



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

**ASSESSMENT TOOL**

**FOR**

**TOTAL QUALITY MANAGEMENT**

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

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

## Table of Contents

<b>PART A – THE ASSESSOR .....</b>	<b>3</b>
Instructions to Assessor .....	3
Assessment Evidence Guide .....	7
Assessment Evidence Plan .....	8
<b>PART B – THE CANDIDATE .....</b>	<b>14</b>
Instructions to Candidate .....	14
Self-Assessment Guide .....	16
<b>PART C – THE ASSESSMENT.....</b>	<b>20</b>
Assessment Agreement – Total Quality Management .....	20
<b>PART D – ASSESSMENT TOOLS .....</b>	<b>23</b>
Specific Instructions to Assessor .....	23
Specific Instructions to Candidate.....	25
Written Test.....	26
Written Test - Answers.....	30
Set A: Practical Demonstration 1 .....	33
Set A: Practical Demonstration 1 – Observation Checklist.....	35
Set A: Practical Demonstration 2 .....	37
Set A: Practical Demonstration 2 – Observation Checklist.....	39
Set B: Practical Demonstration 1 .....	42
Set B: Practical Demonstration 1 – Observation Checklist.....	44
Set B: Practical Demonstration 2 .....	46
Set B: Practical Demonstration 2 – Observation Checklist.....	48
Set C: Practical Demonstration 1 .....	51
Set C: Practical Demonstration 1 – Observation Checklist .....	53
Set C: Practical Demonstration 2.....	55
Set C: Practical Demonstration 2 – Observation Checklist .....	57
Oral Questions (Optional) .....	60
Oral Questioning Guideline.....	63
Oral Questions (Optional) - Answers .....	64
Assessment Evidence Summary Sheet.....	67
Assessment Validation Map.....	69

## **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 **Total Quality 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-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-TQM-02-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace
<b>Occupation-specific Competencies</b>	
SEIP-LEA-TQM-01-O	Understand basics of total quality management
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management
SEIP-LEA-TQM-03-O	Apply quality planning and control processes
SEIP-LEA-TQM-04-O	Apply quality improvement
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process

## 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>	Total Quality Management					
<b>Unit Name:</b>	Apply occupational health and safety (OHS) practice in the workplace					
<b>Unit Code:</b>	SEIP-LEA-TQM-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 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>	Total Quality Management
<b>Unit Name:</b>	Operate in a team environment
<b>Unit Code:</b>	SEIP-LEA-TQM-02-G



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

<b>Occupation:</b>	Total Quality Management					
<b>Unit Name:</b>	Understand compliance requirements in the workplace					
<b>Unit Code:</b>	SEIP-LEA-TQM-01-S					
Assessment Method:	P	O	W			
	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
	1.1. Environmental compliance requirements are identified and described.					√

1. Identify environmental compliance	1.1. Code of conduct is identified and described aligned to expectations of industry.			√
2. Identify waste and chemical handling compliance	2.1 Waste and chemical handling requirements are identified and described.		√	
	2.2. Procedures for the handling of waste and chemicals are identified and explained.			√
3. Identify national labour laws	3.1. National labour laws and regulations are identified.		√	
	3.2. Application of labour laws and regulations in workplace are identified and explained.	√		

<b>Occupation:</b>	Total Quality Management					
<b>Unit Name:</b>	Understand basics of total quality management					
<b>Unit Code:</b>	SEIP-LEA-TQM-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. Define total quality management	1.1. Total quality management is defined.					√
	1.2. Main objectives of total quality management system are described.				√	
	1.3. Quality parameters are identified and explained.			√		√
2. Identify customer perceptions	2.1. Customer perception of quality is identified.			√		
	2.2. Quality management principles are identified.				√	
	2.3. Key areas of total quality management system are identified and described.				√	

<b>Occupation:</b>	Total Quality Management			
<b>Unit Name:</b>	Apply human dimension and philosophy to total quality management			
<b>Unit Code:</b>	SEIP-LEA-TQM-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 total quality management philosophy	1.1. Evolution of total quality management is explained.		√	
	1.2. Integrated total quality management model is defined.		√	
	1.3. Quality management philosophy is described.			√
2. Show leadership in the workplace	2.1. Leadership for total quality management is identified.	√		
	2.2. Role of total quality management leader is explained.		√	
	2.3. Leadership survey report is prepared as per requirement.			√
3. Manage employee relations	3.1. Characteristics of successful teams are identified.	√		√
	3.2. Employee appraisal method is identified and described.		√	
	3.3. Performance appraisal approach is identified and selected.	√		

<b>Occupation:</b>	Total Quality Management			
<b>Unit Name:</b>	Apply quality planning and control processes			
<b>Unit Code:</b>	SEIP-LEA-TQM-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. Implement quality planning process	1.1. Quality planning process is identified and described.			√
	1.2. Quality planning process is implemented.	√		
2. Implement quality control process	2.1. Quality control process is identified and described.			√
	2.2. Quality control process is implemented.	√		

<b>Occupation:</b>	Total Quality Management			
<b>Unit Name:</b>	Apply quality improvement			
<b>Unit Code:</b>	SEIP-LEA-TQM-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)		
Element	Performance Criteria		P	O	W
1. Identify quality improvement techniques	1.1. Quality improvement strategies are identified.			√	
	1.2. Quality improvement techniques are identified.			√	
	1.3. Strategy and technique is selected and applied to workplace practice.		√		
2. Identify quality improvement tools	2.1. Quality improvement tools are identified.		√		
	2.2. Deming cycle is identified and described.			√	
	2.3. Cause and effect diagram is identified and explained.				√
	2.4. Quality improvement tool is selected and applied to eliminate non-conformity.		√		

