



# Skills for Employment Investment Program (SEIP)

## ASSESSMENT TOOL FOR MID-LEVEL MANAGEMENT *(RMG 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 **Mid-Level Management**, 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-RMG-MLM-01-G	Use basic mathematical concepts
SEIP-RMG-MLM-02-G	Carry out workplace interaction
SEIP-RMG-MLM-03-G	Operate in a team environment
SEIP-RMG-MLM-04-G	Acquire basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-RMG-MLM-01-S	Understand the RMG business
SEIP-RMG-MLM-02-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-RMG-MLM-03-S	Carry out calculations and measurements
SEIP-RMG-MLM-04-S	Read and interpret sketches and drawings
<b>Occupation-specific Competencies</b>	
SEIP-RMG-MLM-01-O	Perform sewing machine operations
SEIP-RMG-MLM-02-O	Develop plan and schedule
SEIP-RMG-MLM-03-O	Develop knowledge of basic organisational structure
SEIP-RMG-MLM-04-O	Show leadership in the workplace
SEIP-RMG-MLM-05-O	Resolve conflict and assess risk
SEIP-RMG-MLM-06-O	Evaluate production performance

## 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>	Mid-Level Management					
<b>Unit Name:</b>	Use basic mathematical concepts					
<b>Unit Code:</b>	SEIP-RMG-MLM-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 from workplace information.			√		
	1.2. Mathematical problems are constructed from workplace information.			√		
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 tool/instrument 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>	Mid-Level Management					
<b>Unit Name:</b>	Carry out workplace interaction					
<b>Unit Code:</b>	SEIP-RMG-MLM-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. Carry out workplace interaction	1.1. Workplace codes of conduct are interpreted as per organisational guidelines.				√	
	1.2. Appropriate lines of communication are maintained with supervisors and colleagues.			√		



	1.3. Workplace interactions are conducted in a courteous manner to gather and convey information.	✓		
	1.4. Workplace procedures and matters are comprehended.		✓	
2. Read and understand workplace documents	2.1. Workplace documents are interpreted correctly.	✓		
	2.2. Visual information/symbols/signage are understood correctly and followed.	✓		
	2.3. Specific and relevant information are accessed from 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>	Mid-Level Management					
<b>Unit Name:</b>	Operate in a team environment					
<b>Unit Code:</b>	SEIP-RMG-MLM-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 identified and interpreted.				✓	
	1.2. Roles and responsibilities of team members are identified and interpreted.				✓	
2. Identify own role and responsibilities within team	2.1. Personal role and responsibilities are identified within the team environment.				✓	
	2.2. Reporting relationships are interpreted within team and external to team.				✓	

3. Communicate and co-operate with team members	3.1. Other teammates' tasks are identified and support provided when requested.	√		
	3.2. The team is encouraged through 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 and respected.	√		
4. Practice problem solving within the team	4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of 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>	Mid-Level Management					
<b>Unit Name:</b>	Apply basic IT skills					
<b>Unit Code:</b>	SEIP-RMG-MLM-04-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 and use most commonly used IT tools	1.1. History of information technology (IT) is identified and summarised.			√		
	1.2. Commonly used IT tools are identified and described.					√
2. Understand use of computer	2.1. Basic parts of a computer are identified.			√		
	2.2. Turning on and off technique of a computer is performed.			√		
	2.3. Working environment, functions and features of operating system is interpreted.			√		
	2.4. Simple trouble-shooting techniques are applied.			√		
3. Work with word processing application	3.1. Word processing application appropriate to perform activity is operated.			√		
	3.2. Basic typing technique to document is applied.			√		
	3.3. Word processing techniques to document are employed.			√		

	<b>3.4.</b> Personal CV writing using suitable word processing techniques is practiced.		√	
	<b>3.5.</b> Saving and retrieving technique of a document is used.	√		
<b>4.</b> Access email and search the internet	<b>4.1.</b> Access email and search the internet.	√		
	<b>4.2.</b> Writing and sending of workplace emails is completed.	√		
	<b>4.3.</b> Different browsers to work online are identified and selected.	√		
	<b>4.4.</b> Browse different web portals and apply proper search techniques.	√		

<b>Occupation:</b>	Mid-Level Management					
<b>Unit Name:</b>	Understand the RMG business					
<b>Unit Code:</b>	SEIP-RMG-MLM-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>
<b>1.</b> Identify basic business communication practices	<b>1.1.</b> Communication requirements in RMG Sector are interpreted in accordance with specific job role.			√		
	<b>1.2.</b> Modes of communication are identified and described.			√		
	<b>1.3.</b> Communication policies and guidelines are interpreted and followed.			√		
<b>2.</b> Recognise the history of RMG industry in Bangladesh	<b>2.1.</b> History of RMG industry in Bangladesh is explored with reference to the past and present status, and expected future trends.			√		
	<b>2.2.</b> Importance of the RMG industry and its relationship to the Bangladesh labour market is stated with emphasis on manpower and economic impact.			√		
	<b>2.3.</b> Present and projected future trends and technologies relevant to the sector are identified.			√		
<b>3.</b> Identify major departments of RMG sector	<b>3.1</b> Scope and nature of major departments of the RMG sector are identified.			√		
	<b>3.2</b> Role and responsibilities of self are identified in relation to the department and organisation as a whole.			√		
	<b>3.3</b> Machines used in different departments are identified.			√		

4. List prime export markets	4.1. Types of prime export markets are categorised based on their current and future potential.		√	
	4.2. Export marketing process is clearly identified and described.		√	

<b>Occupation:</b>	Mid-Level Management					
<b>Unit Name:</b>	Apply occupational health and safety (OHS) practice in the workplace					
<b>Unit Code:</b>	SEIP-RMG-MLM-02-S					
<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 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>	Mid-Level Management				
<b>Unit Name:</b>	Carry out measurements and calculations				
<b>Unit Code:</b>	SEIP-RMG-MLM-03-S				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance	Oral questioning	Written examination <i>(including short-answer,</i>		

	<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. Selecting measuring devices	1.1.	Work instructions are confirmed and applied to the job in hand.	√		
	1.2.	Materials to be measured are identified as per job specifications.	√		
	1.3.	Appropriate measuring devices are selected based on materials to be measured.	√		
	1.4.	Specifications are obtained from relevant documents.	√		
	1.5.	Tolerance and clearance limits are identified and adjusted according to the job requirements.	√		
2. Obtain measurements for apparel	2.1.	Accurate measurements are obtained in accordance with job requirements.	√		
	2.2.	Systems of measurements are identified and measurement conversions done as per requirement.	√		√
	2.3.	Measurements are confirmed and recorded in the given company format.	√		
3. Perform simple calculations	3.1.	Simple calculations involving basic operations are carried out.	√		
	3.2.	Other operations are used to complete tasks.		√	
	3.3.	Appropriate formulas for calculating quantities of materials are selected and calculations are performed and verified.	√		
	3.4.	Material quantities are accurately calculated and shared with team.	√		

<b>Occupation:</b>	Mid-Level Management				
<b>Unit Name:</b>	Read and interpret sketches and drawings				
<b>Unit Code:</b>	SEIP-RMG-MLM-04-S				
<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 information and specifications	1.1.	Appropriate manuals for work activity are identified and collected.	√		
	1.2.	Information and specifications in the manuals are interpreted and applied.	√		

2. Read and interpret sketches and drawings	2.1. Relevant sketches and drawings are identified for job requirement.	✓		
	2.2. Key terms and abbreviations are identified and interpreted.	✓		
	2.3. Signs and symbols are identified and interpreted.	✓	✓	
	2.4. Schedules, dimensions, sketches, drawings and specifications are correctly read and interpreted.	✓		

<b>Occupation:</b>	Mid-Level Management					
<b>Unit Name:</b>	Perform sewing machine operations					
<b>Unit Code:</b>	SEIP-RMG-MLM-01-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. Identify operation flow chart	1.1. Operation flow chart of garment manufacturing process is identified and described.		✓			
	1.2. Each step within the operation flow chart is explained.		✓			
2. Identify garments and garment parts	2.1. Different types of garment are identified for construction.		✓			
	2.2. Garment parts and points of garment are identified as per sample.				✓	
	2.3. Methods of measuring garments are identified.				✓	
3. Identify sewing machines	3.1. Different types of sewing machine are identified.				✓	
	3.2. Functions of different types of sewing machine are explained.				✓	
4. Identify sewing machines	4.1. Single needle machine is operated.	✓				
	4.2. Over lock machine is operated.	✓				
	4.3. Flat lock machine is operated	✓				

<b>Occupation:</b>	Mid-Level Management				
<b>Unit Name:</b>	Develop plan and schedule				
<b>Unit Code:</b>	SEIP-RMG-MLM-02-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)		

Element	Performance Criteria	P	O	W
1. Identify goal and targets	1.1. SMART goal is identified and described.			√
	1.2. Targets are identified and explained.		√	
	1.3. Methodologies for achieving goal are matched with SOP.		√	
2. Perform planning and scheduling	2.1. Work plan is explained.			√
	2.2. Work plan is prepared according to operational requirements.	√		
	2.3. Schedule is explained.		√	
	2.4. Schedule is maintained as per work plan.	√		

<b>Occupation:</b>	Mid-Level Management			
<b>Unit Name:</b>	Develop knowledge of basic organisational structure			
<b>Unit Code:</b>	SEIP-RMG-MLM-03-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. Identify production departments	1.1. Production departments are identified.		√	
	1.2. Activities of production departments are described.			√
2. Identify non-production departments	2.1. Non-production departments are identified.		√	
	2.2. Activities of non-production departments are described.		√	

