>
	Oral Questioning (optional)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note:</b> Issuance of a certificate will only be given to a candidate who has successfully been assessed as competent for <b>ALL</b> units of competency.			
Recommendation			
<input type="checkbox"/> Issuance of Statement of Achievement ( <i>indicate title of SOA, if full Certificate is not met</i> )	<input type="checkbox"/> Submission of additional documents Specify:	<input type="checkbox"/> Reassessment Specify:	
Did the candidate overall performance meet the required evidence/standard?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Overall Evaluation:	<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
General Comments:			
Candidate Signature:		Date:	
Assessor Signature:		Date:	
Institution Manager Signature:		Date:	



CANDIDATES COPY  
(Please presents this form when you claim your Certificate)

ASSESSMENT RESULTS SUMMARY			
<b>Qualification:</b>	Certificate in cutting machine operation		
<b>Name of Candidate:</b>		<b>Date:</b>	
<b>Name at Assessment Centre:</b>		<b>Date:</b>	
<b>Assessment Results:</b>	<input type="checkbox"/> <b>Competent</b>  <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Recommendation:</b>	<input type="checkbox"/> Issuance of SOA ( <i>indicate title of SOA, if full certificate is not met</i> )		
	<input type="checkbox"/> Submission of additional documents – specify:		
	<input type="checkbox"/> Reassessment - specify:		
<b>Assessed by:</b> (name and signature)		<b>Date:</b>	
<b>Attested by:</b> (name and signature):		<b>Date</b>	

## Assessment Validation Map

This identifies how the assessment tools in this resource may assess:

- elements and performance criteria
- critical aspects of assessment
- skills and knowledge
- employability skills

Unit of Competency:	SEIP-LEA-CUT-01-G – Use basic mathematical concepts		
Element	Assessment Evidence Method		
	Written	Practical	Oral
1. Identify calculation requirements in the workplace.	1	A1, A2, B1, B2, C1, C2	1
2. Select appropriate mathematical methods/concepts for calculation.		A1, A2, B1, B2, C1, C2	2, 25
3. Use tool/instrument to perform calculations.	2	A1, A2, B1, B2, C1, C2	3
Unit of Competency:	SEIP-LEA-CUT-02-G – Carry out workplace interaction		
Element	Assessment Method		
	Written	Practical	Oral
1. Interpret workplace communication and etiquette.		A1, A2, B1, B2, C1, C2	4
2. Interpret workplace documents.	3	A1, A2, B1, B2, C1, C2	5
3. Participate in workplace meetings and discussions.	4		6
4. Practice professional ethics at work.	5	A1, A2, B1, B2, C1, C2	7, 10
Unit of Competency:	SEIP-LEA-CUT-03-G – Operate in a team environment		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify team goals and work processes.	6		8, 9

2. Identify own role and responsibilities within team.			10
3. Communicate and co-operate with team members.	7	A1, A2, B1, B2, C1, C2	20, 36
4. Practice problem solving within the team.	28		11
<b>Unit of Competency:</b>	SEIP-LEA-CUT-01-S – Apply occupational health and safety (OHS) in the workplace		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify OHS policies and procedures.	25	A1, A2, B1, B2, C1, C2	12, 13
2. Apply personal health and safety practices.	14, 26	A1, A2, B1, B2, C1, C2	14, 23, 24
3. Report hazards and risks.	13, 27	A1, A2, B1, B2, C1, C2	15
4. Respond to emergencies.	31		26
<b>Unit of Competency:</b>	SEIP-LEA-CUT-02-S – Work in the leather goods and footwear industries		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify workflow process.	29		
2. Identify materials.	30	A1, A2, B1, B2, C1, C2	
3. Identify prime local and export markets.	22		
<b>Unit of Competency:</b>	SEIP-LEA-CUT-01-O – Identify cutting machine operation		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify basic operations.	20, 24		17, 19, 22, 32
2. Identify tools, equipment and machinery.	15,16		18
<b>Unit of Competency:</b>	SEIP-LEA-CUT-02-O – Identify and check materials used in cutting		

Element		Assessment Method		
		Written	Practical	Oral
1. Identify materials.		9, 10	A2, B2, C2	
2. Check materials.		11, 30	A2, B2, C2	
<b>Unit of Competency:</b>	SEIP-LEA-CUT-03-O – Carry out quality control			
Element		Assessment Method		
		Written	Practical	Oral
1. Identify quality regions.		12	A1, A2	
2. Identify quality requirements.		11, 33	A1, B1, C1	
<b>Unit of Competency:</b>	SEIP-LEA-CUT-04-O – Perform cutting machine operations (leather)			
Element		Assessment Method		
		Written	Practical	Oral
1. Prepare for work.		17, 32	A1, A2, B1, B2, C1, C2	
2. Select and sort leather.		19, 23	A1, A2	
3. Set-up machine.		18, 21	A1, A2	27, 29
4. Perform cutting.			A2	21, 28, 31, 35
5. Clean and maintain workplace.		8	A2, B2, C2	30
<b>Unit of Competency:</b>	SEIP-LEA-CUT-05-O – Perform cutting machine operations (synthetics, fabrics and sheet materials)			
Element		Assessment Method		
		Written	Practical	Oral
1. Prepare for work.		17, 32	A1, A2, B1, B2, C1, C2	34
2. Check work bundles.			C2	30
3. Perform cutting.			B2, C2	28, 33, 35

4. Clean and maintain workplace.		A2, B2, C2	
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