<b>Occupation:</b>	Total Quality Management				
<b>Unit Name:</b>	Carry out problem solving and decision-making				
<b>Unit Code:</b>	SEIP-LEA-TQM-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)		
Element	Performance Criteria		P	O	W
1. Apply problem solving model	1.1. Problem solving activities are identified and described.				√
	1.2. Models for problem solving are identified and explained.			√	
	1.3. Appropriate model is selected and applied to solve problem.		√		
2. Apply decision-making technique	2.1. Five steps of decision-making process are identified.		√		
	2.2. Decision-making techniques are identified and described.			√	
	2.3. Appropriate technique is selected and applied to make decision.		√		

<b>Occupation:</b>	Total Quality Management					
<b>Unit Name:</b>	Identify benching approach and process					
<b>Unit Code:</b>	SEIP-LEA-TQM-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 benchmarking	1.1. Benchmarking is identified and explained.					√
	1.2. Dimensions of benchmarking are identified.			√		
2. Implement approach and process	2.1. Benchmarking approach and process is identified.			√		
	2.2. Approach of benchmarking is explained.				√	
	2.3. Benchmarking approach and process is implemented.			√		

## 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 Total Quality 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>Total Quality Management</b>	
<b>Units of competency:</b>	<p><b>Generic units:</b></p> <p>Apply occupational health and safety (OSH) in the workplace</p> <p>Operate in a team environment</p> <p><b>Sector-specific units:</b></p> <p>Understand compliance requirements in the workplace</p> <p><b>Occupation-specific units:</b></p> <p>Understand basics of total quality management</p> <p>Apply human dimension and philosophy to total quality management</p> <p>Apply quality planning and control processes</p> <p>Apply quality improvement</p> <p>Carry out problem solving and decision-making</p> <p>Identify benchmarking approach and process</p>	
<p><b>Instructions:</b></p> <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 OHS policies and procedures		
▪ Apply personal health and safety practices		
▪ Report hazards and risks		
▪ Respond to emergencies		
▪ Identify team goals and work processes		



▪ Identify own role and responsibilities within team		
▪ Communicate and co-operate with team members		
▪ Practice problem solving within the team		
▪ Identify environmental compliance		
▪ Identify waste and chemical handling compliance		
▪ Identify national labour laws		
▪ Define total quality management		
▪ Identify customer perceptions		
▪ Identify total quality management philosophy		
▪ Show leadership in the workplace		
▪ Manage employee relations		
▪ Implement quality planning process		
▪ Implement quality control process		
▪ Identify quality improvement techniques		
▪ Identify quality improvement tools		
▪ Apply problem solving		
▪ Apply decision-making		
▪ Identify benchmarking		
▪ Access specific and relevant information from appropriate sources		
▪ Use appropriate medium to transfer information and ideas		
▪ Attend team meetings on time and followed meeting procedures etiquette		
▪ Express clearly own opinions and listened to those of others without interruption		
▪ Provide inputs consistent with the meeting and interpret and implement meeting outcomes		
▪ Interpret roles and objectives of the team		
▪ Interpret roles and responsibilities of team members		
▪ Identify personal roles and responsibilities within the team environment		
▪ Interpret reporting relationships within team and external to team		
▪ Identify other teammates' tasks and provide support		
▪ Encourage the team through sharing information or expertise, working together to solve problems, and putting team success first		
▪ Interpret views and opinions of other team members		

<ul style="list-style-type: none"> <li>▪ Demonstrate responsibilities as a team member and keep promises and commitments made to others</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Perform tasks in accordance with workplace procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Respect and maintain confidentiality</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Avoid situations and actions considered inappropriate or which presented a conflict of interest</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify problems faced at the individual and team level and show insight into the root causes of problems</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify a range of solutions and courses of action with benefits, costs and risks associated with each</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recognised the good ideas of others to help develop solutions and see advice from those who've solved similar problems</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Look beyond the obvious and not stop at the first answers</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret OHS policies and safe operating procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify and follow safety signs and symbols</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret response, evacuation procedures and other contingency measures as per standards</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Adhere all safety requirements/regulations to and before, during and after use</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify and mark unsafe or faulty tools for repair according to designated procedures before, during and after use</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Wear personal protective equipment (PPE)</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Check immediate work area routinely for safety hazards prior to starting and during work</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify hazards and unacceptable activities, rectify and remove and conduct work safely according to standard OHS requirement</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Report OSH hazards and incidents in the work area to appropriate personnel according to workplace procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ List common health issues</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify common safety issues, hazards and risks</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Interpret hazards and risks assessment and controls</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Report hazards and risk observed in the work area as per company safety guidelines</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Identify alarms and warning devices</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Comprehend emergency response plans and procedures</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Recall first aid procedures during emergency situations</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate responses in an emergency situation</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Clean, maintain and store tools and equipment</li> </ul>		

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

## PART C – THE ASSESSMENT

### Assessment Agreement – Total Quality 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 Total Quality Management, you must demonstrate competence in the following units, as established in the assessment agreement:

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-TQM-02-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace
<b>Occupation-specific Competencies</b>	
SEIP-LEA-TQM-01-O	Understand basics of total quality management
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management
SEIP-LEA-TQM-03-O	Apply quality planning and control processes
SEIP-LEA-TQM-04-O	Apply quality improvement
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process

