



COMPETENCY STANDARDS & ASSESSMENT GUIDE FOR WOVEN MACHINE OPERATION

**Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance**

Copyright

The Competency Standards for Woven Machine Operation is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

This document is owned by the Finance Division of the Ministry of Finance of the People's Republic of Bangladesh, developed under the Skills for Employment Investment Program (SEIP).

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

Other interested parties must obtain permission from the owner of this document for reproduction of information in any manner in whole or in part of this Skills Standard, in English or other languages.

This document is available at:

Skills for Employment Investment Program (SEIP) Project, Finance Division, Ministry of Finance, Probashi Kallyan Bhaban (Level – 16), 71-72 Old Elephant Road, Eskaton Garden, Dhaka 1000

Phone:+8802- 55138753-55, Fax: 88 02 55138752

Website: www.seip-fd.gov.bd

INTRODUCTION:

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

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

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

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

OVERVIEW:

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

Competency standard:

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

Competency Standards are developed by a working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in a particular sector.

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

With Competency Standards, training and assessment may be conducted at the workplace rat training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

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

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of BTEB, BGMEA and BMET in an industry consultative workshop held at SDCMU on the 06 September 2016.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Mr.Durlov Chandra Kha	BGTTC, Dhaka	Senior Instructor, Garments
Mr. Yusuf Hossain	BGMEA Training Institute Tongi, Gazipur	Chief Instructor(Industry Trainer)
Mr. Md Shah Alam Majumder	BTEB	Specialist(Course Accreditation)

Workshop Facilitators:

Mr Syed Nasir Ershad	SEIP	AEPD
Mr Ahasan Habib	SEIP	TVET Specialist
Md. Mohiuzzaman	SEIP	Course Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/ CHART for Woven Machine Operation

UNITS OF COMPETENCY

ELEMENTS

Generic (Basic) Competencies

Carry Out Workplace Interaction (SEIP-RMG--WOV-1-G)	Obtain instructions verbally	Translate information/ instruction in writing	Transmit directions by the use of verbal and written forms of communication	Attend meetings and discussions in the workplace
Perform Computations Using Basic Mathematical Concepts (SEIP-RMG--WOV-2-G)	Identify calculation requirements in the workplace.	Select appropriate mathematical methods for the calculation	Use basic mathematical formula to perform calculation	
Apply Occupational Health and Safety (OHS) Practices In The Workplace (SEIP-RMG-WOV--3-G)	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks	Respond to emergencies
Work In a Self-Directed Team (SEIP-RMG-WOV-4-G)	Identify team goals and processes	Communicate and cooperate with team members	Work as a team member	Solve problems as a team member

Sector Specific (Common) Competencies

Interpret Drawings and Manuals (SEIP-RMG-WOV-1-S)	Select technical drawing	Interpret technical drawings	Interpret operation & maintenance manuals	
Perform Measurements and Calculations (SEIP-RMG-WOV-2-S)	Gather and check measuring devices	Obtain measurements	Perform simple calculations	Maintain measuring instruments/devices
Apply Quality Systems and Procedures (SEIP-RMG-WOV-3-S)	Work within quality system	Apply and monitor quality system improvements in the workplace	Hold responsible for work quality	Apply standard procedures for each job

Occupation Specific (Core) Competencies

Perform Sewing Using Industrial Sewing Machines (SEIP-RMG-WOV-1-O)	Prepare for sewing	Sew woven materials using single needle machine	Sew woven materials using double needle machine	Sew woven materials using over lock machine
	Sew woven materials using feed of arm machine	Sew woven materials using flat lock machine	Sew woven materials using multi needle machine	
Perform Sewing of Garment Accessories (SEIP-RMG-WOV-2-O)	Carry out button hole stitching	Carry out bar tacking	Carry out Button Stitching	Carry out snap button installation
Perform Pattern Making And Marking (SEIP-RMG-WOV-3-O)	Identify a working pattern	Develop a pattern	Mark pattern on garment parts	Provide sewing allowance
Perform Cutting, Numbering, Bundling and Bundle Handling (SEIP-RMG-WOV-4-O)	Cut fabric	Identify number, bundle and requirements of bundling	Manage bundle and bundle transferring	
Perform Setting and Using Of Attachments (SEIP-RMG-WOV-5-O)	Identify the types of attachments	Use presser foot properly	Use feed guide and folders properly	
Determine Operation Breakdown and Layout (SEIP-RMG-WOV-6-O)	Describe operation breakdown	Explain machine layout	Identify operator's grading	Identify skill matrix
	Identify woven machine technical capacities and operating performance	Identify step by step process of sewing		
Maintain Sewing Machines (SEIP-RMG-WOV-7-O)	Fix and replace with correct type of needles	Apply proper tension adjustment	Clean and lubricate sewing machines	
Perform Stitching Of Shirts and Pants (SEIP-RMG-WOV-8-O)	Carry out stitching operation for shirts	Carry out stitching operations for pants		
Explain Maximum Output at Required Time (SEIP-RMG-WOV-9-O)	Familiarize with the style	Maximize machine capacity	Improve machine Lay out	Maintain target

Units & Elements at Glance:

Generic (Basic) Competencies (40 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-RMG-WOV-1-G	Carry Out Workplace Interaction	<ol style="list-style-type: none"> 1. Obtain instructions verbally 2. Translate information/instruction in writing 3. Transmit directions by the use of verbal and written forms of communication 4. Attend meetings and discussions in the workplace 	10
SEIP-RMG-WOV-2-G	Perform Computations Using Basic Mathematical Concepts	<ol style="list-style-type: none"> 1. Identify calculation requirements in the workplace 2. Select appropriate mathematical methods/concepts for the calculation. 3. Use tool/instrument to perform calculations 	12
SEIP-RMG-WOV-3-G	Apply Occupational Health and Safety (OHS) Practices in the Workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures 2. Apply personal health and safety practices 3. Report hazards and risks 4. Respond to emergencies 	10
SEIP-RMG-WOV-4-G	Work in a Self-Directed Team	<ol style="list-style-type: none"> 1. Identify team goals and work processes 2. Communicate and cooperate with team members. 3. Work as a team member. 4. Solve problems as a team member 	8
Total Hour			40

Sector Specific (Common) Competencies (32 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-RMG-WOV-1-S	Interpret Drawings and Manuals	<ol style="list-style-type: none"> 1. Select technical drawing 2. Interpret technical drawings. 3. Interpret operation & maintenance manuals 	12
SEIP-RMG-WOV-2-S	Perform Measurements and Calculations	<ol style="list-style-type: none"> 1. Gather and check measuring devices 2. Obtain measurements 3. Perform simple calculations 4. Maintain measuring instruments/devices 	12
SEIP-RMG-WOV-3-S	Apply Quality Systems and Procedures	<ol style="list-style-type: none"> 1. Work within quality system 2. Apply and monitor quality system improvement in the workplace 3. Hold responsible for work quality 4. Apply standard procedures for each job. 	8
Total Hours			32

Occupation Specific (Core) Competencies (300 hrs.)

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-RMG-WOV-1-O	Perform Sewing Using Industrial Sewing Machines	<ol style="list-style-type: none"> 1. Prepare for sewing 2. Identify Woven Fabrics 3. Sew woven materials using single needle machine 4. Sew woven materials using double needle machine 5. Sew woven materials using over lock machine 6. Sew woven materials using feed of arm machine 7. Sew woven materials using flat lock machine 8. Sew woven materials using multi needle machine 	62
SEIP-RMG-WOV-2-O	Perform Sewing of Garment Accessories	<ol style="list-style-type: none"> 1. Carry out button hole stitching 2. Carry out bar tacking 3. Carry out Button Stitching 4. Carry out snap button installation 	32
SEIP-RMG-WOV-3-O	Perform Pattern Making and Marking	<ol style="list-style-type: none"> 1. Identify a working pattern 2. Develop a pattern 3. Mark pattern on garment part 4. Provide sewing allowance 	24
SEIP-RMG-WOV-4-O	Perform Cutting, Numbering, Bundling and Bundle Handling	<ol style="list-style-type: none"> 1. Cut fabric 2. Identify number, bundle and requirements of bundling 3. Manage bundle and bundle transferring 	24
SEIP-RMG-WOV-5-O	Perform Setting and Using of Attachments	<ol style="list-style-type: none"> 1. Identify the types of attachments 2. Use presser foot properly 3. Use feed guide and folders properly 	24
SEIP-RMG-WOV-6-O	Determine Operation Breakdown and Layout	<ol style="list-style-type: none"> 1. Describe operation breakdown 2. Explain machine layout 3. Identify operator's grading 4. Identify skill matrix 5. Identify woven machine technical 	24

		capacities and operating performance 6. Identify step by step process of sewing	
SEIP-RMG-WOV-7-O	Maintain Sewing Machines	1. Fix and replace with correct type of needles 2. Apply proper tension and stitch adjustment 3. Clean and lubricate sewing machines	18
SEIP-RMG-WOV-8-O	Perform Stitching of Shirts and Pants	1. Carry out stitching operation for shirts 2. Carry out stitching operations for pants	62
SEIP-RMG-WOV-9-O	Explain Maximum Output at Required Time	1. Familiarize with the style 2. Maximize machine capacity 3. Improve machine lay out 4. Maintain target	18
Total Hours			288

COMPETENCY STANDARD: WOVEN MACHINE OPERATION

A: The Generic (Basic Competencies)

Unit of Competency: CARRY OUT WORKPLACE INTERACTION	Nominal Duration: 10hrs.	Unit Code: SEIP-RMG-WOV-1-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to carry out workplace interaction. It specifically includes the tasks of obtaining instructions verbally, translating information/instruction in writing, transmitting directions by the use of verbal and written forms of communication and attending meetings and discussions in the workplace.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables)

Elements of Competency	Performance Criteria
1. Obtain instructions verbally	1.1 <u>Instructions</u> are obtained verbally 1.2 Questions are asked to clarify understanding or gain more information. 1.3 Information/instruction is recorded.
2. Translate information/instruction in writing	2.1 Information/instruction is translated in writing 2.2 Work <u>signage</u> is positively acted. 2.3 Written instructions are obeyed in accordance to proper sequence
3. Transmit directions by the use of verbal and written forms of communication	3.1 Directions are transmitted by the use of verbal and written forms of communication 3.2 Suitable <u>Communication tools and equipment</u> are used 3.3 Information is transferred using appropriate forms
4. Attend meetings and discussions in the workplace	4.1 Meetings and discussions in the work place is attended 4.2 Opinions are stated during meetings 4.3 Meeting outputs are applied.