<b>Occupation:</b>	Mid-Level Management			
<b>Unit Name:</b>	Show leadership in the workplace			
<b>Unit Code:</b>	SEIP-RMG-MLM-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>
1. Develop and facilitate team cohesion	1.1. Types of leadership are identified and defined.			√
	1.2. Challenges of leadership are identified and described.		√	

2. Communicate information	2.1. Methods of communication are identified and described.		√	
	2.2. Communication of information is planned and prepared.			√
	2.3. Information is communicated clearly and concisely.		√	

<b>Occupation:</b>	Mid-Level Management					
<b>Unit Name:</b>	Resolve conflict and assess risk					
<b>Unit Code:</b>	SEIP-RMG-MLM-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. Identify and resolve conflict	1.1. Sources of conflict at individual and team level are identified.			√		
	1.2. Conflict is clarified and resolved using grievance handling procedure.			√		
	1.3. Problems are identified and resolved as per organisational policy.			√		
2. Assess risk and make decision	2.1. Risk management techniques are identified and described.			√		
	2.2. Risks are identified, defined and recorded.			√		
	2.3. Courses of action to eliminate or limit risk are identified.			√		
	2.4. Decision making process is identified and explained.			√		
	2.5. Decision is made and course of action implemented to eliminate or limit risk.			√		

<b>Occupation:</b>	Mid-Level Management					
<b>Unit Name:</b>	Evaluate production performance					
<b>Unit Code:</b>	SEIP-RMG-MLM-06-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. Identify and resolve conflict	1.1. Purpose and benefits of mentoring plan are identified and defined.				√	



	<b>1.2.</b> Ground rules and expectations are established with employee.		√	
	<b>1.3.</b> Training requirements, modes and methods are identified and discussed with employee.	√		
	<b>1.4.</b> Mentoring plan is developed in consultation with employee.	√		
	<b>1.5.</b> Range of tools and resources to support mentoring plan are developed.	√		
	<b>1.6.</b> Employee mentoring plan is implemented and evaluated.	√		
<b>2.</b> Assess risk and make decision	<b>2.1.</b> Team and individual performance appraisal and review process is explained.	√		
	<b>2.2.</b> Production performance against expected target is assessed.	√		
	<b>2.3.</b> Performance appraisal is conducted in accordance with organisational practice.	√		
	<b>2.4.</b> Performance appraisal feedback is provided to employee.	√		

## 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 Mid-Level Management. 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>Mid-Level Management</b>	
<b>Units of competency:</b>	<p><b>Generic units:</b></p> <p>Use basic mathematical concepts</p> <p>Carry out workplace interaction</p> <p>Operate in a team environment</p> <p>Acquire basic IT skills</p> <p><b>Sector-specific units:</b></p> <p>Understand the RMG business</p> <p>Apply occupational health and safety (OHS) practice in the workplace</p> <p>Perform measurements and calculations</p> <p>Read and interpret sketches and drawings</p> <p><b>Occupation-specific units:</b></p> <p>Perform sewing machine operations</p> <p>Develop plan and schedule</p> <p>Develop knowledge of basic organisational structure</p> <p>Show leadership in the workplace</p> <p>Resolve conflict and assess risk</p> <p>Evaluate production performance</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 from workplace information		
▪ Construct mathematical problems from workplace information		
▪ Carry out appropriate method to calculation requirements		
▪ Solve constructed mathematical problems with appropriate method		

▪ Identify require tools and instruments for computation		
▪ Perform calculation using appropriate tools and instruments accurately		
▪ Interpret workplace codes of conduct as per organisational guidelines		
▪ Maintain appropriate lines of communication with supervisors and colleagues		
▪ Conduct workplace interactions in a courteous manner to gather and convey information		
▪ Comprehend workplace procedures and matters		
▪ Interpret workplace documents correctly		
▪ Understand and follow visual information/symbols/signage correctly		
▪ Access specific and relevant information from appropriate sources		
▪ Use appropriate medium to transfer information and ideas		
▪ Attend team meetings on time		
▪ Follow meeting procedures and etiquette		
▪ Ensure active participation, express opinions and heard		
▪ Interpret Inputs in line with the meeting purpose		
▪ Perform responsibilities as a team member		
▪ Perform tasks in accordance with workplace procedures		
▪ Maintain confidentiality		
▪ Avoid Inappropriate and conflicting situations		
▪ Identify and Interpret roles and objectives of the team		
▪ Identify and Interpret roles and responsibilities of team members		
▪ Identify personal role and responsibilities within the team environment		
▪ Interpret reporting relationships within team and external to team		
▪ Identify other teammates' tasks and support provided when requested		
▪ 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		
▪ Identify problems faced at the individual and team level and showed insight into the root-causes of the problems		
▪ Identify a range of solutions and courses of action together with benefits, costs, and risks associated with each		
▪ Recognise the good ideas of others to help develop solutions and advice sought from those who have solved similar problems		
▪ It is looked beyond the obvious and not stopped at the first answers		

▪ Identify and summary history of information technology (IT)		
▪ Identify and described commonly used IT tools		
▪ Identify basic parts of a computer		
▪ Perform turning on and off technique of a computer		
▪ Interpret working environment, functions and features of operating system		
▪ Apply simple trouble-shooting techniques		
▪ Operate word processing application appropriate to perform activity		
▪ Apply basic typing technique to document		
▪ Employ word processing techniques to document		
▪ Practice personal CV writing using suitable word processing techniques		
▪ Use saving and retrieving technique of a document		
▪ Identify and interpret spreadsheet working environment, functions and features		
▪ Perform data entry on spreadsheet appropriate to perform activity		
▪ Apply data manipulation techniques to spreadsheet document		
▪ Create and save spreadsheet document		
▪ Explain use of email account in online environment		
▪ Complete writing and sending of workplace emails		
▪ Identify and select different browsers to work online		
▪ Apply browse different web portals and proper search techniques		
▪ Interpret communication requirements in RMG Sector in accordance with specific job role		
▪ Identify and describe modes of communication		
▪ Interpret and follow communication policies and guidelines		
▪ Explore history of RMG industry in Bangladesh with reference to the past and present status, and expected future trends		
▪ State Importance of the RMG industry and its relationship to the Bangladesh labour market with emphasis on manpower and economic impact		
▪ Identify present and projected future trends and technologies relevant to the sector		
▪ Identify scope and nature of major departments of the RMG sector		
▪ Categorize types of prime export markets based on their current and future potential		
▪ Identify and describe export marketing process is clearly		
▪ Interpret OHS policies and safe operating procedures		

▪ Identify and follow Safety signs and symbols		
▪ Interpret response, evacuation procedures and other contingency measures		
▪ Apply OHS policies and procedures in the workplace including personal protective equipment (PPE)		
▪ Recognise common health issues		
▪ Identify common safety issues		
▪ Identify hazards and risks		
▪ Interpret hazards and risks assessment and controls		
▪ Respond to alarms and warning devices		
▪ Respond emergency response plans and procedures		
▪ Identify first aid procedures during emergency situations		
▪ Apply and confirm work instructions to the job in hand		
▪ Identify materials to be measured as per job specifications		
▪ Appropriate measuring devices are selected based on materials		
▪ Obtain specifications from relevant documents		
▪ Identify and adjust tolerance and clearance limits according to the job requirements		
▪ Obtain accurate measurements in accordance with job requirements		
▪ Identify systems of measurements and measurement conversions done as per requirement		
▪ Confirm and record measurements in the given company format		
▪ Carry out simple calculations involving basic operations		
▪ Use other operations to complete tasks		
▪ Perform and verify appropriate formulas for calculating quantities of materials are selected and calculations		
▪ Calculate material quantities are accurately with team		
▪ Identify and collect appropriate manuals for work activity		
▪ Interpret and apply information and specifications in the manuals		
▪ Identify relevant sketches and drawings for job requirement		
▪ Identify and interpret key terms and abbreviations		
▪ Identify and interpret signs and symbols		
▪ Interpret schedules, dimensions, sketches, drawings and specifications are correctly read		
▪ Identify and describe operation flow chart of garment manufacturing process		
▪ Explain each step within the operation flow chart		

▪ Identify different types of garment for construction		
▪ Identify garment parts and points of garment as per sample		
▪ Identify methods of measuring garments		
▪ Identify different types of sewing machine		
▪ Explain functions of different types of sewing machine		
▪ Operate single needle machine		
▪ Operate over lock machine		
▪ Operate flat lock machine		
▪ Identify and describe SMART goal		
▪ Identify and explain targets		
▪ Match methodologies for achieving goal with SOP		
▪ Explain work plan		
▪ Prepare work plan according to operational requirements		
▪ Explain schedule		
▪ Maintain schedule as per work plan		
▪ Identify production departments		
▪ Describe activities of production departments		
▪ Identify non-production departments		
▪ Describe activities of non-production departments		
▪ Identify and define types of leadership		
▪ Identify and describe challenges of leadership		
▪ Identify and describe methods of communication		
▪ Plan and prepare communication of information		
▪ Communicate information clearly and concisely		
▪ Identify sources of conflict at individual and team level		
▪ Clarify and resolve conflict using grievance handling procedure		
▪ Identify and resolve problems as per organisational policy		
▪ Identify and describe risk management techniques		
▪ Identify, define and record risks		
▪ Identify courses of action to eliminate or limit risk		
▪ Identify and explain decision making process		
▪ Made decision and course of action implemented to eliminate or limit risk		
▪ Identify and define purpose and benefits of mentoring plan		
▪ Establish ground rules and expectations with employee		