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

<b>Assessment Agreement</b>	
<b>Occupation:</b>	Total Quality Management
<b>Assessment Centre:</b>	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-TQM-02-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace
<b>Occupation-specific Competencies</b>	
SEIP-LEA-TQM-01-O	Understand basics of total quality management
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management
SEIP-LEA-TQM-03-O	Apply quality planning and control processes
SEIP-LEA-TQM-04-O	Apply quality improvement
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process
<b>Resources Required for Assessment</b>	
<p>Candidates must have access to the following:</p> <ul style="list-style-type: none"> <li>▪ copies of activities, questions, projects nominated by the assessor</li> <li>▪ relevant organisational policies, protocols and procedural documents (if required)</li> <li>▪ devices or tools to record answers</li> <li>▪ appropriate actual or simulated workplace</li> <li>▪ all necessary tools and equipment used in performance of the work-based task</li> <li>▪ any other resources normally used in the workplace</li> </ul>	
<b>Assessment Instructions</b>	
<p>Candidates should respond to the formative and summative assessments either verbally or in writing as agreed with the assessor. Written responses can be recorded in the spaces provided (if more space is required attach additional pages) or submitted in a word-processed document.</p> <p>If candidates answer verbally, the assessor should record their answers in detail.</p> <p>Candidates should also undertake observable tasks that provide evidence of performance. The assessor must provide instruction to candidates on what is expected during observation and arrange a suitable time and location for demonstration of these skills.</p> <p>Candidates must fully understand what they are required to do to complete these assessment tasks successfully, then sign the declaration.</p>	
<b>Performance Standards</b>	
<p>To receive a <b>satisfactory</b> result for the assessments, candidates must complete all activities, questions, projects, and tasks nominated by the assessor, to the required standard.</p>	

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

**Declaration**

I declare that:

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

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

## PART D – ASSESSMENT TOOLS

### Specific Instructions to Assessor

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Please read carefully and prepare as necessary:

1. The assessor shall (practical demonstration assessment activities):
  - provide the candidate with the necessary tools, equipment, machinery and materials for completion of one (1) set of the following practical demonstration activities:
    - Set A:
      - Apply problem solving tool for uneven stitching
      - Apply quality control process
    - Set B:
      - Apply problem solving tool for skipped stitching
      - Apply quality control process
    - Set C:
      - Apply problem solving tool for broken needle
      - Apply quality control process
  - provide the candidate with the copy of the specific instruction to candidate
  - allow the practical demonstration to be performed within four (4) 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 two (2) tasks (contained in one set):

- (i) Practical Demonstration 1 (2 hours)
- (ii) Practical Demonstration 2 (2 hours)

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 34
  - Set A – Practical Demonstration 2: page 38
  - Set B – Practical Demonstration 1: page 43
  - Set B – Practical Demonstration 2: page 47
  - Set C – Practical Demonstration 1: page 52
  - Set C – Practical Demonstration 2: page 56



## 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 Total Quality 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:
    - Apply problem solving tool for uneven stitching (2 hours)
    - Apply quality control process (2 hours)
  - Set B:
    - Apply problem solving tool for skipped stitching (2 hours)
    - Apply quality control process (2 hours)
  - Set C:
    - Apply problem solving tool for broken needle (2 hours)
    - Apply quality control process (2 hours)
3. The assessor will provide all necessary tools, equipment, machinery and materials required to complete each assessment activity.
  4. These assessments cover all units of competency for Total Quality 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 Total Quality Management
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-TQM-02-G	Operate in a team environment
<b>Sector-specific Competencies</b>	
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace
<b>Occupation-specific Competencies</b>	
SEIP-LEA-TQM-01-O	Understand basics of total quality management
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management
SEIP-LEA-TQM-03-O	Apply quality planning and control processes
SEIP-LEA-TQM-04-O	Apply quality improvement
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process
<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 Total Quality 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 **multiple-choice** of test. Choose the appropriate answer and circle the letter that corresponds with your answer.

1.	Total Quality Management (TQM) focuses on?	a. Employee b. Customer c. Both (a) and (b) d. None of the above
2.	The following are precautions that must be taken to avoid fire in the leather and footwear industries except for:	a. Using the highest flash point solvents possible. b. Using general ventilation and local exhaust ventilation in spray booths and drying racks to reduce the concentration of flammable vapours. c. Maintaining unobstructed exits and gangways. d. Grounding adequately polishing machines and other sources of static electricity.
3.	Which of the following is responsible for quality objective?	a. Top level management b. Middle level management c. Frontline management d. All of the above
4.	What are the advantages of a self-directed team?	a. Improved quality, productivity and service b. Greater flexibility c. Prohibition signs d. Faster response to technological change e. All of the above
5.	TQM & ISO both focuses on?	a. Customer b. Employee c. Supplier d. All of the above
6.	Low-back pain and repetitive strain injuries are two musculoskeletal diseases that are major problems in the footwear industry. These are examples of what type of hazard?	a. Biological b. Ergonomic c. Physical d. Chemical
7.	When is a process control carried out?	a. Before production b. During production c. After production control d. All of the above

8.	P-D-C-A stands for?	a. Plan-Do-Check-Act b. Plan-Do-Correct-Act c. Proceed-Do-Check-Act d. Proceed-Do-Correct-Act
9.	What is EMS?	a. Environmental management system b. Employees management system c. Engineering management system d. Equipment management system
10.	A set of rules outlining the social norms, religious rules and responsibilities of, and or proper practices for individuals in an industry is called?	a. Code of conduct b. Good laboratory practices c. Good manufacturing practices d. By-laws
11.	Which of the following are workplace documents?	a. Code of conduct b. Standard operating procedure c. OHS policy <b>d. All of the above</b>

#### True or False Quiz

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

12.	The purpose of <b>an</b> organisation is to meet customer needs and satisfy their expectations.	True <input type="checkbox"/> False <input type="checkbox"/>
13.	Process improvement is the foundation on which customer <b>service</b> is built.	True <input type="checkbox"/> False <input type="checkbox"/>
14.	The term 'service recovery' refers to converting a customer who is dissatisfied with a service into one who is satisfied.	True <input type="checkbox"/> False <input type="checkbox"/>