Range of variables

Variable	Range (Includes but not limited to:)
1. Instructions	1.1 Supervisor's/Team leader's verbal instructions 1.2 Meeting minutes 1.3 Company Rules and Regulations 1.4 Work Plans 1.5 External communications 1.6 Work Instructions 1.7 Job orders
2. Signage	2.1 On-site direction signs 2.2 Construction site warnings 2.3 Location signs

	2.4 Safety signs 2.5 Traffic signs
3. Communication Tools and equipment	3.1 Telephone 3.2 Mobile Phone 3.3 Fax machines 3.4 Two-way radio 3.5 Computers

Curricular Content Guide

1. Underpinning Knowledge	1.1 Workplace communication policies, standards and procedures 1.2 Modes of communication 1.3 Communication equipment: types, uses and faults 1.4 Using suitable Types of communication tools and equipment their application and use 1.5 Channels of communication 1.6 Ways of recording information/instruction 1.7 Types and forms of work signage and their meanings 1.8 Forms of written instructions 1.9 Forms of verbal and written communication and methods of transmitting
2. Underpinning Skills	2.1 Recording information/instruction 2.2 Acting on work signage positively 2.3 Obeying written instructions in accordance to proper sequence 2.4 Transmitting directions by the use of verbal and written forms of communication 2.5 Using suitable communication tools and equipment 2.6 Contributing in meetings and discussions in the work place 2.7 Applying meeting outputs
3. Underpinning Attitudes	3.1 Obedience to superiors in workplace 3.2 Positive attitude to receiving and transferring information
4. Resource Implications	4.1 Pens 4.2 Telephone 4.3 Mobile phones 4.4 Two-way radio 4.5 Computer 4.6 On-line communication 4.7 Company standard written communication forms

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Recorded information/instruction 1.2 Acted on work signage positively 1.3 Obeyed written instructions in accordance to proper
-----------------------------------	---

	<p>sequence</p> <p>1.4 Transmitted directions by the use of verbal and written forms of communication</p> <p>1.5 Used suitable communication tools and equipment</p> <p>1.6 Contributed to meetings and discussions in the work place</p> <p>1.7 Applied meeting outputs</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral Interview</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS	Nominal Duration: 12 hrs.	Unit Code: SEIP-RMG-WOV-2-G
Unit Descriptor: This unit of competency requires the knowledge, skills and attitude to perform computations using basic mathematical concepts in the workplace. It specifically includes the tasks of identifying calculation requirements in the workplace, selecting appropriate mathematical method/concept for the calculation and using appropriate instruments tools to carry out calculation.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify calculation requirements in the workplace	1.1 <u>Calculation requirements</u> are identified from <u>workplace information</u>
2. Select appropriate mathematical methods/concepts for the calculation.	2.1 <u>Appropriate method</u> is selected to carry out the calculation requirements
3. Use tool/instrument to perform calculations	3.1 Calculations are completed using appropriate <u>tools and instruments</u>

Range of variables:

Variable	Range
	May include but not limited to:
4. Calculation requirements.	1.1 Area 1.2 Height 1.3 Length/Breadth/thickness 1.4 Diameter 1.5 Costing
5. Workplace information	2.1 Mechanical Plan 2.2 Design 2.3 Working drawing 2.4 Verbal instructions 2.5 Job order
6. Appropriate method	3.1 Addition 3.2 Subtraction 3.3 Division 3.4 Multiplication 3.5 Conversion 3.6 Percentage and ratio calculation 3.7 Simple equation
7. Tools/instruments	4.1 Calculator 4.2 Computer

Curricular Content Guide

5. Underpinning Knowledge	5.1 Numerical concept 5.2 Basic mathematical methods such as addition,
---------------------------	---

	<p>subtraction, multiplication and division and percentage.</p> <p>5.3 Mathematical language, symbols and terminology.</p> <p>5.4 Measuring units</p> <p>5.5 Knowledge of computer application</p>
6. Underpinning Skills	<p>6.1 Adding numbers</p> <p>6.2 Subtracting numbers</p> <p>6.3 Multiplying numbers.</p> <p>6.4 Dividing numbers.</p> <p>6.5 Measuring of linear</p> <p>6.6 Using of mathematical language, symbols, terminology and technology.</p> <p>6.7 Measuring of different physical parameter.</p> <p>6.8 Calculating geometrical parameters: angle, parallelism, perpendicularity, area and volume</p>
7. Underpinning Attitudes	<p>7.1 Commitment to occupational safety and health</p> <p>7.2 Promptness in carrying out activities.</p> <p>7.3 Tidiness and timeliness.</p> <p>7.4 Respect to peers, sub-ordinates and seniors in workplace.</p> <p>7.5 Environmental concern.</p> <p>7.6 Sincerity and honesty</p>
8. Resource Implications	<p>The following resources must be provided.</p> <p>8.1 Stationeries</p> <p>8.2 Consumables</p> <p>8.3 Calculators</p> <p>8.4 Computers</p> <p>8.5 Measuring tape</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.8 Identified calculation requirements from workplace information</p> <p>1.9 Selected appropriate method to carry out the calculation requirements</p> <p>1.10 Completed calculations using appropriate tools/instruments</p>
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Oral questions</p> <p>2.3 Demonstration.</p>
8. Context of Assessment	<p>3.2 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE	Nominal Duration: 10 hrs.	Unit Code: SEIP-RMG-WOV-3-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OH&S) practices in the workplace. It specifically includes the tasks of identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1 <u>OHS policies</u> and safe operating procedures are read and understood. 1.2 Safety signs and symbols are identified and followed 1.3 Emergency response, evacuation procedures and other contingency measures are determined.
2. Apply personal health and safety practices	2.1 OHS policies and procedures are followed and practiced 2.2 <u>Personal Protective Equipment (PPE)</u> is selected and used 2.3 Personal hygiene is maintained
3. Report hazards and risks	3.1 <u>Hazards and risks</u> are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to authority 3.3 Corrective actions are implemented to correct unsafe conditions in the workplace
4. Respond to emergencies	4.1 Alarms and warning devices are responded 4.2 <u>Emergency response plans and procedures</u> are implemented 4.3 <u>First aid procedure</u> is applied during emergency situations

Range of Variables

Variable	Range
	May include but not limited to:
1. OHS policies	1.1 International OHS requirements 1.2 Bangladesh standards for OHS 1.3 Building Code 1.4 Fire Safety Rules and Regulations 1.5 Light Engineering Industry Guidelines
2. Personal Protective Equipment (PPE)	2.1 Apron 2.2 Gas Mask 2.3 Gloves 2.4 Safety shoes

	<ul style="list-style-type: none"> 2.5 Helmet 2.6 Face mask 2.7 Overalls 2.8 Goggles and safety glasses 2.9 Ear plugs 2.10 Sun block 2.11 Chemical/Gas masks
3. Hazards and risks	<ul style="list-style-type: none"> 3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. <ul style="list-style-type: none"> 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards.
4. Emergency response plans and procedures	<ul style="list-style-type: none"> 4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid
5. First aid procedure	<ul style="list-style-type: none"> 5.1 Washing of open wound 5.2 Washing chemically infected area 5.3 Applying bandage 5.4 Tourniquet 5.5 Applying CPR (Cardiopulmonary Resuscitation) 5.6 Taking appropriate medicine

Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. <ul style="list-style-type: none"> 1.3.1 Firefighting. 1.3.2 Earthquake response. 1.3.3 Explosion response. 1.3.4 Accident response. 1.4 Types of (biological, chemical and physical) and their effects. 1.5 PPE types and uses. 1.6 Personal hygiene practices. 1.7 OHS awareness.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures 2.5 Maintaining physical well-being in the workplace 2.6 Performing first aids. 2.7 Performing basic firefighting accessories using fire extinguishers 2.8 Applying basic first aid procedures
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational safety and health 3.2 Communication with peers, sub-ordinates and seniors in workplace.

	3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness. 3.5 Respect of peers, sub-ordinates and seniors in workplace. 3.6 Environmental concern. 3.7 Sincere and honest to duties
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 PPEs 4.3 Firefighting equipment 4.4 Emergency response manual 4.5 First aid kits

Assessment Evidence Guide:

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Followed OHS policies and procedures 1.2 Selected and used personal protective equipment (PPE) 1.3 Reported incidents arising from hazards and risks to authority 1.4 Emergency response plans and procedures are implemented 1.5 Applied basic first aid procedure
2. Methods of Assessment	Methods of assessment may include but not limited to: 2.1 Written test 2.2 Demonstration. 2.3 Oral questions. 2.4 Interview.
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: WORK IN A SELF-DIRECTED TEAM	Nominal Duration: 8 hrs.	Unit Code: SEIP-RMG-WOV-4-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to work in a self-directed team. It specifically includes work tasks of identifying team goals and work processes, communicating and cooperating with team members, working and solving problems as a team member.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify team goals and work processes	1.1 Team goals and collaborative decision making processes are identified. 1.2 Roles and responsibilities of team members are identified

	1.3 Relationships within team and with other workers are identified
2. Communicate and cooperate with team members.	2.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives 2.2 Formal and informal forms of communication are used effectively to support team achievement. 2.3 Diversity is respected and valued in team functioning. 2.4 Views and opinions of other team members are understood and valued. 2.5 Workplace terminology is used correctly to assist communication
3. Work as a team member.	3.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team 3.2 Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures. 3.3 Team member's support the other members are made to ensure team achieves goals, awareness and requirements. 3.4 Agreed reporting lines are followed using standard operating procedure.
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified 4.2 A solution to the problem is identified 4.3 Problems are solved effectively and the outcome of the implemented solution is evaluated

Range of Variables

Variable	Range
1. Forms of communication	May Include but not limited to: 1.1 Agenda 1.2 Simple reports such as progress and incident reports. 1.3 Job sheets. 1.4 Operational manuals. 1.5 Brochures and promotional material. 1.6 Visual and graphic materials. 1.7 Standards. 1.8 OSH information. 1.9 Signs.