▪ Identify and discuss training requirements, modes and methods with employee		
▪ Develop mentoring plan in consultation with employee		
▪ Develop range of tools and resources to support mentoring plan		
▪ Implement and evaluate employee mentoring plan		
▪ Explain team and individual performance appraisal and review process		
▪ Assess production performance against expected target		
▪ Conduct performance appraisal in accordance with organisational practice		
▪ Provide performance appraisal feedback to employee		
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.		
<b>Candidate's signature:</b>		<b>Date:</b>



## PART C – THE ASSESSMENT

### Assessment Agreement – Mid-Level Management

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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 Mid- Level Management, you must demonstrate competence in the following units, as established in the assessment agreement:

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-RMG-MLM-01-G	Use basic mathematical concepts
SEIP-RMG-MLM-02-G	Carry out workplace interaction
SEIP-RMG-MLM-03-G	Operate in a team environment
SEIP-RMG-MLM-04-G	Acquire basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-RMG-MLM-01-S	Understand the RMG business
SEIP-RMG-MLM-02-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-RMG-MLM-03-S	Perform measurements and calculations
SEIP-RMG-MLM-04-S	Read and interpret sketches and drawings
<b>Occupation-specific Competencies</b>	
SEIP-RMG-MLM-01-O	Perform sewing machine operations
SEIP-RMG-MLM-02-O	Develop plan and schedule
SEIP-RMG-MLM-03-O	Develop knowledge of basic organisational structure
SEIP-RMG-MLM-04-O	Show leadership in the workplace
SEIP-RMG-MLM-05-O	Resolve conflict and assess risk
SEIP-RMG-MLM-06-O	Evaluate production performance

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

<b>Assessment Agreement</b>	
<b>Occupation:</b>	Mid-Level Management
<b>Assessment Centre:</b>	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-RMG-MLM-01-G	Use basic mathematical concepts
SEIP-RMG-MLM-02-G	Carry out workplace interaction
SEIP-RMG-MLM-03-G	Operate in a team environment
SEIP-RMG-MLM-04-G	Acquire basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-RMG-MLM-01-S	Understand the RMG business
SEIP-RMG-MLM-02-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-RMG-MLM-03-S	Perform measurements and calculations
SEIP-RMG-MLM-04-S	Read and interpret sketches and drawings
<b>Occupation-specific Competencies</b>	
SEIP-RMG-MLM-01-O	Perform sewing machine operations
SEIP-RMG-MLM-02-O	Develop plan and schedule
SEIP-RMG-MLM-03-O	Develop knowledge of basic organisational structure
SEIP-RMG-MLM-04-O	Show leadership in the workplace
SEIP-RMG-MLM-05-O	Resolve conflict and assess risk
SEIP-RMG-MLM-06-O	Evaluate production performance
<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>	

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.

Candidates must fully understand what they are required to do to complete these assessment tasks successfully, then sign the declaration.

**Performance Standards**

To receive a **satisfactory** result for the assessments, candidates must complete all activities, questions, projects, and tasks nominated by the assessor, to the required standard.

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 the units of competency that comprise of the qualification Mid-Level Management, will result in the candidate being 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 Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</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:**
      - Perform **cutting and** sewing of basic T-shirt
      - Prepare operation breakdown and set production target of knitted girls tops
      - Prepare training calendar
    - **Set B:**
      - Perform **cutting and** sewing of front part of woven basic skirt
      - Prepare operation breakdown and set production target of basic skirt
      - Prepare hourly production monitoring calendar for a week
    - **Set C:**
      - Perform sewing of **collar and collar band** of woven shirt
      - Prepare operation breakdown and set production target of polo shirt
      - Prepare **an evaluation report**
  - provide the candidate with the copy of the specific instruction to candidate
  - allow each practical demonstration to be performed within maximum two (2) 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 (4 hours) – **performance evidence**The practical demonstration activities will be divided into three (3) tasks (contained in one set):
  - (i) Practical Demonstration 1 (2 hours)
  - (ii) Practical Demonstration 2 (1 hour)
  - (iii) Practical Demonstration 3 (1 hour)Final assessment is your responsibility as the accredit/certified assessor.
3. 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**

4. 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 39
  - Set A – Practical Demonstration 2: page 45
  - Set A – Practical Demonstration 3: page 49
  - Set B – Practical Demonstration 1: page 53
  - Set B – Practical Demonstration 2: page 59
  - Set B – Practical Demonstration 3: page 62
  - Set C – Practical Demonstration 1: page 68
  - Set C – Practical Demonstration 2: page 73
  - Set C – Practical Demonstration 3: page 77

## 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 Mid-Level Management. 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 (4 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:**

- Perform **cutting and** sewing of basic T-shirt (**2 hours**)
- Prepare operation breakdown and set production target of knitted girls tops (**1 hour**)
- Prepare training calendar (**1 hour**)

○ **Set B:**

- Perform **cutting and** sewing of front part of woven basic skirt (**2 hours**)
- Prepare operation breakdown and set production target of basic skirt (**1 hour**)
- Prepare hourly production monitoring calendar for a week (**1 hour**)

○ **Set C:**

- Perform sewing of **collar and collar band** of woven shirt (**2 hours**)
- Prepare operation breakdown and set production target of polo shirt (**1 hour**)
- Prepare **an evaluation report** (**1 hour**)

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 Mid-Level Management.
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 Mid-Level Management
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-RMG-MLM-01-G	Use basic mathematical concepts
SEIP-RMG-MLM-02-G	Carry out workplace interaction
SEIP-RMG-MLM-03-G	Operate in a team environment
SEIP-RMG-MLM-04-G	Acquire basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-RMG-MLM-01-S	Understand the RMG business
SEIP-RMG-MLM-02-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-RMG-MLM-03-S	Perform measurements and calculations
SEIP-RMG-MLM-04-S	Read and interpret sketches and drawings
<b>Occupation-specific Competencies</b>	
SEIP-RMG-MLM-01-O	Perform sewing machine operations
SEIP-RMG-MLM-02-O	Develop plan and schedule
SEIP-RMG-MLM-03-O	Develop knowledge of basic organisational structure
SEIP-RMG-MLM-04-O	Show leadership in the workplace
SEIP-RMG-MLM-05-O	Resolve conflict and assess risk
SEIP-RMG-MLM-06-O	Evaluate production performance
<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 Mid-Level Management.</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> test. Choose the appropriate answer and circle the letter that corresponds with your answer.		
1.	How many inches and centimetres <b>are on a</b> professional measuring tape?	<ul style="list-style-type: none"> <li>a. 50 inch and 120 cm</li> <li>b. 60 inch and 150 cm</li> <li>c. 70 inch and 150 cm</li> <li>d. 75 inch and 160 cm</li> </ul>
2.	What is SOP?	<ul style="list-style-type: none"> <li>a. Standard Operation Procedure</li> <li>b. Standard Organogram Program</li> <li>c. Standard Offered Program</li> <li>d. Standard Operation Program</li> </ul>
3.	Which one is not related with fire safety?	<ul style="list-style-type: none"> <li>a. Fire extinguisher</li> <li>b. Fire alarm</li> <li>c. Evacuation plan</li> <li>d. Sewing machine</li> </ul>
4.	Which among the following is not the responsibility of mid-level sewing supervisor?	<ul style="list-style-type: none"> <li>a. Distribute work to the operators</li> <li>b. Requisition for trims to the store</li> <li>c. Take the attendance of the operators</li> <li>d. Marketing for orders</li> </ul>
5.	Which PPE must be used by cutting supervisors?	<ul style="list-style-type: none"> <li>a. Goggles</li> <li>b. Mask</li> <li>c. Hand gloves</li> <li>d. Safety shoes</li> </ul>
6.	Which <b>of</b> the following is not a part of a garment?	<ul style="list-style-type: none"> <li>a. Collar</li> <li>b. Sleeve</li> <li>c. Balance wheel</li> <li>d. Cuff</li> </ul>
7.	Over lock machine is used to close the?	<ul style="list-style-type: none"> <li>a. Side seam of pant</li> <li>b. Button</li> <li>c. elastic</li> <li>d. Bottom hem of shirt</li> </ul>



8.	Which <b>of</b> the following is not identified as production department?	<ul style="list-style-type: none"> <li>a. Merchandising</li> <li>b. Cutting</li> <li>c. Sewing</li> <li>d. Finishing</li> </ul>
9.	Which one is identified as <b>a</b> non-production department?	<ul style="list-style-type: none"> <li>a. Cutting</li> <li>b. Sewing</li> <li>c. Finishing</li> <li>d. Accounts</li> </ul>
10.	Which <b>of</b> the following is not <b>a</b> type of leadership?	<ul style="list-style-type: none"> <li>a. Autocratic</li> <li>b. Democratic</li> <li>c. Metric</li> <li>d. Strategic</li> </ul>
11.	Which problems need to be solved by a mid-level supervisor?	<ul style="list-style-type: none"> <li>a. Workers' housing</li> <li>b. Colour approvals from buyer</li> <li>c. Sample approvals from buying agency</li> <li>d. Sewing machine adjustments</li> </ul>
12.	Which one is <b>the</b> most easy and effective <b>mode of</b> communication?	<ul style="list-style-type: none"> <li>a. Verbal</li> <li>b. Visual</li> <li>c. Written</li> <li>d. Physical</li> </ul>
13.	<b>A</b> mid-level supervisor should know?	<ul style="list-style-type: none"> <li>a. Grievance handling procedure</li> <li>b. Buyer handling</li> <li>c. Worker hiring</li> <li>d. Salary sheet preparation</li> </ul>
14.	Which is not <b>an</b> IT tool?	<ul style="list-style-type: none"> <li>a. Computer</li> <li>b. Internet</li> <li>c. Email</li> <li>d. Television</li> </ul>
15.	What can <b>you</b> do by using 'Ctrl + S' command?	<ul style="list-style-type: none"> <li>a. Copy</li> <li>b. Paste</li> <li>c. Save</li> <li>d. Draw</li> </ul>
16.	Which one is a prime export market?	<ul style="list-style-type: none"> <li>a. US</li> <li>b. UK</li> </ul>

		c. Arabian d. African
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**Short Answer**

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

17.	What are the different types of garments based on construction?	
18.	Which types of measurement are found on measurement chart?	
19.	What is the elaboration of SMART?	
20.	Name of any 5 types of sewing machine.	
21.	Which departments are included with production?	
22.	Which departments are included with non-production?	
23.	What are the challenges of leadership?	
24.	<b>What is</b> the decision-making process?	
25.	From where <b>you</b> can get the technical information of a style?	