#### Fill in the Missing Blanks

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

15.	Quality = Performance x _____.
16.	_____ develop cause and effect diagram.

#### Short Answer

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

17.	What actions will you take in case two of your co-workers were engaged in a conflict during work?	
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18.	What is total quality management (TQM)?	
19.	Name 5 (five) dimensions of quality.	
20.	What is a quality improvement strategy?	
21.	Define quality planning.	
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span>		
<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.	Total Quality Management (TQM) focuses on?	<ul style="list-style-type: none"> <li>a. Employee</li> <li>b. Customer</li> <li><b>c. Both a and b</b></li> <li>d. None of the above</li> </ul>
2.	The following are precautions that must be taken to avoid fire in the leather and footwear industries except for:	<ul style="list-style-type: none"> <li><b>a. Using the highest flash point solvents possible.</b></li> <li>b. Using general ventilation and local exhaust ventilation in spray booths and drying racks to reduce the concentration of flammable vapours.</li> <li>c. Maintaining unobstructed exits and gangways.</li> <li>d. Grounding adequately polishing machines and other sources of static electricity.</li> </ul>
3.	Which of the following is responsible for quality objective?	<ul style="list-style-type: none"> <li><b>a. Top level management</b></li> <li>b. Middle level management</li> <li>c. Frontline management</li> <li>d. All of the above</li> </ul>
4.	What are the advantages of a self-directed team?	<ul style="list-style-type: none"> <li>a. Improved quality, productivity and service</li> <li>b. Greater flexibility</li> <li>c. Prohibition signs</li> <li>d. Faster response to technological change</li> <li><b>e. All of the above</b></li> </ul>
5.	TQM & ISO both focuses on?	<ul style="list-style-type: none"> <li><b>a. Customer</b></li> <li>b. Employee</li> <li>c. Supplier</li> <li>d. All of the above</li> </ul>
6.	Low-back pain and repetitive strain injuries are two musculoskeletal diseases that are major problems in the footwear industry. These are examples of what type of hazard?	<ul style="list-style-type: none"> <li>a. Biological</li> <li><b>b. Ergonomic</b></li> <li>c. Physical</li> <li>d. Chemical</li> </ul>
7.	<b>When is a</b> process control carried out?	<ul style="list-style-type: none"> <li>a. Before production</li> <li><b>b. During production</b></li> <li>c. After production control</li> </ul>

		d. All of the above
8.	P-D-C-A stands for?	<b>a. Plan-Do-Check-Act</b> b. Plan-Do-Correct-Act c. Proceed-Do-Check-Act d. Proceed-Do-Correct-Act
9.	What is EMS?	<b>a. Environmental management system</b> b. Employees management system c. Engineering management system d. Equipment management system
10.	A set of rules outlining the social norms, religious rules and responsibilities of, and or proper practices for individuals in an industry is called?	<b>a. Code of conduct</b> b. Good laboratory practices c. Good manufacturing practices d. By-laws
11.	Which of the following are workplace documents?	a. Code of conduct b. Standard operating procedure c. OHS policy <b>d. All of the above</b>
<b>True or False</b>		
12.	The purpose of <b>an</b> organisation is to meet customer needs and satisfy their expectations.	<b>True</b> ✓ False <input type="checkbox"/>
13.	Process improvement is the foundation on which customer <b>service</b> is built.	<b>True</b> ✓ False <input type="checkbox"/>
14.	The term 'service recovery' refers to converting a customer who is dissatisfied with a service into one who is satisfied.	True <input type="checkbox"/> <b>False</b> ✓
<b>Fill in the Missing Blanks</b>		
15.	Quality = Performance x <b><u>Expectations</u></b> .	
16.	<b><u>Ishikawa</u></b> develop cause and effect diagram.	
<b>Short Answer</b>		
17.	What actions will you take in case two of your co-workers were engaged in a conflict during work?	<b><i>Make a written report and submit the same to your line manager.</i></b>
18.	What is total quality management (TQM)?	<b><i>Total quality management (TQM) is a set of management principles aimed at improving performance throughout a company, especially by involving employees in decision-making.</i></b>
19.	<b>Name</b> 5 (five) dimensions of quality.	<b>1. Performance</b>

		<p><b>2. Features</b></p> <p><b>3. Conformance</b></p> <p><b>4. Reliability</b></p> <p><b>5. Durability</b></p>
20.	What is a quality improvement strategy?	<p><b>Reduce failure costs by problem solving.</b></p> <p><b>Invest in the “right” prevention activities.</b></p> <p><b>Reduce appraisal costs where appropriate and in a statistically sound manner.</b></p> <p><b>Continuously evaluate and redirect the prevention effort to gain further quality improvement.</b></p>
21.	Define quality planning.	<p><b>A quality plan is a document, or several documents, that together specify quality standards, practices, resources, specifications, and the sequence of activities relevant to a particular product, service, project, or contract. It is a method for measuring the achievement of the quality objectives.</b></p>



## Set A: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Total Quality Management
<b>Task:</b>	Apply problem solving tool for uneven stitching
<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 Total Quality 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 (e.g. piece of paper, board and a pencil) for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE (if required).</li> <li>5. Check and ensure work area has sufficient lighting.</li> <li>6. Identify and select appropriate problem solving tool.</li> <li>7. Draw Ishikawa fish-bone diagram including man, machine, materials and methods.</li> <li>8. Identify and write potential causes for uneven stitching.</li> <li>9. Establish potential causes for man on the fish-bone diagram.</li> <li>10. Establish some potential causes for machine on the fish-bone diagram.</li> <li>11. Identify potential causes for methods on the fish-bone diagram.</li> <li>12. Consider customer perception in establishing quality parameters.</li> <li>13. Ask for input from relevant persons.</li> <li>14. Decide root cause(s) for uneven stitching using appropriate technique.</li> <li>15. Eliminate root cause(s) and stop recurrence of uneven stitching.</li> <li>16. Clean and maintain the workplace.</li> </ol>	