Curricular Evidence Guide:

1. Underpinning Knowledge	1.1 Team goals and collaborative decision making processes 1.2 Roles and responsibilities of team members
---------------------------	--

	<ul style="list-style-type: none"> 1.3 Relationships within team and with other workers 1.4 Effective interpersonal skills to interact with team members 1.5 Effective formal and informal forms of communication 1.6 Value of diversity in team functioning. 1.7 Correct use of workplace terminology 1.8 Team's duties, responsibilities, authorities, objectives and task requirements 1.9 Support mechanism to other members of team to ensure achievements of goals. 1.10 Methods of identifying current and potential problems faced by a team 1.11 Effectively problems solving methods and evaluation of outcomes
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying team goals and collaborative decision making processes 2.2 Identifying roles and responsibilities of team members 2.3 Identifying relationships within team and with other workers 2.4 Using effective interpersonal skills to interact with team members and to contribute to activities and objectives 2.5 Using formal and informal forms of communication 2.6 Understanding and valuing views and opinions of other team members 2.7 Performing tasks in accordance with organizational and team requirements, specifications and workplace procedures. 2.8 Supporting other members of the team to ensure team achieves goals, awareness and requirements. 2.9 Identifying current and potential problems faced by the team 2.10 Identifying solutions to the problem 2.11 Solving problems effectively and evaluating the outcome of the implemented solution
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Teamwork 3.2 Promptness in carrying out activities. 3.3 Tidiness and timeliness. 3.4 Respect of peers, sub-ordinates and seniors in workplace. 3.5 Sincere and honest to duties
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Pens 4.3 Papers 4.4 Work books 4.5 Learning manuals

Assessment Evidence Guide:

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified team goals and work processes 1.2 Communicated and cooperated with team members. 1.3 Worked as a team member 1.4 Solved problems as a team member
2. Methods of Assessment	Methods of assessment may include but not limited to: 2.1 Written test 2.2 Demonstration 2.3 Oral questions 2.4 Interview
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

B: Sector Specific (Common) Competencies

Unit of Competency: INTERPRET TECHNICAL DRAWINGS AND MANUALS	Nominal Duration: 12 hrs.	Unit Code: SEIP-RMG-WOV-1-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required of a worker to translate technical drawings and manuals. It specifically includes the tasks of selecting technical drawing, interpreting technical drawings and storing manuals, designs and plans.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Select technical drawing	1.1 <u>Drawing</u> is selected and checked to ensure that it conforms to the job requirements. 1.2 Drawing is validated.
2. Interpret technical drawings.	2.1 Drawing components, assemblies are identified 2.2 Dimensions are identified according to job requirement 2.3 Clearances/tolerances are checked in accordance with workplace standard 2.4 <u>Instructions</u> are identified and followed accurately. 2.5 Material <u>specifications</u> are interpreted 2.6 Symbols in drawing are interpreted.
3. Interpret operation & maintenance manuals	3.1 Operation and maintenance manuals are collected and interpreted 3.2 Operation and maintenance manuals are followed when operating and maintaining lathe machine

Range of Variables

Variable	Range
	May Include but not limited to:
1. Drawing	1.1 Technical drawing 1.2 Sketches 1.3 Manuals
2. Instructions	2.1 Note 2.2 Instruction 2.3 Special instruction 2.4 Precaution
3. Specifications	3.1 Product specifications 3.2 Method specifications 3.3 Material specifications

Curricular Evidence Guide:

1. Underpinning Knowledge	1.1 Technical drawing interpretation 1.2 Sequence of drawing
---------------------------	---

	<ul style="list-style-type: none"> 1.3 Methods of checking and applying drawing for work 1.4 Drawing selection and checking method to ensure conformity to the job requirements. 1.5 Drawing components, assemblies 1.6 Identification of dimensions according to job requirement 1.7 Procedure of checking clearances/tolerances 1.8 Work instructions 1.9 Material specifications 1.10 Drawing symbols interpretation 1.11 Use of operation and maintenance manuals
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Practicing workplace safety 2.2 Interpreting drawing, following operation and maintenance manuals, 2.3 Performing jobs in accordance with the drawing 2.4 Performing calculation as per drawing 2.5 Selecting and checking of drawing to ensure conformity to the job requirements. 2.6 Identifying drawing components and assemblies 2.7 Identifying dimensions according to job requirement 2.8 Checking clearances/tolerances in accordance with workplace standard 2.9 Following operation and maintenance manuals when operating and maintaining lathe machine
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Care in the use of drawings/manuals 3.2 Communication with peers, sub-ordinates and seniors in workplace. 3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness. 3.5 Respect of peers, sub-ordinates and seniors in workplace. 3.6 Sincere and honest to duties.
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Relevant drawing/manuals 4.3 Pens 4.4 Papers 4.5 Work books 4.6 Learning manuals

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified dimension according to job requirement 1.2 Maintained clearances and tolerances according to workplace requirement. 1.3 Interpreted drawing symbols 1.4 Interpreted operation & maintenance manuals
2. Methods of Assessment	Competency should be assessed by:

	2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM MEASUREMENTS AND CALCULATIONS	Nominal Duration: 12 hrs.	Unit Code: SEIP-RMG-WOV-2-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform measurements and calculations. It specifically includes the tasks of gathering and checking measuring devices, obtaining measurements, performing simple calculations and maintaining measuring instruments/devices		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables)

Elements of Competency	Performance Criteria
1. Gather and check measuring devices	1.1 Appropriate <u>measuring device</u> is selected for the job 1.2 Applications of measuring device is determined 1.3 Usability of measuring device is checked and verified 1.4 Measuring device is prepared
2. Obtain measurements	2.1 Measurements are obtained using appropriate measuring device. 2.2 <u>Systems of measurements</u> are identified and converted where necessary 2.3 Results are confirmed and recorded.
3. Perform simple calculations	3.1 Simple calculations involving <u>four basic mathematical operations</u> are executed 3.2 Other operations are used to complete tasks 3.3 Calculations are performed and verified. 3.4 Material quantities are calculated. 3.5 Results are interpreted and communicated to authority
4. Maintain measuring instruments/devices	4.1 Dust and foreign matters are removed from measuring instrument 4.2 Check condition of instrument 4.3 Store instrument in accordance to workplace procedure

Range of Variables

Variable	Range (Includes but not limited to):
1. Measuring device	1.1 Measuring tape 1.2 Ruler 1.3 Curves 1.4 French curve 1.5 L-square 1.6 Calculator 1.7 Protractor
2. Systems of measurements	2.1 ISO standard 2.2 English system 2.3 Metric system
3. Four basic mathematical operations	3.1 Addition 3.2 Subtraction 3.3 Multiplication 3.4 Division

Curricular Content Guide

1. Underpinning Knowledge	1.1 Types and principles of operation of measuring devices 1.2 The ISO standard of measurements 1.3 Methods of measurement and calculation 1.4 Fraction and decimals 1.5 Linear measurement 1.6 Units of conversion and conversion factors in measurements 1.7 Dimensioning and tolerances 1.8 Calculating ratio and proportion 1.9 Care in the use of measuring devices
2. Underpinning Skills	2.1 Selecting appropriate measuring device for the job 2.2 Checking and verifying usability of measuring device 2.3 Obtaining measurements using appropriate measuring device. 2.4 Confirming measurements and recording results 2.5 Carrying out simple calculations involving four basic mathematical operations 2.6 Calculating material quantities 2.7 Interpreting and communicating results to authority 2.8 Cleaning and storing measuring instruments
3. Underpinning Attitudes	3.1 Accuracy of work 3.2 Cleanliness/tidiness 3.3 Commitment to occupational health and safety 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Timeliness and orderliness 3.7 Respect for rights of peers and seniors in workplace 5Orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Different types of measuring and checking tools/instruments

	4.3 Pens 4.4 Papers 4.5 Work books 4.6 Measuring tools operating and maintenance manual
--	--

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Selected appropriate measuring device for the job 1.2 Checked and verified usability of measuring device 1.3 Obtained measurements using appropriate measuring device 1.4 Confirmed measurements and recorded results 1.5 Carried out Simple calculations involving four basic mathematical operations 1.6 Calculated Material quantities 1.7 Interpreted and communicated Results to authority
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: APPLY QUALITY SYSTEMS AND PROCEDURES	Nominal Duration: 8 hrs.	Unit Code: SEIP-RMG-WOV-3-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply quality systems and procedures. It specifically includes the tasks of working within quality system, applying and monitoring quality system improvement in the workplace, holding responsibility for quality work and applying standard procedures for each job.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Work within quality system	1.1 Instructions and procedures are followed strictly and duties are performed in accordance with demand of <u>quality improvement system.</u> 1.2 Conformance to specifications is ensured. 1.3 Defects are detected and reported to authority