**Feedback to candidate:**

Assessment decision for this assessment activity:

**Competent**
 **Not Yet Competent**

<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.	How many inches and centimetres <b>are on a</b> professional measuring tape?	a. 50 inch and 120 cm <b>b. 60 inch and 150 cm</b> c. 70 inch and 150 cm d. 75 inch and 160 cm
2.	What is SOP?	<b>a. Standard Operating Procedure</b> b. Standard Organogram Program c. Standard Offered Program d. Standard Operation Program
3.	Which one is not related with fire safety?	a. Fire extinguisher b. Fire alarm c. Evacuation plan <b>d. Sewing machine</b>
4.	Which among the following is not the responsibility of mid-level sewing supervisor?	a. Distribute work to the operators b. Requisition for trims to the store c. Take the attendance of the operators <b>d. Marketing for orders</b>
5.	Which PPE must be used by cutting supervisors?	a. Goggles <b>b. Mask</b> c. Hand gloves d. Safety shoes
6.	Which <b>of</b> the following is not a part of a garment?	a. Collar b. Sleeve <b>c. Balance wheel</b> d. Cuff
7.	Over lock machine is used to close the?	<b>a. Side seam of pant</b> b. Button c. elastic d. Bottom hem of shirt
8.	Which <b>of</b> the following is not identified as production department?	<b>a. Merchandising</b> b. Cutting c. Sewing

		d. Finishing
9.	Which one is identified as a non-production department?	a. Cutting b. Sewing c. Finishing <b>d. Accounts</b>
10.	Which of the following is not a type of leadership?	a. Autocratic b. Democratic <b>c. Metric</b> d. Strategic
11.	Which problems need to be solved by a mid-level supervisor?	a. Workers' housing b. Colour approvals from buyer c. Sample approvals from buying agency <b>d. Sewing machine adjustments</b>
12.	Which one is the most easy and effective mode of communication?	a. <b>Verbal</b> b. Visual c. Written d. Physical
13.	A mid-level supervisor should know?	a. <b>Grievance handling procedure</b> b. Buyer handling c. Worker hiring d. Salary sheet preparation
14.	Which is not an IT tool?	a. Computer b. Internet c. Email <b>d. Television</b>
15.	What can you do by using 'Ctrl + S' command?	a. Copy b. Paste <b>c. Save</b> d. Draw
16.	Which one is a prime export market?	<b>a. US</b> b. UK c. Arabian d. African
<b>Short Answer</b>		

17.	What are the different types of garments based on construction?	<ul style="list-style-type: none"> <li>▪ <b>Woven</b></li> <li>▪ <b>Knit</b></li> <li>▪ <b>Sweater</b></li> </ul>
18.	Which types of measurement are found on measurement chart?	<ul style="list-style-type: none"> <li>▪ <b>Horizontal</b></li> <li>▪ <b>Vertical</b></li> </ul>
19	What is the elaboration of SMART?	<ul style="list-style-type: none"> <li>▪ <b>Specific</b></li> <li>▪ <b>Measurable</b></li> <li>▪ <b>Achievable</b></li> <li>▪ <b>Relevant</b></li> <li>▪ <b>Timely</b></li> </ul>
20.	Name of any 5 types of sewing machine.	<ul style="list-style-type: none"> <li>▪ <b>Single needle</b></li> <li>▪ <b>Double needle</b></li> <li>▪ <b>Overlock</b></li> <li>▪ <b>Feed of arm</b></li> <li>▪ <b>Flat lock</b></li> </ul>
21	Which departments are included with production?	<ul style="list-style-type: none"> <li>▪ <b>Pattern and sample</b></li> <li>▪ <b>Cutting</b></li> <li>▪ <b>Sewing</b></li> <li>▪ <b>Finishing</b></li> <li>▪ <b>Packing</b></li> <li>▪ <b>Industrial engineering (IE)</b></li> <li>▪ <b>Quality assurance</b></li> </ul>
22	Which departments are included with non-production?	<ul style="list-style-type: none"> <li>▪ <b>Merchandising</b></li> <li>▪ <b>Supply chain</b></li> <li>▪ <b>Procurement</b></li> <li>▪ <b>Store</b></li> <li>▪ <b>Human resources</b></li> <li>▪ <b>Compliance</b></li> <li>▪ <b>Finance</b></li> </ul>
23	What are the challenges of leadership?	<ul style="list-style-type: none"> <li>▪ <b>Managing teams and individuals</b></li> <li>▪ <b>Maintaining tools, equipment and machinery</b></li> <li>▪ <b>Overseeing productivity</b></li> <li>▪ <b>Achieving efficiency</b></li> </ul>
24	<b>What is</b> the decision-making process?	<ul style="list-style-type: none"> <li>▪ <b>Identify decision</b></li> <li>▪ <b>Gather relevant information</b></li> <li>▪ <b>Identify alternatives</b></li> <li>▪ <b>Weigh evidence</b></li> <li>▪ <b>Choose among alternatives</b></li> <li>▪ <b>Take action</b></li> <li>▪ <b>Review decision</b></li> </ul>
25	From where <b>you</b> can get the technical information of a style?	<b>Technical package (or Tech pack)</b>

## Set A: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid-Level Management
<b>Task:</b>	Perform <b>cutting and</b> sewing of basic T-shirt
<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 Mid-Level Management</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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. <b>Identify and interpret operational flow chart.</b></li> <li>6. Read and interpret tech pack (size M).</li> <li>7. <b>Identify and collect fabric.</b></li> <li>8. Check and confirm styling pattern and measurements.</li> <li>9. <b>Identify different parts of garment as per styling pattern.</b></li> <li>10. Cut fabric as per styling pattern.</li> <li>11. <b>Set-up sewing machine.</b></li> <li>12. Stitch garment as per job specifications including trims.</li> <li>13. Perform pressing.</li> <li>14. Check measurements and with size specifications.</li> <li>15. Complete the measurement checklist.</li> <li>16. Clean, maintain and store tools and equipment.</li> <li>17. Clean workplace and dispose of waste materials.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	

### Male T-Shirt



#### Measurement Chart

Area	Measurement Name	S	M	L
A	Full Length	72 cm	76 cm	80 cm
B	Front Length	68 cm	72 cm	76 cm
C	½ Chest	43 cm	46 cm	49 cm
C <sub>1</sub>	½ Waist	40 cm	43 cm	46 cm
D	½ Bottom	45 cm	48 cm	51 cm
E	Armhole Height	25 cm	27 cm	19 cm
F	Sleeve Length	16 cm	18 cm	20 cm
G	½ Upper Sleeve	20 cm	22 cm	24 cm
H	½ Sleeve opening	14 cm	16 cm	18 cm
I	Across Shoulder	36 cm	38 cm	40 cm
J	Neckdrop Front	9 cm	10 cm	11 cm
K	Neckdrop Back	2 cm	2 cm	2 cm
L	Neck Width	2 cm	2 cm	2 cm

#### Measurement Checklist

Points of measure	Buyer's Measurement	Measurement found	Difference	Tolerance	Remarks
Full Length	76 cm			+/- 1 cm	
Half chest	46 cm			+/- 1 cm	
Half bottom	48 cm			+/- 1 cm	
Sleeve length	18 cm			+/- 0.5 cm	
Front neck drop	10 cm			+/- 0.5 cm	
Neck width	2 cm			0	

#### **Resources Required:**

Tools: Measuring tape

Equipment: Scissors

	Trimmer
Machinery:	Single needle machine Over lock machine Flat lock machine Iron press
Materials:	Knit fabrics Sewing threads Main label
PPE:	Apron Mask



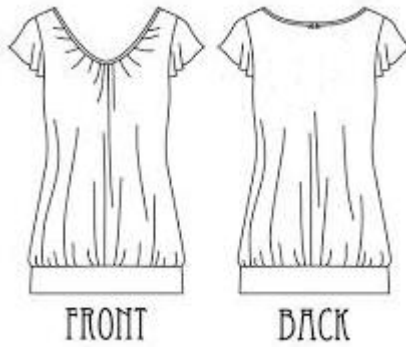
## Set A: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Mid-Level Management	
<b>Task:</b>	Perform <b>cutting and</b> sewing of basic T-shirt	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read and interpreted tech pack.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Identified garments parts and points.	<input type="checkbox"/>	<input type="checkbox"/>
Performed cutting.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set-up sewing machine.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Operated sewing machine.	<input type="checkbox"/>	<input type="checkbox"/>