**Drawing, Plan, Diagram or Sketch:****Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	N/A
PPE:	Apron Footwear

## 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 Total Quality Management	
<b>Task:</b>	Apply problem solving tool for uneven stitching	
<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
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated leadership for total quality management.	<input type="checkbox"/>	<input type="checkbox"/>
Identified characteristics of successful teams.	<input type="checkbox"/>	<input type="checkbox"/>
Performance appraisal approach is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>

Identified problem solving activities.	<input type="checkbox"/>	<input type="checkbox"/>
Identified models for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied appropriate problem solving model.	<input type="checkbox"/>	<input type="checkbox"/>
Outline decision-making process and techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Drew Ishikawa fish-bone diagram mentioning man, machine, materials and methods.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for materials.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for man.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for machine.	<input type="checkbox"/>	<input type="checkbox"/>
Identified some potential causes for methods.	<input type="checkbox"/>	<input type="checkbox"/>
Established root cause(s) for uneven stitching.	<input type="checkbox"/>	<input type="checkbox"/>
Eliminated root cause(s) and stop the recurrence of uneven stitching.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span>		
<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 Total Quality Management
<b>Task:</b>	Apply quality control process
<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 Total Quality 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. Check and ensure work area has sufficient lighting.</li> <li>6. <b>Identify and select appropriate quality control and improvement tools.</b></li> <li>7. Inspect and check footwear as per job specification.</li> <li>8. Check and match back height of shoe.</li> <li>9. Check grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.</li> <li>10. Identify stitch density of shoe.</li> <li>11. Inspect and check position and number of eyelet.</li> <li>12. Identify derby lock stitch or stay piece of both shoes are in same position.</li> <li>13. Check and ensure thread burning.</li> <li>14. Inspect and check shoe socks are being inserted into shoe.</li> <li>15. Check and ensure lace is being inserted into shoe.</li> <li>16. Check and ensure size stamping is correct and completed.</li> </ol>	

17. Check and ensure perfect finishing effect.

18. Clean and maintain the workplace.

**Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	Paper Pencil
PPE:	Apron

## 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 Total Quality Management	
<b>Task:</b>	Apply quality control process	
<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
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>
Identified application of labour laws and regulations in workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Identified quality parameters are identified.	<input type="checkbox"/>	<input type="checkbox"/>

Identified customer perception of quality.	<input type="checkbox"/>	<input type="checkbox"/>
Implemented quality planning and control process.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied quality improvement strategy.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, selected and applied quality improvement tool.	<input type="checkbox"/>	<input type="checkbox"/>
Identified dimensions of benchmarking.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and implemented benchmarking approach and process.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked footwear as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and matched back height of the shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified stitch density of shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked position and number of eyelet.	<input type="checkbox"/>	<input type="checkbox"/>
Identified derby lock stitch or stay piece of both shoes are in same position.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured thread burning has been done properly.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked shoe socks are being inserted in to shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured lace is being inserted into shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Check and ensure size stamping is correct and completed.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured perfect finishing effect.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<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 Total Quality Management
<b>Task:</b>	Apply problem solving tool for skipped stitching
<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 Total Quality 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 (e.g. piece of paper, board and a pencil) for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE (if required).</li> <li>5. Check and ensure work area has sufficient lighting.</li> <li>6. Identify and select appropriate problem solving tool.</li> <li>7. Draw Ishikawa fish-bone diagram including man, machine, materials and methods.</li> <li>8. Identify and write potential causes for skipped stitching.</li> <li>9. Establish potential causes for man on the fish-bone diagram.</li> <li>10. Establish some potential causes for machine on the fish-bone diagram.</li> <li>11. Identify potential causes for methods on the fish-bone diagram.</li> <li>12. Consider customer perception in establishing quality parameters.</li> <li>13. Ask for input from relevant persons.</li> <li>14. Decide root cause(s) for skipped stitching using appropriate technique.</li> <li>15. Eliminate root cause(s) and stop recurrence of skipped stitching.</li> <li>16. Clean and maintain the workplace.</li> </ol>	

**Drawing, Plan, Diagram or Sketch:**



**Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	N/A
PPE:	Apron Footwear

## 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 Total Quality Management	
<b>Task:</b>	Apply problem solving tool for skipped stitching	
<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
Conducted workplace interactions in courteous manner to gather and convey information	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information form appropriate sources	<input type="checkbox"/>	<input type="checkbox"/>
Interpreted OHS polices and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information form appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identified common safety issues.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrated leadership for total quality management.	<input type="checkbox"/>	<input type="checkbox"/>
Identified characteristics of successful teams.	<input type="checkbox"/>	<input type="checkbox"/>
Performance appraisal approach is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problem solving activities.	<input type="checkbox"/>	<input type="checkbox"/>
Identified models for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied appropriate problem solving model.	<input type="checkbox"/>	<input type="checkbox"/>
Outline decision-making process and techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Drew Ishikawa fish-bone diagram mentioning man, machine, materials and methods.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for materials.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for man.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for machine.	<input type="checkbox"/>	<input type="checkbox"/>
Identified some potential causes for methods.	<input type="checkbox"/>	<input type="checkbox"/>
Established root cause(s) for skipped stitching.	<input type="checkbox"/>	<input type="checkbox"/>
Eliminated root cause(s) and stop the recurrence of skipped stitching.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span>		
<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 Total Quality Management
<b>Task:</b>	Apply quality control process
<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 Total Quality 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. Check and ensure work area has sufficient lighting.</li> <li>6. <b>Identify and select appropriate quality control and improvement tools.</b></li> <li>7. Inspect and check footwear as per job specification.</li> <li>8. Check and match back height of shoe.</li> <li>9. Check grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.</li> <li>10. Identify stitch density of shoe.</li> <li>11. Inspect and check position and number of eyelet.</li> <li>12. Identify derby lock stitch or stay piece of both shoes are in same position.</li> <li>13. Check and ensure thread burning.</li> <li>14. Inspect and check shoe socks are being inserted into shoe.</li> <li>15. Check and ensure lace is being inserted into shoe.</li> <li>16. Check and ensure size stamping is correct and completed.</li> </ol>	