	<p>according to standard operating procedures.</p> <p>1.4 Customer's satisfaction is ensured in performing an operation or quality of product or services.</p>
2. Apply and monitor quality system improvement in the workplace	<p>2.1 Performance measurement systems are identified</p> <p>2.2 Performance is assessed at regular interval.</p> <p>2.3 Specifications and standard operating procedures are established and identified.</p> <p>2.4 Defects are detected and reported according to standard operating procedures.</p> <p>2.5 Process improvement procedures are applied</p> <p>2.6 Quality of product is checked and verified.</p>
3. Hold responsible for work quality	<p>3.1 Concept of supplying product or service to meet the customer quality requirements is understood and accordingly applied.</p> <p>3.2 Responsibility is taken for quality work.</p>
4. Apply standard procedures for each job.	<p>4.1 Quality control and quality assurance system procedures for each job are followed.</p> <p>4.2 Conformance to specification is ensured in every case at all situations.</p>

Range of Variables

Variable	Range	
	May include but not limited to:	
1. Quality improvement system	<p>A system comprising some or all of the following elements:</p> <p>1.1 Quality inspection</p> <p>1.2 Quality control.</p> <p>1.3 Quality improvement.</p> <p>1.4 Quality assurance</p>	
2. Customer quality requirements.	<p>2.1 Appropriateness of product</p> <p>2.2 Appearance</p> <p>2.3 Durability.</p> <p>2.4 Grade or quality design</p> <p>2.5 Usability life span</p> <p>2.6 Conformance to Quality</p> <p>2.7 Reliability</p> <p>2.8 Maintainability</p>	
3. Quality control and quality assurance	<p>3.1 Quality control</p> <p>3.1.1 Product</p> <p>3.1.2 Reactive</p> <p>3.1.3 Line function</p> <p>3.1.4 Find the defects</p> <p>3.1.5 Walk through</p> <p>3.1.6 Testing</p> <p>3.1.7 Inspection</p> <p>3.1.8 Checkpoint Review</p>	<p>3.2 Quality Assurance</p> <p>3.2.1 Process</p> <p>3.2.2 Pro-active</p> <p>3.2.3 Staff function</p> <p>3.2.4 Prevent the defects</p> <p>3.2.5 Quality audit</p> <p>3.2.6 Defining process</p> <p>3.2.7 Selection of tools</p> <p>3.2.8 Training</p>

Curricular Evidence Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 The reasons why good quality should be maintained and poor quality should be eliminated 1.2 Meaning of the key terms - quality, quality assurance, quality control, quality inspection, quality improvement and total quality control. 1.3 Process and procedures for improving and maintaining quality 1.4 Procedures for addressing defects. 1.5 Record keeping within the quality improvement system in workplace 1.6 Factors, which affect successful implementation of the quality systems and procedures.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Maintaining good quality 2.2 Eliminating poor quality 2.3 Understanding the meaning of the key terms - quality, quality assurance, quality control, quality inspection, quality improvement and total quality control. 2.4 Improving and maintaining quality 2.5 Addressing defects and procedures 2.6 Recording within the quality improvement system in workplace. 2.7 Implementing quality systems and procedures
3. Under pinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational safety and health 3.2 Communication with peers, sub-ordinates and seniors in workplace. 3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness. 3.5 Respect of peers, sub-ordinates and seniors in workplace. 3.6 Environmental concern. 3.7 Sincere and honest to duties.
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace 4.2 Tools and equipment appropriate to maintain workplace 4.3 Materials relevant to the proposed activity 4.4 Relevant drawings, manuals, codes, standards and reference material

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Followed instructions and procedures strictly 1.2 Performed duties in accordance with demand of quality system 1.3 Ensured conformance to specifications
-----------------------------------	--

	<ul style="list-style-type: none"> 1.4 Detected defects and reported to authority in accordance to standard operating procedures. 1.5 Understood concept of supplying product or service to meet the customer quality requirements 1.6 Held responsible for quality work 1.7 Followed quality control and quality assurance system procedures for each job
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

C: Occupation Specific (Core) Competencies

Unit of Competency: PERFORM SEWING USING INDUSTRIAL SEWING MACHINES	Nominal Duration: 62hrs.	Unit Code: SEIP-RMG-WOV-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required of a worker to perform sewing using industrial sewing machines. It specifically includes the tasks of preparing for sewing, sewing woven materials using single needle machine, sewing woven materials using double needle machine, sewing woven materials using over lock machine, sewing woven materials using feed of arm machine, sewing woven materials using flat lock machine and sewing woven materials using multi needle machine.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables)

Elements of Competency	Performance Criteria
1. Prepare for sewing	1.1 <u>PPE</u> are selected and used. 1.2 <u>Tools and equipment</u> are identified and checked for proper operating condition 1.3 Materials for sewing are collected and checked in accordance with design/style requirement 1.4 Required size and <u>type of needle</u> to be used is identified in accordance with fabric material, design and style requirements 1.5 Bobbin is wound and set up in accordance with job requirement 1.6 Machine threading is completed in accordance with standard procedures
2. Identify Woven Fabrics	2.1 Types of woven fabric are identified 2.2 Proper stretch fabric is identified 2.3 Appropriate fabrics are selected and collected
3. Sew woven materials using single needle machine	3.1 Single needle machine is started and checked for normal operation 3.2 <u>Unusual operating condition</u> observed during operation is checked and remedied where possible 3.3 Necessary adjustments are made to conform to workplace requirements 3.4 Observed problems before during and after use of machine is reported to proper authority 3.5 <u>Woven materials</u> are sewn using single needle machine in accordance with design and style requirement 3.6 Quality of stitch is maintained following design/style requirement 3.7 Cleaning and maintenance is carried out for single

	needle sewing machine after use.
4. Sew woven materials using double needle machine	<p>4.1 Double needle machine is started and checked for normal operation</p> <p>4.2 Unusual operating condition observed during operation is checked and remedied where possible</p> <p>4.3 Necessary adjustments are made to conform to workplace requirements</p> <p>4.4 Observed problems before, during and after use of machine is reported to proper authority</p> <p>4.5 Woven materials are sewn using double needle sewing machine in accordance with design and style requirement</p> <p>4.6 Quality of stitch is maintained following design/style requirement</p> <p>4.7 Cleaning and maintenance is carried out for double needle sewing machine after use.</p>
5. Sew woven materials using over lock machine	<p>5.1 Over lock machine is started and checked for normal operation</p> <p>5.2 Unusual operating condition observed during operation is checked and remedied where possible</p> <p>5.3 Necessary adjustments are made to conform to workplace requirements</p> <p>5.4 Observed problems before, during and after use of machine is reported to proper authority</p> <p>5.5 Woven materials are sewn using over lock sewing machine in accordance with design and style requirement</p> <p>5.6 Quality of stitch is maintained following design/style requirement</p> <p>5.7 Cleaning and maintenance is carried out for over lock sewing machine after use.</p>
6. Sew woven materials using feed of arm machine	<p>6.1 Feed of arm machine is started and checked for normal operation</p> <p>6.2 Unusual operating condition observed during operation is checked and remedied where possible</p> <p>6.3 Necessary adjustments are made to conform to workplace requirements</p> <p>6.4 Observed problems before, during and after use of machine is reported to proper authority</p> <p>6.5 Woven materials are sewn using feed of arm sewing machine in accordance with design and style requirement</p> <p>6.6 Quality of stitch is maintained following design/style requirement</p>

	6.7 Cleaning and maintenance is carried out for feed of arm sewing machine after use.
7. Sew woven materials using flat lock machine	<p>7.1 Flat lock machine is started and checked for normal operation</p> <p>7.2 Unusual operating condition observed during operation is checked and remedied where possible</p> <p>7.3 Necessary adjustments are made to conform to workplace requirements</p> <p>7.4 Observed problems before, during and after use of machine is reported to proper authority</p> <p>7.5 Woven materials are sewn using flat lock machine in accordance with design and style requirement</p> <p>7.6 Quality of stitch is maintained following design/style requirement</p> <p>7.7 Cleaning and maintenance is carried out for flat lock sewing machine after use.</p>
8. Sew woven materials using multi needle machine	<p>8.1 Multi needle machine is started and checked for normal operation</p> <p>8.2 Unusual operating condition observed during operation is checked and remedied where possible</p> <p>8.3 Necessary adjustments are made to conform to workplace requirements</p> <p>8.4 Observed problems before, during and after use of machine is reported to proper authority</p> <p>8.5 Woven materials are sewn using multi needle sewing machine in accordance with design and style requirement</p> <p>8.6 Quality of stitch is maintained following design/style requirement</p> <p>8.7 Cleaning and maintenance is carried out for multi needle sewing machine after use.</p>

Range of Variables

Variable	Range (Includes but not limited to):
1. PPE	<p>1.1 Mask</p> <p>1.2 Apron</p> <p>1.3 Scarf/ Cap</p>
2. Tools and equipment	<p>2.1 Tools</p> <p>2.1.1 Screw driver set</p> <p>2.1.2 Pliers</p> <p>2.1.3 Scissors</p> <p>2.1.4 Cutter</p> <p>2.1.5 Allen Key Set</p> <p>2.1.6 Tweezers</p> <p>2.1.7 Hand Brush</p>

	<ul style="list-style-type: none"> 2.1.8 Stitch Opener 2.2 Equipment <ul style="list-style-type: none"> 2.2.1 Single needle sewing machine 2.2.2 Double needle sewing machine 2.2.3 Overlock machine 2.2.4 Feed of arm machine 2.2.5 Flat lock machine 2.2.6 Multi needle machine
3. Woven Materials	<ul style="list-style-type: none"> 3.1.1 Cotton Fabric 3.1.2 TC Fabric 3.1.3 Twill Fabric
4. Type of needle	<ul style="list-style-type: none"> 4.1 Ball point 4.2 Regular or Universal 4.3 Wedge needle
5. Unusual operating condition	<ul style="list-style-type: none"> 5.1 Unusual machine noise 5.2 Excess oil/lubricant 5.3 Unusual needle breakage 5.4 Irregular stitch tension