Carried out trim attachment.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out pressing.	<input type="checkbox"/>	<input type="checkbox"/>
Checked measurements (post-sew).	<input type="checkbox"/>	<input type="checkbox"/>
Inspected quality and check for conformance with job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned workplace and disposed of waste material.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 A: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid-Level Management
<b>Task:</b>	Prepare operation breakdown and set production target of knitted girls tops
<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 Mid-Level Management</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 one (1) hour 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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. <b>Read and interpret</b> tech pack.</li> <li>6. Check and confirm styling pattern.</li> <li>7. Prepare operation breakdown along with types of machine to be used.</li> <li>8. Calculate daily (8 hours) capacity for each operation (<b>based upon SMV of 0.15 minute to 0.50 minute</b>).</li> <li>9. Calculate hourly and daily target for each operation (<b>based on 55% efficiency</b>).</li> <li>10. <b>Complete the appropriate templates (see below) in Word.</b></li> <li>11. <b>Save completed templates in folder.</b></li> <li>12. <b>Email completed templates to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. Clean <b>and maintain</b> the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	



**Note:**

- Basic style
- Deep neck and lower waist gathering
- Ribbed piping at neck
- Ribbed waist belt
- Regular sleeve hem
- No top stitch at shoulder, sleeve and waist rib
- Follow the below format

**Operation Breakdown**

Buyer: XYZ clothing Inc.

Order no.: 505051

Style no.: 2313

Order Qty: 15000 pcs

No.	Operation / Process	Types of machine	SMV	Capacity/day	Hourly Target @55% efficiency	Daily Target @55% efficiency	Remarks

Prepared by.....

**Resources Required:**

Tools:	N/A
Equipment:	Computer Internet Calculator
Machinery:	N/A
Materials:	Paper Pen Operation breakdown template
PPE:	Apron Mask

## Set A: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Mid-Level Management	
<b>Task:</b>	Prepare operation breakdown and set production target of knitted girls tops	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read and interpreted tech pack.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Prepared operation breakdown.	<input type="checkbox"/>	<input type="checkbox"/>
Selected machinery for particular operation.	<input type="checkbox"/>	<input type="checkbox"/>
Interpreted SMV.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified formula to calculate capacity.</b>	<input type="checkbox"/>	<input type="checkbox"/>

Calculated capacity as per SWV <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified formula to calculate hourly and daily targets.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Calculated hourly and daily targets <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Completed operation breakdown in Word.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Saved operation breakdown in appropriate folder.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Emailed operation breakdown to supervisor.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Used appropriate medium to transfer information and ideas.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Recorded, translated and obeyed instructions.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Followed agreed reporting lines as per standard operating procedure.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Solved problems effectively and evaluated outcome of the implemented solution.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified other teammates' tasks and provided support.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Respected and valued diversity in team functioning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understood and valued views and opinions of other team members.</b>	<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 A: Practical Demonstration 3

PRACTICAL DEMONSTRATION 3	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid-Level Management
<b>Task:</b>	Prepare training calendar
<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 Mid-Level Management</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 one (1) hour 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. Identify and 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>Analyse TNA.</b></li> <li>6. <b>Identify training requirements, modes and methods.</b></li> <li>7. Prepare training calendar.</li> <li>8. <b>Develop mentoring plan (if necessary).</b></li> <li>9. <b>Identify range of tools and resources to support training and mentoring.</b></li> <li>10. <b>Complete training calendar and mentoring plan (in Word).</b></li> <li>11. <b>Save calendar and plan to appropriate folder.</b></li> <li>12. <b>Email calendar and plan to supervisor.</b></li> <li>13. Clean <b>and maintain</b> the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	
<p>This is the TNA report for <b>ABC Apparels Limited</b>. <b>Please</b> ensure that the entire training program is covered in your calendar and plan.</p> <p style="text-align: center;"><b>ABC Apparels Ltd.</b></p>	



Training Needs Assessment				
No.	Trainee group	No. of trainees	Course needed	Remarks
1.	Sewing helper	80	Operate single needle machine	
2.	Sewing operator	57	Operate overlock machine	
			Operate Flat lock machine	
			Operate Feed of the arm machine	
3.	Quality Inspector	18	Quality Control Management	
5.	Cutting helper	20	5S system	
6.	Junior supervisor	10	Documentation techniques	
			Grievance handling	
7.	Junior mechanic	10	Preventive maintenance	
8.	Miscellaneous	42	Social compliance	
			Fire safety	
			First aid	
<b>Notes:</b>				
<ul style="list-style-type: none"> <li>▪ You need to divide the training courses based on theoretical and practical.</li> <li>▪ Theoretical courses should contain 15-25 participants.</li> <li>▪ Practical courses should contain 10-15 participants.</li> <li>▪ You need to find out the number of batches to be included in the calendar.</li> <li>▪ You need to set the duration and trainer of each training course.</li> <li>▪ Total duration of the training calendar will be 6 months.</li> </ul>				
<b>Resources Required:</b>				
Tools:	N/A			
Equipment:	Computer Internet			
Machinery:	N/A			
Materials:	Paper Pen Yearly calendar TNA sheet			
PPE:	N/A			

## Set A: Practical Demonstration 3 – Observation Checklist

PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Mid-Level Management	
<b>Task:</b>	Prepare training calendar	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
Turned on computer.	<input type="checkbox"/>	<input type="checkbox"/>
Collected and interpreted TNA.	<input type="checkbox"/>	<input type="checkbox"/>
Segregated theoretical and practical training.	<input type="checkbox"/>	<input type="checkbox"/>
Segregated trainee types.	<input type="checkbox"/>	<input type="checkbox"/>
Identified training topics.	<input type="checkbox"/>	<input type="checkbox"/>
Identified production and non-production related training.	<input type="checkbox"/>	<input type="checkbox"/>

Identified effective training modes and methods.	<input type="checkbox"/>	<input type="checkbox"/>
Identified training requirements and resources.	<input type="checkbox"/>	<input type="checkbox"/>
Prepared training calendar.	<input type="checkbox"/>	<input type="checkbox"/>
Allocated appropriate days for different training courses.	<input type="checkbox"/>	<input type="checkbox"/>
Organised training room and other facilities.	<input type="checkbox"/>	<input type="checkbox"/>
Developed mentoring plan.	<input type="checkbox"/>	<input type="checkbox"/>
Finalised training calendar and mentoring plan (in Word).	<input type="checkbox"/>	<input type="checkbox"/>
Saved calendar and plan in appropriate folder.	<input type="checkbox"/>	<input type="checkbox"/>
Emailed calendar and plan to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 Mid-Level Management
<b>Task:</b>	Perform <b>cutting and</b> sewing of front part of woven basic skirt
<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 Mid-Level Management</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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. <b>Identify and interpret operational flow chart.</b></li> <li>6. Read and interpret tech pack (size M).</li> <li>7. <b>Identify and collect fabric.</b></li> <li>8. Check and confirm styling pattern and measurements.</li> <li>9. <b>Identify different parts of garment as per styling pattern.</b></li> <li>10. Cut fabric as per styling pattern.</li> <li>11. <b>Set-up sewing machine.</b></li> <li>12. Stitch garment as per job specifications including trims.</li> <li>13. Perform pressing.</li> <li>14. Check measurements and with size specifications.</li> <li>15. Complete the measurement checklist.</li> <li>16. Clean, maintain and store tools and equipment.</li> <li>17. Clean workplace and dispose of waste materials.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	



**Measurement chart of Basic skirt**

Point of measure	Measurement in inch
Full length	36
Half waist	15
Waist belt width	2
Half hip	17
Half bottom width	22
Zipper fly length	5
Loop length	2.25
Loop width	0.5

**Measurement Checklist**

Points of measure	Buyer's Measurement	Measurement found	Difference	Remarks
Full length	36			
Half waist	15			
Waist belt width	2			
Half hip	17			
Half bottom width	22			
Zipper fly length	5			
Loop length	2.25			
Loop width	0.5			

**Resources Required:**

Tools: Measuring tape

Equipment: Scissors  
Trimmer

Machinery:	Single needle machine Over lock machine Bar tuck machine Iron press
Materials:	Woven fabric Sewing threads Main label
PPE:	Apron Mask

## 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 Mid-Level Management	
<b>Task:</b>	Perform <b>cutting and</b> sewing of front part of woven basic skirt	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read and interpreted tech pack.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Identified garments parts and points.	<input type="checkbox"/>	<input type="checkbox"/>
Performed cutting.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set-up sewing machine.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Operated sewing machine.	<input type="checkbox"/>	<input type="checkbox"/>

Carried out trim attachment.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out pressing.	<input type="checkbox"/>	<input type="checkbox"/>
Checked measurements (post-sew).	<input type="checkbox"/>	<input type="checkbox"/>
Inspected quality and check for conformance with job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned workplace and disposed of waste material.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 Mid-Level Management
<b>Task:</b>	Prepare operation breakdown and set production target of basic skirt
<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 Mid-Level Management</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 one (1) hour 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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. <b>Read and interpret</b> tech pack.</li> <li>6. Check and confirm styling pattern.</li> <li>7. Prepare operation breakdown along with types of machine to be used.</li> <li>8. Calculate daily (8 hours) capacity for each operation (<b>based upon SMV of 0.15 minute to 0.50 minute</b>).</li> <li>9. Calculate hourly and daily target for each operation (<b>based on 45% efficiency</b>).</li> <li>10. <b>Complete the appropriate templates (see below) in Word.</b></li> <li>11. <b>Save completed templates in folder.</b></li> <li>12. <b>Email completed templates to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. Clean and <b>maintain</b> the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	



**Note:**

- Basic style
- Bottom flared
- Elasticated waist belt
- Double stitch at waist belt
- Regular bottom hem
- Follow the below format

**Operation Breakdown**

Buyer: ABC clothing Inc.