17. Check and ensure perfect finishing effect.

18. Clean and maintain the workplace.

**Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	Paper Pencil
PPE:	Apron

## 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 Total Quality Management	
<b>Task:</b>	Apply quality control process	
<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
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>
Identified application of labour laws and regulations in workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Identified quality parameters are identified.	<input type="checkbox"/>	<input type="checkbox"/>



Identified customer perception of quality.	<input type="checkbox"/>	<input type="checkbox"/>
Implemented quality planning and control process.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied quality improvement strategy.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, selected and applied quality improvement tool.	<input type="checkbox"/>	<input type="checkbox"/>
Identified dimensions of benchmarking.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and implemented benchmarking approach and process.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked footwear as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and matched back height of the shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified stitch density of shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked position and number of eyelet.	<input type="checkbox"/>	<input type="checkbox"/>
Identified derby lock stitch or stay piece of both shoes are in same position.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured thread burning has been done properly.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked shoe socks are being inserted in to shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured lace is being inserted into shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Check and ensure size stamping is correct and completed.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured perfect finishing effect.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<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 Total Quality Management
<b>Task:</b>	Apply problem solving tool for broken needle
<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 Total Quality 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 (e.g. piece of paper, board and a pencil) for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE (if required).</li> <li>5. Check and ensure work area has sufficient lighting.</li> <li>6. Identify and select appropriate problem solving tool.</li> <li>7. Draw Ishikawa fish-bone diagram including man, machine, materials and methods.</li> <li>8. Identify and write potential causes for uneven stitching.</li> <li>9. Establish potential causes for man on the fish-bone diagram.</li> <li>10. Establish some potential causes for machine on the fish-bone diagram.</li> <li>11. Identify potential causes for methods on the fish-bone diagram.</li> <li>12. Consider customer perception in establishing quality parameters.</li> <li>13. Ask for input from relevant persons.</li> <li>14. Decide root cause(s) for uneven stitching using appropriate technique.</li> <li>15. Eliminate root cause(s) and stop recurrence of uneven stitching.</li> <li>16. Clean and maintain the workplace.</li> </ol>	

**Drawing, Plan, Diagram or Sketch:**



**Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	N/A
PPE:	Apron Footwear

## 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 Total Quality Management	
<b>Task:</b>	Apply problem solving tool for broken needle	
<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
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated leadership for total quality management.	<input type="checkbox"/>	<input type="checkbox"/>
Identified characteristics of successful teams.	<input type="checkbox"/>	<input type="checkbox"/>
Performance appraisal approach is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>

Identified problem solving activities.	<input type="checkbox"/>	<input type="checkbox"/>
Identified models for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied appropriate problem solving model.	<input type="checkbox"/>	<input type="checkbox"/>
Outline decision-making process and techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Drew Ishikawa fish-bone diagram mentioning man, machine, materials and methods.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for materials.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for man.	<input type="checkbox"/>	<input type="checkbox"/>
Identified potential causes for machine.	<input type="checkbox"/>	<input type="checkbox"/>
Identified some potential causes for methods.	<input type="checkbox"/>	<input type="checkbox"/>
Established root cause(s) for broken needle.	<input type="checkbox"/>	<input type="checkbox"/>
Eliminated root cause(s) and stop the recurrence of broken needle.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span>		
<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 Total Quality Management
<b>Task:</b>	Apply quality control process
<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 Total Quality 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. Check and ensure work area has sufficient lighting.</li> <li>6. <b>Identify and select appropriate quality control and improvement tools.</b></li> <li>7. Inspect and check footwear as per job specification.</li> <li>8. Check and match back height of shoe.</li> <li>9. Check grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.</li> <li>10. Identify stitch density of shoe.</li> <li>11. Inspect and check position and number of eyelet.</li> <li>12. Identify derby lock stitch or stay piece of both shoes are in same position.</li> <li>13. Check and ensure thread burning.</li> <li>14. Inspect and check shoe socks are being inserted into shoe.</li> <li>15. Check and ensure lace is being inserted into shoe.</li> <li>16. Check and ensure size stamping is correct and completed.</li> </ol>	

17. Check and ensure perfect finishing effect.

18. Clean and maintain the workplace.

**Resources Required:**

Tools:	N/A
Equipment:	N/A
Machinery:	N/A
Materials:	Paper Pencil
PPE:	Apron



## 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 Total Quality Management	
<b>Task:</b>	Apply quality control process	
<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
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, collected and wore appropriate PPE.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured work area has sufficient lighting.	<input type="checkbox"/>	<input type="checkbox"/>
Identified application of labour laws and regulations in workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Identified quality parameters are identified.	<input type="checkbox"/>	<input type="checkbox"/>