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Personal Protective Equipment (PPE) used in operation of woven machines 1.2 Proper use of tools and equipment used in operation of woven machines 1.3 Procedure on collecting and checking of Materials for sewing 1.4 Size and type of needle used in sewing of different woven fabrics 1.5 Procedure and techniques of winding and setting of bobbin in accordance with machine manufacturer's requirements 1.6 Machine threading procedure and techniques in accordance with machine manufacturer's requirements 1.7 Operation and maintenance of single needle, double needle, over-lock, feed-of-arm, flat lock, and multi-needle machines 1.8 Procedure on checking and making remedies for unusual operating condition observed during operation 1.9 Methods of making adjustments to conform to workplace requirements 1.10 Methods of observing problems before, during and after use of machine is reported to proper authority 1.11 Sewing methods and techniques on woven materials using different types of woven machines in accordance with design and style requirement 1.12 Methods of maintaining quality of stitches following design/style requirement
---------------------------	---

	1.13 Cleaning and maintenance procedures for the different types of sewing machines after use.
1. Underpinning Skills	<p>2.1 Using Personal Protective Equipment (PPE) used in operation of woven machines</p> <p>2.2 Using properly of tools and equipment used in operation of woven machines</p> <p>2.3 Collecting and checking procedure of materials for sewing</p> <p>2.4 Identifying the size and type of needle used in sewing of woven fabrics</p> <p>2.5 Winding and setting of bobbin in accordance with machine manufacturer's requirements</p> <p>2.6 Completing machine threading in accordance with machine manufacturer's requirements</p> <p>2.7 Operating and maintaining of single needle, double needle, over-lock, feed-of-arm, flat lock, and multi-needle machines</p> <p>2.8 Checking and making remedies for unusual operating condition observed during operation</p> <p>2.9 Making adjustments to conform to workplace requirements</p> <p>2.10 Reporting observed problems before, during and after use of machine to proper authority</p> <p>2.11 Sewing of woven materials using different types of woven machines in accordance with design and style requirement</p> <p>2.12 Maintaining quality of stitches following design/style requirement</p> <p>2.13 Cleaning and maintaining technique for the different types of sewing machines after use.</p>
3 Underpinning Attitudes	<p>3.1 Patience</p> <p>3.2 Commitment to occupational health and safety</p> <p>3.3 Environmental concerns</p> <p>3.4 Eagerness to learn</p> <p>3.5 Tidiness and timeliness</p> <p>3.6 Respect for rights of peers and seniors in workplace</p>
4 Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Mortar preparation equipment, tools and materials</p> <p>4.3 Work instruction sheet</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 Prepare for sewing 1.2 Sew woven materials using single needle machine 1.3 Sew woven materials using double needle machine 1.4 Sew woven materials using over lock machine 1.5 Sew woven materials using feed of arm machine 1.6 Sew woven materials using flat lock machine 1.7 Sew woven materials using multi needle machine
2. Methods of Assessment	Competency should be assessed by: <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM SEWING OF GARMENT ACCESSORIES	Nominal Duration: 32 hrs.	Unit Code: SEIP-RMG-WOV-2-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform sewing of garment accessories. It specifically includes the tasks of carrying out button hole stitching, carrying out bar tacking, carrying out eyelet sewing and installation and carrying out snap button sewing and installation.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Carry out button hole stitching	<ul style="list-style-type: none"> 1.1 <u>Tools, equipment and materials</u> needed in sewing of button holes are prepared 1.2 Different <u>types of button hole stitches</u> and their application is described 1.3 Button hole stitching is carried out in accordance with button stitching machine operating procedures
2. Carry out bar tacking	<ul style="list-style-type: none"> 2.1 Purpose and procedure of bar tacking is identified 2.2 Operating procedure of bar tacking machine is explained 2.3 Bar tacking is performed in accordance with work order specification 2.4 Bar tacking is carried out in accordance with

	machine operating instruction
3. Carry out Button Stitching	3.1 Button installation tools are identified 3.2 Operation of button stitching machine is explained 3.3 button stitching is carried out
4. Carry out snap button installation	4.1 Types of snap buttons used in garments are identified 4.2 Procedure of installing snap button is described 4.3 Snap button and tack installation tools are identified 4.4 Snap button and tack installation is carried out

Range of Variables

Variable	Range (Includes but not limited to):
1. Tools, equipment and materials	1.1 Tools 1.1.1 Scissors 1.1.2 Fabric marking pen 1.1.3 Seam ripper 1.1.4 Tweezer 1.1.5 Cutter 1.1.6 Allen Key Set 1.1.7 Hand Brush 1.2 Equipment 1.2.1 Button hole sewing machine 1.2.2 Bar Tacking Machine 1.2.3 Button Stitching machine 1.2.4 Snap Button Machine 1.3 Materials 1.3.1 Fabric/garments 1.3.2 Button 1.3.3 Thread 1.3.4 Pins
2. Types of button hole stitches	2.1 Square buttonhole 2.2 Rounded button hole at one end 2.3 Rounded button hole on both ends 2.4 Keyhole button hole 2.5 Stretch buttonhole 2.6 Knit buttonhole
3. Button installation tools	3.1 Tools 3.1.1 Jaw lever 3.1.2 Button (Two holes) 3.1.3 Button(Four Holes)
4. Types of snap buttons and tacks	4.1 Jeans button 4.2 Jeans tacks 4.3 Jeans rivet 4.4 Snap cap 4.5 S-spring type snap 4.6 Ring spring type snap 4.7 Prong type snap
5. Snap button and tack	5.1 Tools

installation tools	5.1.1 Ruler/measuring tape 5.1.2 Snap press 5.1.3 Snap setter tool 5.1.4 hammer 5.1.5 Snap plier tool
--------------------	---

Curricular Content Guide

1. Underpinning Knowledge	1.1 Tools, equipment and materials needed in sewing of button holes 1.2 Different types of button hole stitches and their application 1.3 Button stitching procedure 1.4 Purpose and procedure of bar tacking 1.5 Operating procedure of bar tacking machine 1.6 Bar tacking machine operating instruction and procedure 1.7 Types of snap buttons used in garments 1.8 Snap button and tack installation tools 1.9 Snap button and tack installation procedure
2. Underpinning Skills	2.1 Preparing tools, equipment and materials needed in sewing of button holes 2.2 Describing different types of button hole stitches and their application 2.3 Carrying out button stitching in accordance with button stitching machine operating procedures 2.4 Identifying purpose and procedure of bar tacking 2.5 Explaining operating procedure of bar tacking machine 2.6 Performing bar tacking in accordance with work order specification 2.7 Carrying out bar tacking in accordance with machine operating instruction 2.8 Identifying eyelet and grommet installation tools 2.9 Explaining operation of eyelet sewing machine 2.10 Carrying out eyelet installation using grommet 2.11 Identifying types of snap buttons used in garments 2.12 Identifying snap button and tack installation tools 2.13 Carrying out snap button and tack installation
3. Underpinning Attitudes	3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Described different types of button hole stitches and their application 1.2 Carried out button stitching in accordance with button stitching machine operating procedures 1.3 Carried out bar tacking in accordance with machine operating instruction 1.4 Described procedure of sewing snap button 1.5 Carried out snap button sewing/installation
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM PATTERN MAKING and MARKING	Nominal Duration: 24 hrs.	Unit Code: SEIP-RMG-WOV-3-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform pattern making and marking. It specifically includes the tasks of identifying a working pattern, developing a pattern, marking pattern on garments part and providing sewing allowance.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify a working pattern	1.1 Working pattern is identified
2. Develop a pattern	2.1 <u>Pattern</u> is developed in accordance with the design and measurements
3. Mark pattern on garment part	3.1 Pattern is marked on garments part
4. Provide sewing allowance	4.1 Sewing allowance is provided in accordance with design and measurements

Range of Variables

Variable	Range (Includes but not limited to):
1. Pattern	1.1 Pattern is the template of different parts of a garment made by cutting board paper

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Working pattern 1.2 Pattern development methods and procedure 1.3 Pattern marking procedures on garments part 1.4 Sewing allowance
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying working pattern 2.2 Developing pattern in accordance with the design and measurements 2.3 Marking pattern on garments part 2.4 Providing sewing allowance in accordance with design and measurements
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified working pattern 1.2 Developed pattern in accordance with the design and measurements 1.3 Marked pattern on garments part 1.4 Provided sewing allowance in accordance with design and measurements
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM CUTTING, NUMBERING, BUNDLING AND BUNDLE HANDLING	Nominal Duration: 24 hrs.	Unit Code: SEIP-RMG-WOV-4-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform cutting, numbering, bundling and bundle handling. It specifically includes the tasks of cutting fabric, identifying number, bundle and requirements of bundling and managing bundle and bundle transferring.		