Order no.: 606051

Style no.: 5313

Order Qty: 20000 pcs

Sl. No.	Operation / Process	Types of machine	SMV	Capacity/day	Hourly Target @45% efficiency	Daily Target @45% efficiency	Remarks

Prepared by.....

<b>Resources Required:</b>	
Tools:	N/A
Equipment:	Computer Internet Calculator
Machinery:	N/A
Materials:	Paper Pen Operation breakdown template
PPE:	Apron Mask

## 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 Mid-Level Management	
<b>Task:</b>	Prepare operation breakdown and set production target of basic skirt	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read and interpreted tech pack.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Prepared operation breakdown.	<input type="checkbox"/>	<input type="checkbox"/>
Selected machinery for particular operation.	<input type="checkbox"/>	<input type="checkbox"/>
Interpreted SMV.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified formula to calculate capacity.</b>	<input type="checkbox"/>	<input type="checkbox"/>

Calculated capacity as per SWV <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Identified formula to calculate hourly and daily targets.	<input type="checkbox"/>	<input type="checkbox"/>
Calculated hourly and daily targets <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Completed operation breakdown in Word.	<input type="checkbox"/>	<input type="checkbox"/>
Saved operation breakdown in appropriate folder.	<input type="checkbox"/>	<input type="checkbox"/>
Emailed operation breakdown to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 3

PRACTICAL DEMONSTRATION 3	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid-Level Management
<b>Task:</b>	Prepare hourly production monitoring calendar for a week
<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 Mid-Level Management</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 one (1) hour 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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. Prepare hourly production monitoring calendar for a week based on:               <ol style="list-style-type: none"> <li>(a) six-day week</li> <li>(b) maximum ten hours per day (inclusive of overtime)</li> <li>(c) include columns for target and achievement</li> </ol> </li> <li>6. Finalise calendar and save (in Word).</li> <li>7. Email calendar to supervisor.</li> <li>8. Clean and maintain the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	
N/A	
<b>Resources Required:</b>	
<b>Tools:</b>	Calculator

Equipment:	N/A
Machinery:	Computer Internet
Materials:	Paper Pen Pencil
PPE:	N/A

## Set B: Practical Demonstration 3 – Observation Checklist

PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Mid-Level Management	
<b>Task:</b>	Prepare hourly production monitoring calendar for a week	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
Turned on computer.	<input type="checkbox"/>	<input type="checkbox"/>
Identified production and non-production related activities.	<input type="checkbox"/>	<input type="checkbox"/>
Calculated working hours and days.	<input type="checkbox"/>	<input type="checkbox"/>
Calculated overtime.	<input type="checkbox"/>	<input type="checkbox"/>
Inputted leave entitlements.	<input type="checkbox"/>	<input type="checkbox"/>
Identified production targets.	<input type="checkbox"/>	<input type="checkbox"/>



Finalised production calendar in Word.	<input type="checkbox"/>	<input type="checkbox"/>
Saved production calendar in appropriate folder.	<input type="checkbox"/>	<input type="checkbox"/>
Emailed production calendar and plan to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 Mid-Level Management
<b>Task:</b>	Perform sewing of collar and collar band of woven shirt
<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 Mid-Level Management</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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. Identify and interpret operational flow chart.</li> <li>6. Read and interpret tech pack (size M).</li> <li>7. Identify and collect fabric.</li> <li>8. Check and confirm styling pattern and measurements.</li> <li>9. Identify different parts of garment as per styling pattern.</li> <li>10. Cut fabric as per styling pattern.</li> <li>11. Set-up sewing machine.</li> <li>12. Stitch garment as per job specifications including trims.</li> <li>13. Perform pressing.</li> <li>14. Check measurements and with size specifications.</li> <li>15. Complete the measurement checklist.</li> <li>16. Clean, maintain and store tools and equipment.</li> <li>17. Clean workplace and dispose of waste materials.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	

FLATS & SPECS		STYLE #:	LSW0114
SEASON:	Fall 2015	BLOCK #:	1008
DATE:	13-Nov	NAME:	Plad Shirt
DESIGNER:	Rachel.S.Kwon	FABRIC:	Cotton
TECHNICAL:	Rachel.S.Kwon	FACTORY:	sj
POM	MEASUREMENT	SKETCH	
1a. Neck Drop- Front	2 1/4"		
b. Neck Drop- Back	0.5"		
2. Neck Width	8"		
3. Shoulder Length	4.5"		
4. Across Shoulder	15 3/4"		
5a. Length- HPS to CF:	24.5"		
a.ii. -HPS to SS:	22.5"		
b. -HPS to CB:	23.5"		
b.ii. -HPS to SS:	23"		
6. HPS to Underarm	10.5"		
7a. Across Chest- Front	19"		
b. Across Chest- Back	18 3/4"		
8a. Across Waist- Front	18.5"		
8b. Across Waist- Back	17.5"		
9. Bottom Edge Opening (Hem)	45 3/4"		
10a. Collar Band	1"		
b. Collar Band	17"		
11a. Collar	1 3/4"		
b. Collar	1 3/4"		
12. Armhole Circumference	14.5"		
13. Upper Sleeve Width	6.5"		
14a. Sleeve Length- Overarm	23 1/4"		
b. Underarm	17 1/4"		
c. CB	31 1/4"		
d. HPS	27.5"		
15. Elbow	6"		
16. Sleeve Opening	14.5"		
18. Cuff Opening	9 1/4"		

FLATS & SPECS		STYLE #:	LSW0114
SEASON:	Fall 2015	BLOCK #:	1008
DATE:	13-Nov	NAME:	Plad Shirt
DESIGNER:	Rachel.S.Kwon	FABRIC:	Cotton
TECHNICAL:	Rachel.S.Kwon	FACTORY:	sj
POM	MEASUREMENT	SKETCH	
19a. Sleeve Placket- Length	4 1/2"		
b. Width	3/4"		
20. Front Placket Width	7/8"		
21. Yoke	2"		
22. Pocket	.		
a. Placement (from HPS)	7.5"		
b. Placement (from CF)	1.5"		
c. Width	4"		
d i. Length -Center	4 1/4"		
d ii. Length -Side	3 3/4"		
e. Pocket Flap -Width	4"		
f i. Pocket Flap Length -Center	1 7/8"		
f ii. -Side	1"		
23. Darts	.		
a i. Bust Dart (placement from HPS)	9 1/4"		
ii. Placement (from CF)	4 3/4"		
iii. Length	5.5"		
b i. Princess Dart (placement from HPS)	10 3/4"		
ii. Placement (from CF)	4"		
iii. Length	11.5"		
c i. Back Princess Dart (placement from HPS)	9 1/4"		
ii. Placement (from CF)	3 3/4"		
iii. Length	12.5"		
24. Button Placement	.		
a. First button to neckline seam	1"		
b. First button to second button	2 3/4"		
c. Button on Cuff (from Cuff Seam)	1"		

**Measurement Checklist**

<b>Points of measure</b>	<b>Buyer's Measurement</b>	<b>Measurement found</b>	<b>Difference</b>	<b>Remarks</b>

**Resources Required:**

Tools:	Measuring tape
Equipment:	Scissors Trimmer
Machinery:	Single needle machine Feed of the arm machine Iron press
Materials:	Cut panels Sewing threads Main label
PPE:	Apron Mask

## 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 Mid-Level Management	
<b>Task:</b>	Perform sewing of collar and collar band of woven shirt	
<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpreted tech pack.	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Identified garments parts and points.	<input type="checkbox"/>	<input type="checkbox"/>
Performed cutting.	<input type="checkbox"/>	<input type="checkbox"/>
Set-up sewing machine.	<input type="checkbox"/>	<input type="checkbox"/>
Operated sewing machine.	<input type="checkbox"/>	<input type="checkbox"/>

Carried out trim attachment.	<input type="checkbox"/>	<input type="checkbox"/>
Carried out pressing.	<input type="checkbox"/>	<input type="checkbox"/>
Checked measurements (post-sew).	<input type="checkbox"/>	<input type="checkbox"/>
Inspected quality and check for conformance with job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned workplace and disposed of waste material.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid- Level Management.
<b>Task:</b>	Prepare operation breakdown and set production target of polo shirt
<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 Mid-Level Management</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 one (1) hour 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. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. <b>Read and interpret</b> tech pack.</li> <li>6. Check and confirm styling pattern.</li> <li>7. Prepare operation breakdown along with types of machine to be used.</li> <li>8. Calculate daily (8 hours) capacity for each operation (<b>based upon SMV of 0.15 minute to 0.50 minute</b>).</li> <li>9. Calculate hourly and daily target for each operation (<b>based on 65% efficiency</b>).</li> <li>10. <b>Complete the appropriate templates (see below) in Word.</b></li> <li>11. <b>Save completed templates in folder.</b></li> <li>12. <b>Email completed templates to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. Clean and <b>maintain</b> the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	



	S (in cms)	M	L	XL	XXL
FRONT LENGTH FROM HSP	67	68.5	70	71.5	73
BACK NECK FROM HSP	68.5	70	71.5	73	74.5
FRONT NECK DROP	7	7.5	8	8.5	9
ARMHOLE DEPTH	25	26	27	28	29
ARMHOLE CURVE	24	25	26	27	28
CHEST	47	49	51	53	55
WAIST	44.5	46.5	48.5	50.5	52.5
BOTTOM	47	49	51	53	55
NECK WIDTH	16.5	17.5	18.5	19.5	20.5
SHOULDER TO SHOULDER	38.5	40.5	42.5	44.5	46.5
ACROSS BACK	35	37	38	40	42
ACROSS FRONT	34	36	39	41	43
SHOULDER SLOPE	5	5	5	5.5	5.5
UNDER ARM SLEEVE LENGTH	6.5	7.5	8.5	21	22
SLEEVE LENGTH	18	19	18.5	19.5	20.5
SLEEVE OPENING	13.5	14	14.5	15	15.5

### Operation Breakdown

Buyer: MNO clothing Inc.