Identified customer perception of quality.	<input type="checkbox"/>	<input type="checkbox"/>
Implemented quality planning and control process.	<input type="checkbox"/>	<input type="checkbox"/>
Selected and applied quality improvement strategy.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, selected and applied quality improvement tool.	<input type="checkbox"/>	<input type="checkbox"/>
Identified dimensions of benchmarking.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and implemented benchmarking approach and process.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked footwear as per job specification.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and matched back height of the shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked grain pattern, colour, shade and finish of all components (toe, vamp, quarter, back counter) as per specification.	<input type="checkbox"/>	<input type="checkbox"/>
Identified stitch density of shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked position and number of eyelet.	<input type="checkbox"/>	<input type="checkbox"/>
Identified derby lock stitch or stay piece of both shoes are in same position.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured thread burning has been done properly.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected and checked shoe socks are being inserted in to shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured lace is being inserted into shoe.	<input type="checkbox"/>	<input type="checkbox"/>
Check and ensure size stamping is correct and completed.	<input type="checkbox"/>	<input type="checkbox"/>
Checked and ensured perfect finishing effect.	<input type="checkbox"/>	<input type="checkbox"/>
Cleaned and maintained the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Conducted workplace interactions in courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Other teammates' tasks are identified and provided support.	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate medium to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Provided inputs consistent with the meeting and interpreted and implemented meeting outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated responsibilities as a team member and kept promises and commitments made to others.	<input type="checkbox"/>	<input type="checkbox"/>
Identified problems faced at the individual and team level and showed insight into the root causes of problems.	<input type="checkbox"/>	<input type="checkbox"/>
The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Interpreted OHS policies and safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Accessed specific and relevant information from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and followed safety signs and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
Identified, read and interpreted job specifications, drawings and other workplace documents.	<input type="checkbox"/>	<input type="checkbox"/>
Identified and collected required tools, equipment and material (e.g. piece of paper, board and a pencil) for task.	<input type="checkbox"/>	<input type="checkbox"/>
Inspected worksite for hazards and implement appropriate controls (if necessary).	<input type="checkbox"/>	<input type="checkbox"/>
Identified common safety issues.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span>		
<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 Total Quality Management
<b>Unit of Competency</b>	
Generic Competencies	
SEIP-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace
SEIP-LEA-TQM-02-G	Operate in a team environment
Sector-specific Competencies	
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace
Occupation-specific Competencies	
SEIP-LEA-TQM-01-O	Understand basics of total quality management
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management
SEIP-LEA-TQM-03-O	Apply quality planning and control processes
SEIP-LEA-TQM-04-O	Apply quality improvement
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process
<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 Total Quality 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.	What do you understand by total quality management?	<input type="checkbox"/>	<input type="checkbox"/>
2.	What does the following sign mean:  	<input type="checkbox"/>	<input type="checkbox"/>
3.	What is ISO?	<input type="checkbox"/>	<input type="checkbox"/>
4.	How can you be an effective leader in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
5.	What will you do when there is too much noise in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
6.	What is the quality hierarchy?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Why do you need to know the risk level, machine operating instructions and rules that must be followed, while working on machinery?	<input type="checkbox"/>	<input type="checkbox"/>
8.	When working with machinery, what safety precautions should be applied?	<input type="checkbox"/>	<input type="checkbox"/>
9.	If you are given the amount of leather needed per batch of shoe upper cutting, how will you calculate the leather required for 5 batches?	<input type="checkbox"/>	<input type="checkbox"/>
10.	Your co-worker approaches you and suddenly bursts into tears, and tells her personal problems to you. One of your friends in the production area approaches you, and asks about the reasons why your co-worker was crying. What action should you take?	<input type="checkbox"/>	<input type="checkbox"/>
11.	What will you do to ensure proper cutting of upper leather?	<input type="checkbox"/>	<input type="checkbox"/>
12.	What if the cutting dies accidentally fall down and got de-shaped while you were in the production area, what actions will you take?	<input type="checkbox"/>	<input type="checkbox"/>
13.	What are the effects of selecting wrong direction of tightness in leather cutting?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Why do we need to follow Racks/Work Transport Methods (WTM)?	<input type="checkbox"/>	<input type="checkbox"/>

15.	While you are cutting shoe upper leather, you have the impression that the size of dies should be altered to achieve a minimum leather consumption, what will you do in this scenario?	<input type="checkbox"/>	<input type="checkbox"/>
16.	How do you define quality costs?	<input type="checkbox"/>	<input type="checkbox"/>
17.	What are the various quality statements?	<input type="checkbox"/>	<input type="checkbox"/>
18.	How will you determine the optimum cost?	<input type="checkbox"/>	<input type="checkbox"/>
19.	What will you do in case you are in the middle of your production and there is a sudden mechanical problem in your line of work?	<input type="checkbox"/>	<input type="checkbox"/>
20.	How will you convey your message regarding the production process in your assigned area?	<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. What do you understand by total quality management?	<b><i>Total quality management (TQM) is a management framework based on the belief that an organization can build long-term success by having all its members, from low-level workers to its highest ranking executives, focus on quality improvement and delivering customer satisfaction.</i></b>
2. What does the following sign mean:  	<b><i>High voltage electricity hazard.</i></b>
3. What is ISO?	<b><i>International organization for standardization.</i></b>
4. How can you be an effective leader in the workplace?	<b><i>We can be an effective leader in the workplace if we know the following:</i></b> <ol style="list-style-type: none"> <li><b><i>1. Learn to lead by example</i></b></li> <li><b><i>2. Be goal-oriented</i></b></li> <li><b><i>3. Take responsibility</i></b></li> <li><b><i>4. Share the glory</i></b></li> <li><b><i>5. Know how to develop a team.</i></b></li> <li><b><i>6. Become a master of communication</i></b></li> <li><b><i>7. Be courageous and assertive</i></b></li> <li><b><i>8. Be confident</i></b></li> </ol>
5. What will you do when there is too much noise in the workplace?	<b><i>Use appropriate personal protective equipment (PPE) in the workplace such as ear plugs.</i></b> <b><i>Provide sound proofing in the workplace, if possible.</i></b>
6. What is the quality hierarchy?	<ol style="list-style-type: none"> <li><b><i>1. Inspection</i></b></li> <li><b><i>2. Quality Control (QC)</i></b></li> <li><b><i>3. Quality Assurance (QA)</i></b></li> <li><b><i>4. Total Quality Management</i></b></li> </ol>
7. Why do you need to know the risk level, machine operating instructions and rules that must be followed, while working on machinery?	<b><i>With regards to the level of risk, the cutting machines present the high risk level. The complexity of their use and</i></b>