Elements and Performance Criteria:

Elements of Competency	Performance Criteria
1. Cut fabric	1.1 Fabric cutting machine operation is demonstrated 1.2 Fabrics are cut in accordance with pattern as marked
2. Identify number, bundle and requirements of bundling	2.1 Number, bundle and requirements of bundling are identified
3. Manage bundle and bundle transferring	3.1 Bundle and bundle transferring is managed

Curricular Content Guide

1. Underpinning Knowledge	1.1 Fabric cutting machine operation 1.2 Fabric cutting procedures 1.3 Number, bundle and requirements of bundling 1.4 bundle and bundle transferring methods and procedures
2. Underpinning Skills	2.1 Demonstrating fabric cutting machine operation 2.2 Cutting marked fabrics 2.3 Identifying number, bundle and requirements of bundling 2.4 Managing bundle and bundle transferring
3. Underpinning Attitudes	3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Demonstrated fabric cutting machine operation 1.2 Cut marked fabrics 1.3 Identified number, bundle and requirements of bundling 1.4 Managed bundle and bundle transferring
-----------------------------------	---

2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM SETTING AND USING OF ATTACHMENTS	Nominal Duration: 24 hrs.	Unit Code: SEIP-RMG-WOV-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform setting and using of attachments. It specifically includes the tasks of Identifying the types of attachments, setting and using presser foot properly and setting and using feed guide and folders properly.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify the types of attachments	1.1 Types of <u>sewing machine attachments</u> are identified 1.2 Operation and application of different types of sewing machine attachments are described
2. Use presser foot properly	2.1 Different <u>types of presser foot</u> is identified 2.2 Operation and maintenance of different types of presser foot are explained 2.3 Presser foot is properly set and used 2.4 Presser foot is stored and maintained in accordance with workplace requirements
3. Use feed guide and folders properly	3.1 Different <u>types of feed guide and folders</u> are identified 3.2 Operation and maintenance of different types of guides and folders are explained 3.3 Feed guide and folders are set and used properly 3.4 Guides and folders are stored and maintained in accordance with workplace requirements

Range of Variables

Variable	Range (Includes but not limited to):
1. Sewing machine attachments	1.1 Presser foot 1.2 Folders 1.3 Binders 1.4 Trimming binder
2. types of presser foot	2.1 High shank 2.2 Low shank

	<ul style="list-style-type: none"> 2.3 Snap-on 2.4 Slant shank 2.5 Zig zag 2.6 Zipper foot
3. Types of feed guide and folders	<ul style="list-style-type: none"> 3.1 T-Guide/gauge 3.2 Magnetic Guide/gauge 3.3 Triangle Gauge 3.4 Hamming Folder 3.5 Neck Binding 3.6 Raw edge binding 3.7 Non-Raw Edge binding

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Types of sewing machine attachments 1.2 Operation and application of different types of sewing machine attachments 1.3 Different types of presser foot 1.4 Operation and maintenance of different types of presser foot 1.5 Procedure on setting and using of Presser foot 1.6 Methods on storing and maintaining presser foot 1.7 Different types of feed guide and folders 1.8 Operation and maintenance of different types of feed guides and folders 1.9 Procedure on setting and using of feed guide and folders 1.10 Procedure on storing and maintaining Guides and folders in accordance with workplace requirements
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying the types of sewing machine attachments 2.2 Describing operation and application of different types of sewing machine attachments 2.3 Identifying different types of presser foot 2.4 Explaining operation and maintenance of different types of presser foot are 2.5 Setting and using presser 2.6 Storing and maintaining presser foot in accordance with workplace requirements 2.7 Identifying different types of feed guide and folders 2.8 Explaining operation and maintenance of different types of guides and folders 2.9 Setting and Using feed guide and folders properly 2.10 Storing and maintaining guides and folders in accordance with workplace requirements
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace

4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet
--------------------------	--

Assessment Evidence Guide

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Identified the different types of attachments 1.2 Set and used presser foot in accordance with machine instructions 1.3 Set and use feed guide and folders in accordance with machine instructions 1.4 Stores and maintained sewing machine attachment in accordance with machine manufacturer's instruction
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: DETERMINE OPERATION BREAKDOWN AND LAYOUT	Nominal Duration: 24 hrs.	Unit Code: SEIP-RMG-WOV-6-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to determine operation breakdown and layout. It specifically includes the tasks of describing operation breakdown, explaining machine layout, identifying operator's grading, identifying skill matrix, identifying woven machine technical capacities and performance and identifying the step by step process of sewing.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Describe operation breakdown	1.1 Woven garment is Identified 1.2 Operation breakdown is described 1.3 <u>Operation breakdown parameters</u> are identified
2. Explain machine layout	2.1 Machine layout is explained 2.2 <u>Machine lay out components</u> are identified

3. Identify operator's grading	3.1 Grading of operators are determined 3.2 Grading parameters of operators are identified 3.3 Operator's grading marks and corresponding parameter are described
4. Identify skill matrix	4.1 Operator's skill matrix is explained 4.2 Operator's skill matrix information are identified 4.3 Benefits of Operator skill matrix is described
5. Identify woven machine technical capacities and operating performance	5.1 Woven machine technical parameters and performance are identified
6. Identify step by step process of sewing	6.1 Step by step process of sewing an identified garment is identified

Range of Variables

Variable	Range (Includes but not limited to):
1. Operation breakdown parameters	1.1 Section 1.2 Operation process number 1.3 Sequence number 1.4 Sewing process 1.5 Operation description 1.6 Machine type 1.7 SAM 1.8 SMV
2. Machine lay out components	2.1 Operation sequence number 2.2 Machine name/type 2.3 Process flow
3. Grading parameters	3.1 Number of operations an operator can perform 3.2 Efficiency level at work
4. Operator's grading marks	4.1 A+ 4.2 A 4.3 B 4.4 C 4.5 D
5. Skill matrix information	5.1 Employee code 5.2 Employee name 5.3 Machine type 5.4 Operations/process 5.5 Efficiency in percent

Curricular Content Guide

1. Underpinning Knowledge	1.1 Types and characteristics of woven garments 1.2 Understanding Operation breakdown
---------------------------	--

	<ul style="list-style-type: none"> 1.3 Operation breakdown parameters 1.4 Understanding Machine layout 1.5 Machine lay out components 1.6 Procedure of Grading of operators 1.7 Grading parameters of operators 1.8 Operator's grading marks and corresponding parameter 1.9 Operator's skill matrix 1.10 Operator's skill matrix information 1.11 Benefits of Operator skill matrix 1.12 Woven machine technical parameters and performance 1.13 Step by step process of sewing an identified garment
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying woven garment 2.2 Describing operation breakdown 2.3 Identifying operation breakdown parameters 2.4 Explaining machine layout 2.5 Identifying machine lay out components 2.6 Determining grading of operators 2.7 Identifying grading parameters of operators 2.8 Describing operator's grading marks and corresponding parameter 2.9 Explaining operator's skill matrix 2.10 Identifying operator's skill matrix information 2.11 Describing the benefits of operator skill matrix 2.12 Identifying woven machine technical parameters and performance 2.13 Identifying the step by step process of sewing an identified garment
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Described operation breakdown 1.2 Explained machine layout 1.3 Identified operator's grading 1.4 Identified skill matrix 1.5 Identified woven machine technical capacities and operating performance 1.6 Identified step by step process of sewing
-----------------------------------	---

2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: MAINTAIN SEWING MACHINES	Nominal Duration: 18hrs.	Unit Code: SEIP-RMG-WOV-7-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to maintain sewing machines. It specifically includes the tasks of fixing and replacing with correct type of needles, applying proper tension and stitch adjustment and cleaning and lubricating sewing machines.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Fix and replace with correct type of needles	1.1 Needle replacement procedure is determined in accordance with machine manufacturer's instruction 1.2 Correct <u>type of needle</u> is used when replacing and fixing Of needles in accordance with machine manufacturer's instruction
2. Apply proper tension and stitch adjustment	2.1 Operation and function of thread tensioner is explained 2.2 <u>Thread tensioning mechanisms</u> are identified 2.3 Apply proper tension adjustment in accordance with woven material properties and type. 2.4 Apply proper stitch adjustment in accordance with workplace/customer requirements
3. Clean and lubricate sewing machines	3.1 Sewing machines are cleaned and lubricated in accordance with workplace preventive maintenance requirements

Range of Variables

Variable	Range (Includes but not limited to):
1. Type of needles	1.1 Ball point 1.2 Regular or Universal 1.3 Wedge needle
2. Thread tensioning mechanisms	2.1 Tension regulator/discs 2.2 Thread guides 2.3 Bobbin screw

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Needle replacement procedure 1.2 Type of sewing machine needle and their application 1.3 Operation and function of thread tensioner 1.4 Thread tensioning mechanisms and components 1.5 Procedure of thread tension adjustment 1.6 Procedure on stitch adjustment 1.1 Cleaning and lubricating requirements of sewing machines
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Determining needle replacement technique in accordance with machine manufacturer's instruction 2.2 Using correct type of needle when replacing and fixing 2.3 Explaining operation and function of thread tensioner 2.4 Identifying thread tensioning mechanisms and their functions 2.5 Applying proper tension adjustment in accordance with woven material properties and type. 2.6 Cleaning and lubricating sewing machines in accordance with workplace preventive maintenance requirements 2.7 Applying proper stitch adjustment in accordance with workplace/customer requirements
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Replaced and fixed with correct type of needles 1.2 Applied proper thread tension in accordance with woven material properties and type. 1.3 Applied required stitch adjustment in accordance with woven material properties and type. 1.4 Cleaned and lubricated sewing machines in accordance with workplace preventive maintenance requirements
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio

3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.
--------------------------	--

Unit of Competency: PERFORM STITCHING OF SHIRTS AND PANTS	Nominal Duration: 62 hrs.	Unit Code: SEIP-RMG-WOV-8-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required of a worker to perform stitching of shirts and pants. It specifically includes the tasks of carrying out stitching operation for shirts, carrying out stitching operations for pants, carrying out assembling operation of shirt parts, carrying out assembling operation of pant parts.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined>** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Carry out stitching operation for shirts	1.1 <u>Stitching operation for shirts</u> is explained 1.2 Components stitching operation for shirt is carried out 1.3 <u>Assembling operation of shirt parts</u> is carried out
2. Carry out stitching operations for pants	2.1 <u>Stitching operation for pants</u> is explained 2.2 Components stitching operation for pant is carried out 2.3 <u>Assembling operation of pant parts</u> is carried