Order no.: 905051

Style no.: 6313

Order Qty: 25000 pcs

Sl. No.	Operation / Process	Types of machine	SMV	Capacity/day	Hourly Target @65% efficiency	Daily Target @65% efficiency	Remarks




Prepared by.....

<b>Resources Required:</b>	
Tools:	N/A
Equipment:	Computer Internet Calculator
Machinery:	N/A
Materials:	Paper Pen Operation breakdown template
PPE:	Apron Mask

## 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 Mid-Level Management	
<b>Task:</b>	Prepare operation breakdown and set production target of polo shirt	
<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"/>
<b>Common safety issues are identified.</b>	<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read and interpreted tech pack.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Checked styling pattern and measurements.	<input type="checkbox"/>	<input type="checkbox"/>
Prepared operation breakdown.	<input type="checkbox"/>	<input type="checkbox"/>
Selected machinery for particular operation.	<input type="checkbox"/>	<input type="checkbox"/>
Interpreted SMV.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified formula to calculate capacity.</b>	<input type="checkbox"/>	<input type="checkbox"/>

Calculated capacity as per SWV <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Identified formula to calculate hourly and daily targets.	<input type="checkbox"/>	<input type="checkbox"/>
Calculated hourly and daily targets <b>per operation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Completed operation breakdown in Word.	<input type="checkbox"/>	<input type="checkbox"/>
Saved operation breakdown in appropriate folder.	<input type="checkbox"/>	<input type="checkbox"/>
Emailed operation breakdown to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned, maintained and stored tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 3

PRACTICAL DEMONSTRATION 3	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Mid-Level Management
<b>Task:</b>	Prepare <b>an evaluation report</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 Mid-Level Management</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 one (1) hour 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>	
<p><i>This task may be completed in pairs with one candidate acting as employer and the other as employee.</i></p> <ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. Identify and 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>Identify production performance targets.</b></li> <li>6. <b>Explained performance evaluation process.</b></li> <li>7. <b>Conduct performance appraisal.</b></li> <li>8. <b>Provide performance appraisal feedback.</b></li> <li>9. Complete performance appraisal and save (in Word).</li> <li>10. <b>Email performance appraisal to supervisor.</b></li> <li>11. Clean <b>and maintain</b> the workplace.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	
<p>Scenario:</p> <p>Operator Nahida has been promoted to senior operator. Her average performance is 78% and normally she is not failing to achieve set production targets. She also obeys the rules and regulations of the</p>	

company. Her salary set as Tk. 12000.00 per month. She has been selected as the best operator of the year.

Prepare the evaluation report on the basis of above information and using below format. Consider other issues as you see fit.

**XYZ Apparels**  
**Workers Evaluation Report**

Name:

Designation:

Card Number:

Joining Date:

Parameters	Highly satisfactory (15)	Satisfactory (10)	Average (5)	Poor (0)
Production efficiency				
Target achievement				
Quality performance				
Followed rules & regulations				
Regularity in the work place				
Timeliness				
Behaviour				

*Grading:*

*90-105: Excellent, 70-89: Good, 50-69: Moderate, below 49: Need improvement.*

Signature: \_\_\_\_\_

Name of supervisor: \_\_\_\_\_

**Resources Required:**

Tools:	N/A
Equipment:	Computer Internet
Machinery:	N/A
Materials:	Paper Pen
PPE:	N/A

## Set C: Practical Demonstration 3 – Observation Checklist

PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Mid-Level Management	
<b>Task:</b>	Prepare an evaluation report	
<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"/>
Identified tools and equipment required for task.	<input type="checkbox"/>	<input type="checkbox"/>
Identified production performance targets.	<input type="checkbox"/>	<input type="checkbox"/>
Explained performance evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>
Provided performance appraisal feedback.	<input type="checkbox"/>	<input type="checkbox"/>
Completed performance appraisal (in Word).	<input type="checkbox"/>	<input type="checkbox"/>
Saved performance appraisal in appropriate folder.	<input type="checkbox"/>	<input type="checkbox"/>

Emailed performance appraisal and plan to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions 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"/>
Recorded, translated and obeyed instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Performed responsibilities as a team member.	<input type="checkbox"/>	<input type="checkbox"/>
Performed tasks in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Followed agreed reporting lines as per standard operating procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Solved problems effectively and evaluated outcome of the implemented solution.	<input type="checkbox"/>	<input type="checkbox"/>
Identified other teammates' tasks and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Respected and valued diversity in team functioning.	<input type="checkbox"/>	<input type="checkbox"/>
Understood and valued views and opinions of other team members.	<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 Mid-Level Management
<b>Unit of Competency</b>	
Generic Competencies	
SEIP-RMG-MLM-01-G	Use basic mathematical concepts
SEIP-RMG-MLM-02-G	Carry out workplace interaction
SEIP-RMG-MLM-03-G	Operate in a team environment
SEIP-RMG-MLM-04-G	Acquire basic IT skills
Sector-specific Competencies	
SEIP-RMG-MLM-01-S	Understand the RMG business
SEIP-RMG-MLM-02-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-RMG-MLM-03-S	Perform measurements and calculations
SEIP-RMG-MLM-04-S	Read and interpret sketches and drawings
Occupation-specific Competencies	
SEIP-RMG-MLM-01-O	Perform sewing machine operations
SEIP-RMG-MLM-02-O	Develop plan and schedule
SEIP-RMG-MLM-03-O	Develop knowledge of basic organisational structure
SEIP-RMG-MLM-04-O	Show leadership in the workplace
SEIP-RMG-MLM-05-O	Resolve conflict and assess risk
SEIP-RMG-MLM-06-O	Evaluate production performance
<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 Certificate in Mid-Level Management</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.	Who will you report to while working in your factory?	<input type="checkbox"/>	<input type="checkbox"/>
2.	What is a suitable tool for adding, subtracting, multiplying and dividing?	<input type="checkbox"/>	<input type="checkbox"/>
3.	If you hear the fire alarm in the factory, what should you do?	<input type="checkbox"/>	<input type="checkbox"/>
4.	If you need an emergency first aid, who would you ask?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Name one duty and/or responsibility of a mid-level supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
6.	How many inches can you find in a professional measuring tape?	<input type="checkbox"/>	<input type="checkbox"/>
7.	What sewing machine is the most commonly used in garment industry?	<input type="checkbox"/>	<input type="checkbox"/>
8.	How would you identify woven fabric?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Name an operation where you need to use a single needle machine.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Name an operation where you need to use a double needle machine.	<input type="checkbox"/>	<input type="checkbox"/>
11.	Name an operation where you need to use an over lock machine.	<input type="checkbox"/>	<input type="checkbox"/>
12.	Where would you use feed of the arm machine?	<input type="checkbox"/>	<input type="checkbox"/>
13.	What is the use of multi-needle machine?	<input type="checkbox"/>	<input type="checkbox"/>
14.	What is the use of a button hole machine?	<input type="checkbox"/>	<input type="checkbox"/>
15.	When is it necessary to use bar tack in pant?	<input type="checkbox"/>	<input type="checkbox"/>
16.	What is the function of a button stitch machine?	<input type="checkbox"/>	<input type="checkbox"/>
17.	Which machine can attach snap buttons and rivets?	<input type="checkbox"/>	<input type="checkbox"/>
18.	Is sewing allowance the same for all types of machine?	<input type="checkbox"/>	<input type="checkbox"/>
19.	What is the use of finished pattern on the sewing floor?	<input type="checkbox"/>	<input type="checkbox"/>
20.	Which cutting machine is commonly used for bulk fabric cutting?	<input type="checkbox"/>	<input type="checkbox"/>
21.	Why is numbering used in the cut panels?	<input type="checkbox"/>	<input type="checkbox"/>
22.	Name two types of presser foot.	<input type="checkbox"/>	<input type="checkbox"/>
23.	What benefits would you get if you used folders during sewing?	<input type="checkbox"/>	<input type="checkbox"/>
24.	What the information should be included in an operation breakdown sheet?	<input type="checkbox"/>	<input type="checkbox"/>
25.	Which grade is the best grade for an operator?	<input type="checkbox"/>	<input type="checkbox"/>
26.	What is the best leadership style?	<input type="checkbox"/>	<input type="checkbox"/>
27.	Which type of needle is appropriate for sewing on woven products?	<input type="checkbox"/>	<input type="checkbox"/>
28.	Which type of quality faults will happen if the tension of thread is not perfect?	<input type="checkbox"/>	<input type="checkbox"/>