		<i>the hazards to the worker it may cause in case of misuse of the machines are the considerations to avoid unsafe conditions in the workplace.</i>
8.	When working with machinery, what safety precautions should be applied?	<i>Do not wear loose fitting clothing and jewellery, long hair should be tied-up or cut. Do not put anything on machines.</i>
9.	If you are given the amount of leather needed per batch of shoe upper cutting, how will you calculate the leather required for 5 batches?	<i>Use ratio and proportion.</i>
10.	Your co-worker approaches you and suddenly bursts into tears, and tells her personal problems to you. One of your friends in the production area approaches you, and asks about the reasons why your co-worker was crying. What action should you take?	<i>Do not tell your friend about the issue. Confidentiality whether personal or official should always be put into practice.</i>
11.	What will you do to ensure proper cutting of upper leather?	<i>Check the setting of machine and cut pieces.</i>
12.	What if the cutting dies accidentally fall down and got de-shaped while you were in the production area, what actions will you take?	<i>May include but are not limited to:</i> <ul style="list-style-type: none"> <li>▪ <i>Ask for help and assistance from the supervisor</i></li> <li>▪ <i>Ensure correct shape before use</i></li> </ul>
13.	What are the effects of selecting wrong direction of tightness in leather cutting?	<i>The shoes made of these cut pieces may be rejected after lasting.</i>
14.	Why do we need to follow Racks/Work Transport Methods (WTM)?	<i>To carry transport materials appropriately.</i>
15.	While you are cutting shoe upper leather, you have the impression that the size of dies should be altered to achieve a minimum leather consumption, what will you do in this scenario?	<i>Ask supervisor and follow his direction.</i>
16.	How do you define quality costs?	<i>Quality costs are defined as those costs associated with the non-achievement of product or service quality as defined by the requirements established by the organization and its contracts with customers and society.</i>
17.	What are the various quality statements?	<i>Vision Mission Quality policy</i>
18.	How will you determine the optimum cost?	<i>a. Make comparison with other organizations b. Optimize the individual categories c. Analyse the relationships among the cost categories</i>

19.	What will you do in case you are in the middle of your production and there is a sudden mechanical problem in your line of work?	<b><i>Stop the work, assess the depth of the mechanical breakdown, when allowed, resolve the problem, if not ask for help.</i></b>
20.	How will you convey your message regarding the production process in your assigned area?	<b><i>May include but are not limited to:</i></b> <ul style="list-style-type: none"> <li>▪ <b><i>Talk face to face with immediate line leader</i></b></li> <li>▪ <b><i>Submit a letter about your concern</i></b></li> <li>▪ <b><i>Write a report regarding your concern</i></b></li> </ul>

## Assessment Evidence Summary Sheet

EVIDENCE SUMMARY SHEET			
<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
<b>Qualification:</b>	Certificate in Total Quality 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"/>
	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 Total Quality 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

Unit of Competency:	SEIP-LEA-TQM-01-G – Apply occupational health and safety (OHS) practice in the workplace		
Element	Assessment Evidence Method		
	Written	Practical	Oral
1. Identify OHS policies and procedures.		A1-2 B1-2 C1-2	2, 3
2. Apply personal health and safety practices.	2	A1-2 B1-2 C1-2	7, 8
3. Report hazards and risks.	6	A1-2 B1-2 C1-2	5
4. Respond to emergencies.	16		12
Unit of Competency:	SEIP-LEA-TQM-02-G – Operate in a team environment		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify team goals and work processes.	3		
2. Identify own role and responsibilities within team.			9
3. Communicate and co-operate with team members.	4	A1-3 B1-3 C1-3	10, 15
4. Practice problem solving within the team.	17	A1-3 B1-3 C1-3	

<b>Unit of Competency:</b>	SEIP-LEA-TQM-01-S – Understand compliance requirements in the workplace		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Identify environmental compliance.	9		
2. Identify waste and chemical handling compliance.		A1-2 B1-2 C1-2	11
3. Identify national labour laws.	10	A2, B2, C2	
<b>Unit of Competency:</b>	SEIP-LEA-TQM-01-O – Understand basics of total quality management		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Define total quality management.	17	A1, B1, C1	1
2. Identify customer perceptions.	12, 14	A2, B2, C2	
<b>Unit of Competency:</b>	SEIP-LEA-TQM-02-O – Apply human dimension and philosophy to total quality management		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Identify total quality management philosophy.	1, 18		6
2. Show leadership in the workplace.		A1-2 B1-2 C1-2	4
3. Manage employee relations.	16		
<b>Unit of Competency:</b>	SEIP-LEA-TQM-03-O – Apply quality planning and control processes		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Implement quality planning process.	11, 21	A1, B1, C1	16, 18
2. Implement quality control process.	7, 19	A2, B2, C2	17

<b>Unit of Competency:</b>	SEIP-LEA-TQM-04-O – Apply quality improvement		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Identify quality improvement techniques.	13	A2, B2, C2	19
2. Identify quality improvement tools.	8	A2, B2, C2	14
<b>Unit of Competency:</b>	SEIP-LEA-TQM-05-O – Carry out problem solving and decision-making		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Apply problem solving model.		A1, B1, C1	13
2. Apply decision-making technique.	15	A1, B1, C1	20
<b>Unit of Competency:</b>	SEIP-LEA-TQM-06-O – Identify benchmarking approach and process		
<b>Element</b>	<b>Assessment Method</b>		
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>
1. Identify benchmarking.		A2, B2, C2	
2. Implement approach and process.	20	A2, B2, C2	