Range of Variables

Variable	Range (Includes but not limited to):
1. Shirt parts	1.1 <u>Front part</u> 1.2 <u>Back part</u> 1.3 <u>Sleeves</u> 1.4 <u>Hem</u> 1.5 <u>Pockets</u> 1.6 <u>Cuff</u> 1.7 <u>Collar</u> 1.8 <u>Label</u>
2. Pant parts	2.1 <u>Front part</u> 2.2 <u>Back part</u> 2.3 <u>Waist band</u> 2.4 <u>Zipper parts</u> 2.5 <u>Pocket parts</u> 2.6 <u>Trouser cuffs</u>

Curricular Content Guide

1. Underpinning knowledge	1.1 <u>Explaining Stitching operation for shirts</u> 1.2 <u>Front part stitching operation for shirt</u> 1.3 <u>Back part stitching operation for shirt</u>
---------------------------	---

	<ul style="list-style-type: none"> 1.4 Assembling operation of shirt parts 1.5 Stitching operation for pants 1.6 Front part stitching operation for pant 1.7 Back part stitching operation for pant 1.8 Assembling operation of pant parts 1.9 Assembling operation of shirt parts 1.10 Assembling operation of shirt parts 1.11 Assembling operation of pant parts 1.12 Assembling operation of pant parts
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Carrying out stitching operation for shirts 2.2 Carrying out front part stitching operation for shirt 2.3 Carrying out back part stitching operation for shirt 2.4 Carrying out assembling operation of shirt parts 2.5 Carrying out stitching operation for pants 2.6 Carrying out front part stitching operation for pant 2.7 Carrying out back part stitching operation for pant 2.8 Carrying out assembling operation of pant parts 2.9 Explaining assembling operation of shirt parts 2.10 Carrying out assembling operation of shirt parts 2.11 Carrying out assembling operation of pant parts 2.12 Carrying out assembling operation of pant parts
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Carry out stitching operation for shirts in accordance with workplace/customer specifications 1.2 Carry out stitching operations for pants in accordance with workplace/customer specifications 1.3 Carry out assembling operation of shirt parts in accordance with workplace/customer specifications 1.4 Carry out assembling operation of pant parts in accordance with workplace/customer specifications
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: EXPLAIN MAXIMUM OUTPUT AT REQUIRED TIME	Nominal Duration: 18 hrs.	Unit Code: SEIP-RMG-WOV-9-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to produce maximum output at required time. It specifically includes the tasks of familiarizing with the style, maximizing machine capacity, improving machine lay out and maintaining target.		

Elements and Performance Criteria:

Elements of Competency	Performance Criteria
1. Familiarize with the style	1.1 Style is familiarized in accordance with workplace/customer requirements
2. Maximize machine capacity	2.1 Machine capacity is maximized in accordance with machine manufacturer's specifications
3. Improve machine lay out	3.1 Machine lay out is improved in accordance with workplace and work demand requirements
4. Maintain target	4.1 Target is maintained in accordance with workplace and customer requirements

Curricular Content Guide

1. Underpinning knowledge	1.1 Garment style familiarization methods 1.2 Machine capacity 1.3 Machine lay out procedures and methods 1.4 Output targeting guidelines and techniques
2. Underpinning Skills	2.1 Familiarizing garment styles 2.2 Maximizing machine capacity in accordance with machine manufacturer's specifications 2.3 Improving machine lay out in accordance with workplace and work demand requirements 2.4 Maintaining target in accordance with workplace and customer requirements
3. Underpinning Attitudes	3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Mortar preparation equipment, tools and materials 4.3 Work instruction sheet

Assessment Evidence Guide

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Familiarized garment styles 1.2 Maximized machine capacity in accordance with machine manufacturer's specifications 1.3 Improved machine lay out in accordance with workplace and work demand requirements 1.4 Maintained target in accordance with workplace and customer requirements
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

Woven Machine Operation

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.
- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.
- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.
- If you want a “toolbox” of tools and templates, that you can select from depending on your assessment need, see Section Three.
- If you want to look at working samples of completed assessment tools, see the Appendices.

Table of Contents

Section One: Q&A linked to Key Terms & Definitions

	Page No.	
1.1	Define assessment.	
1.2	Give an example of assessment.	
1.3	What is the purpose of assessment?	
1.4	What is Assessment based on?	
1.5	Define the term “competency.”	
1.6	Describe what makes up a competency standard.	
1.7	Define the term “assessment tool.”	
1.8	Describe the difference between Conventional & Competency Based Assessment.	
1.9	Describe briefly what makes up an assessment system	
1.10	Define the purpose of the Assessor role.	
1.11	Describe the basic questions that an Assessor must ask when planning an Assessment	
1.12	Give some Assessor Requirements/Competencies.	
1.13	Define the challenges of the Assessor Role.	
1.14	Review some basic need-to-know elements concerning assessment.	
1.15	Describe the trainer role in the assessment process.	
1.16	Discuss the importance of principles of assessment and what is involved.	
1.17	What are the different forms of evidence that can be collected?	
1.18	Describe and outline what is involved in “rules of evidence” and why they are important.	
1.19	Give the purpose of evidence gathering tools.	
1.20	What is the Purpose of evidence gathering tools?	
1.21	State the use of the evidence guide.	
1.22	State why assessment evidence is important	
1.23	Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes	
1.24	What kinds of Assessment Methods can be used for Evidence gathering	

- 1.25 Define the term “evidence gathering tools” giving examples
- 1.26 Define the term “portfolio.”
- 1.27 Outline a 6-step method for preparing an evidence plan.
- 1.28 Outline the steps (sequence of activities) involved in developing an assessment tool.
- 1.29 Describe the four dimensions of competency.

Section Two: Roles and Responsibilities

- 2.1 The Assessment System: Planning Guide for the Assessor
- 2.2 Assessor Role and Responsibilities
- 2.3 Trainer Role and Responsibilities
- 2.4 Candidate Role and Responsibilities

Page
No.

Section Three: Tools and Templates

- 3.1 Demonstration Checklist
- 3.2 Observation Checklist
- 3.3 Oral Questions Checklist
- 3.4 Evidence Plan (Overall Summary)
- 3.5 Assessor Job Sheet and Specifications (Spec) Form
- 3.6 Competency Assessment Results
- 3.7 Assessor Planning Checklist Tool
- 3.8 General Guidelines for Effective Questioning
- 3.9 Assessor Guide to Conducting Competency Assessments
- 3.10 Assessor’s Quick Start

Page
No.

Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent**.

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term “Assessment tool.”

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
<ul style="list-style-type: none"> • Emphasis on knowledge/memorization • Teachers/Training Providers have main role • Theory & practical Tests can become outdated • High cost & central control • Relatively inflexible 	<ul style="list-style-type: none"> • Based on competency standards • Involve industry partners in crucial role • Assessment based on demonstration of work skills rather than classroom knowledge • Flexible delivery • Competencies widely recognized

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.
- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency

- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted

Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed
-------------	---

Define the term “evidence.”

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate’s self-assessment or third party reports such as an employer interview

Describe and outline what is involved in “rules of evidence” and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner’s competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner’s own work
Current	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term “evidence gathering tools” and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate’s portfolio

- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term "portfolio."

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
 - a. Elements and Performance Criteria
 - b. Dimensions of Competence
 - c. Underpinning skills knowledge
 - d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist

- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a “clustering.”
- Making what can be termed “reasonable adjustments” for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These “reasonable adjustments” may involve reconfiguring a simulated workplace site so that a candidate’s disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:
 - Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
 - Fire extinguisher and safety equipment within reach
 - Emergency procedures in place
 - All necessary tools, equipment, and materials ready at hand
 - All necessary machinery in good working order
2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.

3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate

- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body
- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:			
Assessor's name:			
Qualification:			
Project-Based Assessment Title			
Units of competency covered:			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:		
Code:		
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	
-------------------	-----------------------	--

Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:				
Project-Based Assessment Title				
Units of competency covered				
Ways in which evidence will be collected: [tick the column]	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
The evidence must show that the candidate				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the _____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent**.

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name:

Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- 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

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if ...		
What would you do if ...		
What would you do if ...		
How do you ...		
What are ...		
Why did you... (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:	Date:	
Assessor/Observer's Signature:	Date:	

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
- Review unit(s) of	-Verify attendance	Give clear instructions	Provide feedback on

<p>competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook 	<p>through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment 	<p>to trainees on what they are required to do:</p> <ul style="list-style-type: none"> • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected 	<p>outcome of assessment process re:</p> <ul style="list-style-type: none"> • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome <p>Prepare required assessment reports:</p> <ul style="list-style-type: none"> • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center <p>Prepare</p> <p>recommendations for issuance of national certificate</p>
--	--	--	--

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.

2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.
3. Select the Assessment Tools that you will use to gather evidence.
 - i. Demonstration Checklist
 - ii. Observation Checklist
 - iii. Oral Questions Checklist
4. Create spec sheet(s) for the Unit of Competency to be examined.
5. Review the assessment procedure with the Candidate and ask if there are any questions.
6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.
7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**
8. Complete all necessary record sheets.
9. Give feedback to the Candidate.