29.	At least which level should <b>you</b> maintain for oil lubrication in the oil tank <b>of</b> the machine?	<input type="checkbox"/>	<input type="checkbox"/>
30.	Why <b>do you</b> need to evaluate the production performance of workers?	<input type="checkbox"/>	<input type="checkbox"/>
31.	What is a PP meeting?	<input type="checkbox"/>	<input type="checkbox"/>
32.	<b>What</b> IT tool <b>would you use</b> to send and receive information very swiftly?	<input type="checkbox"/>	<input type="checkbox"/>
33.	When <b>did</b> RMG business start in Bangladesh?	<input type="checkbox"/>	<input type="checkbox"/>
34.	What are the major types of garment industries in Bangladesh?	<input type="checkbox"/>	<input type="checkbox"/>
35.	Who is the first line manager who can suggest/recommend promotion of a worker?	<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 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. Who will you report to while working in your factory?	<b>Supervisor</b>
2. What is a suitable tool for adding, subtracting, multiplying and dividing?	<b>Calculator</b>
3. If you hear the fire alarm in the factory, what should you do?	<b>Go outside by following the evacuation plan/isles marked and attend in the line at assembly point.</b>
4. If you need an emergency first aid, who would you ask?	<b>First aider</b>
5. Name one duty and/or responsibility of a mid-level supervisor.	<b>Follow the instruction of sewing supervisor</b>
6. How many inches can you find in a professional measuring tape?	<b>60 inches</b>
7. What sewing machine is the most commonly used in garment industry?	<b>Single needle machine</b>
8. How would you identify woven fabric?	<b>By seeing the interlacement of the fabric</b>
9. Name an operation where you need to use a single needle machine.	<b>Collar top stitch of shirt</b>
10. Name an operation where you need to use a double needle machine.	<b>Front pocket top stitch of 5 pocket basic pant</b>
11. Name an operation where you need to use an over lock machine.	<b>Side seam of 5 pocket basic pant</b>
12. Where would you use feed of the arm machine?	<b>Inseam of pant or side seam of shirt</b>
13. What is the use of multi-needle machine?	<b>Waist belt of pant or placket making of a shirt</b>
14. What is the use of a button hole machine?	<b>To make the button hole</b>
15. When is it necessary to use bar tack in pant?	<b>Mainly waist loops of the pant</b>
16. What is the function of a button stitch machine?	<b>To attach the plastic buttons specially 2 or 4 holes</b>
17. Which machine can attach snap buttons and rivets?	<b>Snap attach machine</b>
18. Is sewing allowance the same for all types of machine?	<b>No</b>
19. What is the use of finished pattern on the sewing floor?	<b>To do the marking of pocket or other places</b>
20. Which cutting machine is commonly used for bulk fabric cutting?	<b>Straight knife cutting machine</b>
21. Why is numbering used in the cut panels?	<b>To avoid shading problems</b>
22. Name two types of presser foot.	<ul style="list-style-type: none"> <li>▪ <b>Zipper foot</b></li> <li>▪ <b>Plastic foot</b></li> </ul>
23. What benefits would you get if you used folders during sewing?	<b>Fast and quality production</b>

24.	What the information should be included in an operation breakdown sheet?	<b>Operation or process, types of machine, SMV</b>
25.	Which grade is the best grade for an operator?	<b>'A'</b>
26.	What is the best leadership style?	<b>Democratic</b>
27.	Which type of needle is appropriate for sewing on woven products?	<b>Sharp point needle</b>
28.	Which type of quality faults will happen if the tension of thread is not perfect?	<b>Improper tension on seam/seam puckering</b>
29.	At least which level should you maintain for oil lubrication in the oil tank of the machine?	<b>In between high and low</b>
30.	Why do you need to evaluate the production performance of workers?	<b>To find out their skill level and overall production efficiency</b>
31.	What is a PP meeting?	<b>Pre-production meeting (the meeting which is normally held before starting the production)</b>
32.	What IT tool would you use to send and receive information very swiftly?	<b>Email</b>
33.	When did RMG business start in Bangladesh?	<b>After the liberation war</b>
34.	What are the major types of garment industries in Bangladesh?	<ul style="list-style-type: none"> <li>▪ <b>Woven</b></li> <li>▪ <b>Knit</b></li> <li>▪ <b>Sweater</b></li> </ul>
35.	Who is the first line manager who can suggest/recommend promotion of a worker?	<b>Mid-level supervisor</b>

## Assessment Evidence Summary Sheet

EVIDENCE SUMMARY SHEET			
<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
<b>Qualification:</b>	Certificate in Mid-Level Management		
<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"/>
	Practical Demonstration 3 (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 Mid-Level Management.		
<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

<b>Unit of Competency:</b>	SEIP-RMG-MLM-01-G – Use basic mathematical concepts		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify calculation requirements in the workplace.	1	A1-2 B1-2 C1-2	
2. Select appropriate mathematical methods/concepts for the calculation.		A1-2 B1-2 C1-2	2
3. Use tools and instruments to perform calculations.	18	A1-2 B1-2 C1-2	
<b>Unit of Competency:</b>	SEIP-RMG-MLM-02-G – Carry out workplace interaction		
Element	Assessment Method		
	Written	Practical	Oral
1. Interpret workplace communication and etiquette.		A1-3 B1-3 C1-3	4
2. Read and understand workplace documents.	2, 18	A1-3 B1-3 C1-3	
3. Participate in workplace meetings and discussions.			31
4. Practice professional ethics at work.	4	A1-3 B1-3 C1-3	
<b>Unit of Competency:</b>	SEIP-RMG-MLM-03-G – Operate in a team environment		



Element		Assessment Method		
		Written	Practical	Oral
1. Identify team goals and work processes.		11	A2-3 B2-3 C2-3	5, 35
2. Identify own role and responsibility within team.		4		
3. Communicate and co-operate with team members.		12	A2, B2, C2	1, 31
4. Practice problem-solving within the team.		11	A2-3 B2-3 C2-3	
<b>Unit of Competency:</b>	SEIP-RMG-MLM-04-G – Apply basic IT skills			
Element		Assessment Method		
		Written	Practical	Oral
1. Identify and use most commonly used IT tools.		14	A2-3 B2-3 C2-3	
2. Understand computer operations.		15	A2-3 B2-3 C2-3	
3. Work with word processing application.			A2-3 B2-3 C2-3	
4. Access email and search the internet.			A2-3 B2-3 C2-3	32
<b>Unit of Competency:</b>	SEIP-RMG-MLM-01-S – Explore the history of RMG Sector			
Element		Assessment Method		
		Written	Practical	Oral
1. Examine the background of RMG sector.				33
2. Identify major industries of RMG sector.				34
3. List prime local and export markets.		16		
<b>Unit of Competency:</b>	SEIP-RMG-MLM-02-S – Apply occupational health and safety (OHS) practice in the workplace			

Element		Assessment Method		
		Written	Practical	Oral
1. Identify OHS policies and procedures.		5	A1-3 B1-3 C1-3	
2. Apply personal health and safety practices.		3, 5	A1-3 B1-3 C1-3	
3. Report hazards and risks.			A1-3 B1-3 C1-3	
4. Respond to emergencies.				3, 4
<b>Unit of Competency:</b>	SEIP-RMG-MLM-03-S – Carry out measurements and calculations			
Element		Assessment Method		
		Written	Practical	Oral
1. Plan and prepare.			A1-3 B1-3 C1-3	
2. Obtain measurements.			A1, B1, C1	6
3. Perform calculations.			A1-3 B1-3 C1-3	
<b>Unit of Competency:</b>	SEIP-RMG-MLM-04-S – Read and interpret sketches and drawings			
Element		Assessment Method		
		Written	Practical	Oral
1. Interpret information and specifications.		25	A1-2 B1-2 C1-2	24
2. Read and interpret sketches and drawings.			A1, B1, C1	21
<b>Unit of Competency:</b>	SEIP-RMG-MLM-01-O – Perform sewing machine operation			
Element		Assessment Evidence		
		Written	Practical	Oral

1. Identify operation flow chart.	21	A2, B2, C2	12, 18, 19, 23, 28, 29
2. Identify garments and garment parts.	6, 17	A1-2 B1-2 C1-2	8, 15
3. Identify sewing machines.	7, 20	A1, B1, C1	7, 20, 22, 27
4. Operate sewing machines.		A1, B1, C1	9, 10, 11, 13, 14, 16, 17
<b>Unit of Competency:</b>	SEIP-RMG-MLM-02-O – Develop plan and schedule		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify goal and targets.		A2-3 B2-3 C2-2	
2. Perform planning and scheduling.	19	A2-3 B2-3 C2-2	
<b>Unit of Competency:</b>	SEIP-RMG-MLM-03-O – Develop knowledge of basic organisational structure		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify production departments.	8, 21		
2. Identify non-production departments.	9, 22		
<b>Unit of Competency:</b>	SEIP-RMG-MLM-04-O – Show leadership in the workplace		
Element	Assessment Method		
	Written	Practical	Oral
1. Develop and facilitate team cohesion.	10, 23	A2-3 B2-3 C2-3	26, 31
2. Communicate information.	13	A2-3 B2-3 C2-3	31

<b>Unit of Competency:</b>		SEIP-RMG-MLM-05-O – Resolve conflict and assess risk		
<b>Element</b>		<b>Assessment Method</b>		
		<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Identify and resolve conflict.		13		
2. Assess risk and make decision.		24		
<b>Unit of Competency:</b>		SEIP-RMG-MLM-06-O – Evaluate production performance		
<b>Element</b>		<b>Assessment Method</b>		
		<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Mentor personnel.			A3 B3 C3	35
2. Evaluate performance.			A3 B3 C3	25, 30, 35