Demonstration Checklist: Perform Sewing Using Industrial Sewing Machines

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Sewing Using Industrial Sewing Machines (SEIP-RMG-WOV-1-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Prepare for sewing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sew woven materials using single needle machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sew woven materials using double needle machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sew woven materials using over lock machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sew woven materials using feed of arm machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sew woven materials using flat lock machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sew woven materials using multi needle machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Sewing Using Industrial Sewing Machines

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Sewing Using Industrial Sewing Machines	
Code:	SEIP-RMG-MOV-1-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Prepare for sewing.		
2. Sew woven materials using single needle machine.		
3. Sew woven materials using double needle machine.		
4. Sew woven materials using over lock machine.		
5. Sew woven materials using feed of arm machine.		
6. Sew woven materials using flat lock machine.		
7. Sew woven materials using multi needle machine.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Sewing Using Industrial Sewing Machines

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Sewing Using Industrial Sewing Machines
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you briefly describe the steps involved in preparing for sewing?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the several steps required for sewing woven materials using a single needle machine?	<input type="checkbox"/>	<input type="checkbox"/>
3. What are the several steps required for sewing woven materials using a double needle machine?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the several steps required for sewing woven materials using an over lock machine?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are the several steps required for sewing woven materials using a feed of arm machine?	<input type="checkbox"/>	<input type="checkbox"/>
6. What are the several steps required for sewing woven materials using a flat lock machine?	<input type="checkbox"/>	<input type="checkbox"/>
7. What are the several steps required for sewing woven materials using a multi needle machine?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Sewing of Garment Accessories

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Sewing Of Garment Accessories (SEIP-RMG-WOV-2-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Prepare for sewing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe different types of button hole stitches and their application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Carry out button stitching in accordance with button stitching machine operating procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carry out bar tacking in accordance with button stitching machine operating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the procedure of sewing a snap button.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Carry out snap button sewing/installation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Sewing of Garment Accessories

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Sewing of Garment Accessories	
Code:	SEIP-RMG-MOV-2-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Prepare for sewing.		
2. Describe different types of button hole stitches and their application.		
3. Carry out button stitching in accordance with button stitching machine operating procedures.		
4. Carry out bar tacking in accordance with button stitching machine operating instruction.		
5. Describe the procedure of sewing a snap button.		
6. Carry out snap button sewing/installation.		
7. Sew woven materials using multi needle machine.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Sewing of Garment Accessories

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Sewing of Garment Accessories
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
--------------------------	------------------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify six common types of button hole stitches and their application?	<input type="checkbox"/>	<input type="checkbox"/>
2. How do you prepare for sewing in terms of the tools, equipment, and materials needed?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you identify several types of snap buttons and tacks and their installation?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the essential tools for snap button and tack installation?	<input type="checkbox"/>	<input type="checkbox"/>
5. What is the purpose and procedure for bar tacking?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Pattern Making and Marking

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Pattern Making and Marking (SEIP-RMG-WOV-3-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify working patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop a pattern in accordance with the design and measurements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mark pattern on garment part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide sewing allowance in accordance with design and measurements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Pattern Making and Marking

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Pattern Making and Marking	
Code:	SEIP-RMG-MOV-3-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify working patterns.		
2. Develop a pattern in accordance with the design and measurements.		
3. Mark pattern on garment part.		
4. Provide sewing allowance in accordance with design and measurements.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Pattern Making and Marking

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Pattern Making and Marking
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
--------------------------	------------------------------

Indicate Y or N in the box provided	YES	NO
1. What are the requirements for developing a pattern?		
2. What are some common pattern development methods and procedures?		
3. Why is it necessary to provide a sewing allowance?		
4. To what extent is communication important in pattern making and marking?		
5. Why is a commitment to occupational health and safety important?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Cutting, Numbering, Bundling and Bundle Handling

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Cutting, Numbering, Bundling and Bundle Handling (SEIP-RMG-WOV-4-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Demonstrate how to cut fabric using a cutting machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cut marked fabrics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify number, bundle, and requirements of bundling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Manage bundle and bundle transferring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Cutting, Numbering, Bundling and Bundle Handling

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Cutting, Numbering, Bundling and Bundle Handling	
Code:	SEIP-RMG-WOV-4-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Demonstrate how to cut fabric using a cutting machine.		
2. Cut marked fabrics.		
3. Identify number, bundle, and requirements of bundling.		
4. Manage bundle and bundle transferring.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Cutting, Numbering, Bundling and Bundle Handling

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Cutting, Numbering, Bundling and Bundle Handling
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you describe fabric-cutting procedures?	<input type="checkbox"/>	<input type="checkbox"/>
2. What is involved in managing bundles and bundle transferring?	<input type="checkbox"/>	<input type="checkbox"/>
3. What is involved in the operation of a fabric-cutting machine?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are some common safety concerns?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are the requirements of bundling?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Setting and Using Of Attachments

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Setting and Using Of Attachments (SEIP-RMG-WOV-5-0)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the different types of attachments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set and use presser foot in accordance with machine instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe/set and use feed guide and folders in accordance with machine instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Store and maintain sewing machine attachments in accordance with machine manufacturer's instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Setting and Using of Attachments

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Setting and Using of Attachments	
Code:	SEIP-RMG-MOV-5-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify the different types of attachments.		
2. Describe/set and use presser foot in accordance with machine instructions.		
3. Describe/set and use feed guide and folders in accordance with machine instructions.		
4. Store and maintain sewing machine attachments in accordance with machine manufacturer's instruction.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Setting and Using Of Attachments

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Setting and Using Of Attachments
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify six types of presser foot?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are five common sewing machine attachments?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you describe the operation and maintenance of three different types of presser foot?	<input type="checkbox"/>	<input type="checkbox"/>
4. Can you describe how feed guides and folders are set and used properly?	<input type="checkbox"/>	<input type="checkbox"/>
5. How are guides and folders stored and maintained ?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Determine Operation Breakdown and Layout

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Determine Operation Breakdown and Layout (SEIP-RMG-WOV-6-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe what is meant by operation breakdown.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe machine layout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify operator's grading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify skill matrix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe woven machine technical capacities and operating performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe the systematic process of sewing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Determine Operation Breakdown and Layout

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Determine Operation Breakdown and Layout	
Code:	SEIP-RMG-MOV-6-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe what is meant by operation breakdown.		
2. Describe machine layout.		
3. Identify operator's grading.		
4. Identify skill matrix.		
5. Describe woven machine technical capacities and operating performance.		
6. Describe the systematic process of sewing.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Determine Operation Breakdown and Layout

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Determine Operation Breakdown and Layout
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify eight operation breakdown parameters?		
2. Can you list three machine layout components?		
3. What is the importance of an operator grading marks?		
4. What are the benefits of an operator skill matrix?		
5. Can you describe the systematic process of sewing an identified garment?		
1. Can you identify eight operation breakdown parameters?		
2. Can you list three machine layout components?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Maintain Sewing Machines

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Maintain Sewing Machines (SEIP-RMG-WOV-7-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Replace needles in sewing machines and fix with correct type of needles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply proper thread tension in accordance with woven material properties and type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply required stitch adjustment in accordance with woven material properties and type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clean and lubricate sewing machines in accordance with workplace preventive maintenance requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Maintain Sewing Machines

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Maintain Sewing Machines	
Code:	SEIP-RMG-MOV-7-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Replace needles in sewing machines and fix with correct type of needles.		
2. Apply proper thread tension in accordance with woven material properties and type.		
3. Apply required stitch adjustment in accordance with woven material properties and type.		
4. Clean and lubricate sewing machines in accordance with workplace preventive maintenance requirements.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Maintain Sewing Machines

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Maintain Sewing Machines
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify three common types of needles?		
2. What are three thread tensioning mechanisms?		
3. What is the procedure followed in applying a required stitch adjustment?		
4. What is the procedure followed for cleaning and lubricating sewing machines?		
5. What is involved in applying proper thread tension?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Stitching Of Shirts and Pants

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Perform Stitching Of Shirts And Pants (SEIP-RMG-WOV-8-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe/carry out stitching operation for shirts in accordance with workplace/customer specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe/carry out stitching operation for pants in accordance with workplace/customer specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe/carry out assembling operation of shirt parts in accordance with workplace/customer specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe/carry out assembling operation of pant parts in accordance with workplace/customer specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Stitching Of Shirts and Pants

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Stitching Of Shirts and Pants	
Code:	SEIP-RMG-MOV-8-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe/carry out stitching operation for shirts in accordance with workplace/customer specifications.		
2. Describe/carry out stitching operation for pants in accordance with workplace/customer specifications.		
3. Describe/carry out assembling operation of shirt parts in accordance with workplace/customer specifications.		
4. Describe/carry out assembling operation of pant parts in accordance with workplace/customer specifications.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Stitching Of Shirts and Pants

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Stitching Of Shirts and Pants
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you describe what's involved in carrying out the stitching operation for shirts including assembling?		
2. Can you describe what's involved in carrying out the stitching operation for pants including assembling?		
3. Can you identify at least eight common shirt parts?		
4. Can you identify six common pant parts?		
5. To what extent is it important to follow customer specifications?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Explain Maximum Output at Required Time

Candidate's name:			
Assessor's name:			
Qualification:	Woven Machine Operation		
Project-Based Assessment Title			
Units of competency covered:	Explain Maximum Output At Required Time (SEIP-RMG-WOV-9-O)		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify familiar garment styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maximize machine capacity in accordance with machine manufacturer's specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improve machine layout in accordance with workplace and work demand requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain targets in accordance with workplace and customer requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Explain Maximum Output at Required Time

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain Maximum Output At Required Time	
Code:	SEIP-RMG-MOV-9-O	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify familiar garment styles.		
2. Maximize machine capacity in accordance with machine manufacturer's specifications.		
3. Improve machine layout in accordance with workplace and work demand requirements.		
4. Maintain targets in accordance with workplace and customer requirements.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain Maximum Output at Required Time

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Maximum Output At Required Time
Reference Standard:	Woven Machine Operation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. How is style familiarity achieved?		
2. How is maximization of machine capacity achieved?		
3. What is essential to maintaining production targets?		
4. What is involved in improving machine layout?		
5. To what extent is ongoing customer communication important and how can this be achieved?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date: