



# Skills for Employment Investment Program (SEIP)

**ASSESSMENT TOOL**

**FOR**

**CAD FOR GARMENTS**

***(RMG SECTOR)***

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

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## **PART A – THE ASSESSOR**

### **Instructions to Assessor**

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

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

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

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

- written examination
- oral questioning
- practical demonstration

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

### **Conducting Assessment**

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

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

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

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

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

## **Assessing Competence**

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

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

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

### Competent (C)

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

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

### Not Yet Competent (NYC)

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

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

The candidate may be required to:

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

## **Recording Assessment Information**

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

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

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

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

## Assessment Evidence Guide

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

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

| CODE                                    | UNIT OF COMPETENCY   |
|---|--|
| <b>Generic Competencies</b>             |  |
| SEIP-RMG-CAD-01-G                       | Use basic mathematical concepts                                      |
| SEIP-RMG-CAD-02-G                       | Carry out workplace interaction                                      |
| SEIP-RMG-CAD-03-G                       | Operate in a team environment  |
| SEIP-RMG-CAD-04-G                       | Acquire basic IT skills  |
| <b>Sector-specific Competencies</b>     |  |
| SEIP-RMG-CAD-01-S                       | Understand the RMG business  |
| SEIP-RMG-CAD-02-S                       | Apply occupational health and safety (OHS) practice in the workplace |
| SEIP-RMG-CAD-03-S                       | Perform measurements and calculations                                |
| SEIP-RMG-CAD-04-S                       | Read and interpret sketches and drawings                             |
| <b>Occupation-specific Competencies</b> |  |
| SEIP-RMG-CAD-01-O                       | Interpret fundamentals of CAD operations                             |
| SEIP-RMG-CAD-02-O                       | Perform CAD installation and operation                               |
| SEIP-RMG-CAD-03-O                       | Operate system of pattern making                                     |
| SEIP-RMG-CAD-04-O                       | Perform digitizing patterns  |
| SEIP-RMG-CAD-05-O                       | Perform pattern grading  |
| SEIP-RMG-CAD-06-O                       | Create marker and print  |

## Assessment Evidence Plan

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

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

|   |   |                  |  |          |          |          |
|---|---|------------------|--|----------|----------|----------|
| <b>Occupation:</b>  | CAD for Garments  |                  |  |          |          |          |
| <b>Unit Name:</b>   | Use basic mathematical concepts   |                  |  |          |          |          |
| <b>Unit Code:</b>   | SEIP-RMG-CAD-01-G   |                  |  |          |          |          |
| <b>Assessment Method:</b>   | <b>P</b>  | <b>O</b>         | <b>W</b>   |          |          |          |
|   | Performance<br><i>(including demonstration and observation)</i>                   | Oral questioning | Written examination<br><i>(including short-answer, multiple choice, and true or false questions)</i> |          |          |          |
| <b>Element</b>  | <b>Performance Criteria</b>   |                  |  | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify calculation requirements in the workplace               | 1.1. Calculation requirements are identified from workplace information.          |                  |  | √        |          |          |
|   | 1.2. Mathematical problems are constructed from workplace information.            |                  |  | √        |          |          |
| 2. Select appropriate mathematical methods/concepts for calculation | 2.1. Appropriate method is selected to carry out the calculation requirement.     |                  |  | √        |          |          |
|   | 2.2. Constructed mathematical problems are solved with appropriate method.        |                  |  | √        |          |          |
| 3. Use tool/instrument to perform calculations                      | 3.1. Tools and instruments required for computation are identified.               |                  |  | √        |          |          |
|   | 3.2. Calculation is performed using appropriate tools and instruments accurately. |                  |  | √        |          |          |

|                                    |   |                  |  |          |          |          |
|------------------------------------|---|------------------|--|----------|----------|----------|
| <b>Occupation:</b>                 | CAD for Garments  |                  |  |          |          |          |
| <b>Unit Name:</b>                  | Carry out workplace interaction   |                  |  |          |          |          |
| <b>Unit Code:</b>                  | SEIP-RMG-CAD-02-G   |                  |  |          |          |          |
| <b>Assessment Method:</b>          | <b>P</b>  | <b>O</b>         | <b>W</b>   |          |          |          |
|                                    | Performance<br><i>(including demonstration and observation)</i>                         | Oral questioning | Written examination<br><i>(including short-answer, multiple choice, and true or false questions)</i> |          |          |          |
| <b>Element</b>                     | <b>Performance Criteria</b>   |                  |  | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Carry out workplace interaction | 1.1. Workplace codes of conduct are interpreted as per organisational guidelines.       |                  |  |          |          | √        |
|                                    | 1.2. Appropriate lines of communication are maintained with supervisors and colleagues. |                  |  | √        |          |          |

|  |   |   |   |   |
|--|---|---|---|---|
|  | 1.3. Workplace interactions are conducted in a courteous manner to gather and convey information. | √ |   |   |
|  | 1.4. Workplace procedures and matters are comprehended.   | √ |   |   |
| 2. Read and understand workplace documents           | 2.1. Workplace documents are interpreted correctly.   | √ |   |   |
|  | 2.2. Visual information/symbols/signage are understood correctly and followed.                    | √ |   |   |
|  | 2.3. Specific and relevant information are accessed from appropriate sources.                     | √ |   |   |
|  | 2.4. Appropriate medium is used to transfer information and ideas.                                | √ |   |   |
| 3. Participate in workplace meetings and discussions | 3.1. Team meetings are attended on time.  |   | √ |   |
|  | 3.2. Meeting procedures and etiquette are followed.   |   | √ |   |
|  | 3.3. Active participation is ensured, opinions are expressed and heard.                           |   | √ |   |
|  | 3.4. Inputs are provided and interpreted in line with the meeting purpose.                        |   | √ |   |
| 4. Practice professional ethics at work              | 4.1. Responsibilities as a team member are performed.   | √ |   |   |
|  | 4.2. Tasks are performed in accordance with workplace procedures.                                 | √ |   |   |
|  | 4.3. Confidentiality is maintained.   |   |   | √ |
|  | 4.4. Inappropriate and conflicting situations are avoided.  | √ |   |   |

|   |   |                  |  |          |          |          |
|---|---|------------------|--|----------|----------|----------|
| <b>Occupation:</b>                                    | CAD for Garments  |                  |  |          |          |          |
| <b>Unit Name:</b>                                     | Operate in a team environment   |                  |  |          |          |          |
| <b>Unit Code:</b>                                     | SEIP-RMG-CAD-03-G   |                  |  |          |          |          |
| <b>Assessment Method:</b>                             | <b>P</b>  | <b>O</b>         | <b>W</b>   |          |          |          |
|   | Performance (including demonstration and observation)                               | Oral questioning | Written examination (including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>  | <b>Performance Criteria</b>   |                  |  | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify team goals and work processes             | 1.1. Roles and objectives of the team are identified and interpreted.               |                  |  |          | √        |          |
|   | 1.2. Roles and responsibilities of team members are identified and interpreted.     |                  |  |          | √        |          |
| 2. Identify own role and responsibilities within team | 2.1. Personal role and responsibilities are identified within the team environment. |                  |  |          | √        |          |
|   | 2.2. Reporting relationships are interpreted within team and external to team.      |                  |  |          |          | √        |

|   |   |   |  |  |
|---|---|---|--|--|
| 3. Communicate and co-operate with team members | 3.1. Other teammates' tasks are identified and support provided when requested.   | √ |  |  |
|   | 3.2. The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first. | √ |  |  |
|   | 3.3. Views and opinions of other team members are interpreted and respected.  | √ |  |  |
| 4. Practice problem solving within the team     | 4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.              | √ |  |  |
|   | 4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.             | √ |  |  |
|   | 4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.     | √ |  |  |
|   | 4.4. It is looked beyond the obvious and not stopped at the first answers.  | √ |  |  |

|   |  |                  |   |          |          |          |
|---|--|------------------|---|----------|----------|----------|
| <b>Occupation:</b>                              | CAD for Garments   |                  |   |          |          |          |
| <b>Unit Name:</b>                               | Apply basic IT skills  |                  |   |          |          |          |
| <b>Unit Code:</b>                               | SEIP-RMG-CAD-04-G  |                  |   |          |          |          |
| <b>Assessment Method:</b>                       | <b>P</b>   | <b>O</b>         | <b>W</b>  |          |          |          |
|   | Performance<br>(including demonstration and observation)                             | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>                                  | <b>Performance Criteria</b>  |                  |   | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify and use most commonly used IT tools | 1.1. History of information technology (IT) is identified and summarised.            |                  | √   |          |          |          |
|   | 1.2. Commonly used IT tools are identified and described.                            | √                |   |          |          |          |
| 2. Understand use of computer                   | 2.1. Basic parts of a computer are identified.                                       | √                |   |          |          |          |
|   | 2.2. Turning on and off technique of a computer is performed.                        | √                |   |          |          |          |
|   | 2.3. Working environment, functions and features of operating system is interpreted. | √                |   |          |          |          |
|   | 2.4. Simple trouble-shooting techniques are applied.                                 | √                |   |          |          |          |
| 3. Work with word processing application        | 3.1. Word processing application appropriate to perform activity is operated.        | √                |   |          |          |          |
|   | 3.2. Basic typing technique to document is applied.                                  | √                |   |          |          |          |
|   | 3.3. Word processing techniques to document are employed.                            | √                |   |          |          |          |

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

|  |   |                  |   |          |          |          |
|--|---|------------------|---|----------|----------|----------|
| <b>Occupation:</b>                                     | CAD for Garments  |                  |   |          |          |          |
| <b>Unit Name:</b>                                      | Understand the RMG business   |                  |   |          |          |          |
| <b>Unit Code:</b>                                      | SEIP-RMG-CAD-01-S   |                  |   |          |          |          |
| <b>Assessment Method:</b>                              | <b>P</b>  | <b>O</b>         | <b>W</b>  |          |          |          |
|  | Performance<br>(including demonstration and observation)  | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>   | <b>Performance Criteria</b>   |                  |   | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify basic business communication practices     | 1.1. Communication requirements in RMG Sector are interpreted in accordance with specific job role.   |                  | √   |          |          |          |
|  | 1.2. Modes of communication are identified and described.   |                  |   |          | √        |          |
|  | 1.3. Communication policies and guidelines are interpreted and followed.  | √                |   |          |          |          |
| 2. Recognise the history of RMG industry in Bangladesh | 2.1. History of RMG industry in Bangladesh is explored with reference to the past and present status and expected future trends.                  |                  |   |          | √        |          |
|  | 2.2. Importance of the RMG industry and its relationship to the Bangladesh labour market is stated with emphasis on manpower and economic impact. |                  |   |          | √        |          |
|  | 2.3. Present and projected future trends and technologies relevant to the sector are identified.  |                  | √   |          |          |          |
| 3. Identify major departments of RMG sector            | 3.1. Scope and nature of major departments of the RMG sector are identified.  |                  |   |          | √        |          |
|  | 3.2. Role and responsibilities of self are identified in relation to the department and organisation as a whole.                                  |                  |   |          | √        |          |
|  | 3.3. Machines used in different departments are identified.   |                  |   |          | √        |          |

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

|   |  |   |  |          |          |          |
|---|--|---|--|----------|----------|----------|
| <b>Occupation:</b>                            | CAD for Garments   |   |  |          |          |          |
| <b>Unit Name:</b>                             | Apply occupational health and safety (OHS) practice in the workplace |   |  |          |          |          |
| <b>Unit Code:</b>                             | SEIP-RMG-CAD-02-S  |   |  |          |          |          |
| <b>Assessment Method:</b>                     | <b>P</b>   | <b>O</b>  | <b>W</b>   |          |          |          |
|   | Performance<br><i>(including demonstration and observation)</i>      | Oral questioning  | Written examination<br><i>(including short-answer, multiple choice, and true or false questions)</i> |          |          |          |
| <b>Element</b>                                | <b>Performance Criteria</b>  |   |  | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify OHS policies and procedures       | 1.1.   | OHS policies and safe operating procedures are interpreted.   | √  |          |          |          |
|   | 1.2.   | Safety signs and symbols are identified and followed.   | √  |          |          |          |
|   | 1.3.   | Response, evacuation procedures and other contingency measures are interpreted correctly.               | √  |          |          |          |
| 2. Apply personal health and safety practices | 3.1.   | OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | √  |          |          |          |
|   | 2.2.   | Common health issues are recognised.  | √  |          |          |          |
|   | 2.3.   | Common safety issues are identified.  | √  |          |          |          |
| 3. Report hazards and risks                   | 3.1  | Hazards and risks are identified.   | √  |          |          |          |
|   | 3.2  | Hazards and risks assessment and controls are interpreted.  | √  |          | √        |          |
| 4. Respond to emergencies                     | 4.1  | Respond to alarms and warning devices.  |  | √        |          |          |
|   | 4.2  | Emergency response plans and procedures are responded to.   |  | √        |          |          |
|   | 4.3  | First aid procedures during emergency situations are identified.  |  | √        |          |          |

|                           |                                       |                  |  |  |  |
|---------------------------|---------------------------------------|------------------|--|--|--|
| <b>Occupation:</b>        | CAD for Garments                      |                  |  |  |  |
| <b>Unit Name:</b>         | Perform measurements and calculations |                  |  |  |  |
| <b>Unit Code:</b>         | SEIP-RMG-CAD-03-S                     |                  |  |  |  |
| <b>Assessment Method:</b> | <b>P</b>                              | <b>O</b>         | <b>W</b>   |  |  |
|                           | Performance                           | Oral questioning | Written examination<br><i>(including short-answer,</i> |  |  |

|                                    | <i>(including demonstration and observation)</i>   |   | <i>multiple choice, and true or false questions)</i> |   |  |
|------------------------------------|--|---|--|---|--|
| Element                            | Performance Criteria   | P | O  | W |  |
| 1. Selecting measuring devices     | 1.1. Work instructions are confirmed and applied to the job in hand.   | √ |  |   |  |
|                                    | 1.2. Materials to be measured are identified as per job specifications.  | √ |  |   |  |
|                                    | 1.3. Appropriate measuring devices are selected based on materials to be measured.   | √ |  |   |  |
|                                    | 1.4. Specifications are obtained from relevant documents.  | √ |  |   |  |
|                                    | 1.5. Tolerance and clearance limits are identified and adjusted according to the job requirements.                         | √ |  |   |  |
| 2. Obtain measurements for apparel | 2.1. Accurate measurements are obtained in accordance with job requirements.   | √ |  |   |  |
|                                    | 2.2. Systems of measurements are identified and measurement conversions done as per requirement.                           | √ |  |   |  |
|                                    | 2.3. Measurements are confirmed and recorded in the given company format.  | √ |  |   |  |
| 3. Perform simple calculations     | 3.1 Simple calculations involving basic operations are carried out.  | √ |  |   |  |
|                                    | 3.2 Other operations are used to complete tasks.   | √ |  |   |  |
|                                    | 3.3 Appropriate formulas for calculating quantities of materials are selected and calculations are performed and verified. | √ |  |   |  |
|                                    | 3.4 Material quantities are accurately calculated and shared with team.  | √ |  |   |  |

| <b>Occupation:</b>                          | CAD for Garments  |                  |  |   |  |
|---|---|------------------|--|---|--|
| <b>Unit Name:</b>                           | Read and interpret sketches and drawings  |                  |  |   |  |
| <b>Unit Code:</b>                           | SEIP-RMG-CAD-04-S   |                  |  |   |  |
| <b>Assessment Method:</b>                   | <b>P</b>  | <b>O</b>         | <b>W</b>   |   |  |
|   | Performance<br><i>(including demonstration and observation)</i>                 | Oral questioning | Written examination<br><i>(including short-answer, multiple choice, and true or false questions)</i> |   |  |
| Element                                     | Performance Criteria  | P                | O  | W |  |
| 1. Interpret information and specifications | 1.1. Appropriate manuals for work activity are identified and collected.        | √                |  |   |  |
|   | 1.2. Information and specifications in the manuals are interpreted and applied. | √                |  |   |  |

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

|  |   |                  |   |          |          |          |
|--|---|------------------|---|----------|----------|----------|
| <b>Occupation:</b>   | CAD for Garments  |                  |   |          |          |          |
| <b>Unit Name:</b>  | Interpret fundamentals of CAD operations                                      |                  |   |          |          |          |
| <b>Unit Code:</b>  | SEIP-RMG-CAD-01-O   |                  |   |          |          |          |
| <b>Assessment Method:</b>                                  | <b>P</b>  | <b>O</b>         | <b>W</b>  |          |          |          |
|  | Performance<br>(including demonstration and observation)                      | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>   | <b>Performance Criteria</b>   |                  |   | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Understand requirements of CAD                          | 1.1. CAD system is interpreted as per RMG industry.                           |                  | √   |          |          |          |
|  | 1.2. Functions of CAD systems are identified and described.                   |                  | √   |          |          |          |
|  | 1.3. Working sequence of CAD section in RMG industry is understood.           | √                |   |          |          |          |
|  | 1.4. Basic CAD software is identified.  | √                |   |          |          |          |
| 2. Interpret job responsibility of CAD operators           | 2.1. Job role of a CAD operator is defined.                                   |                  |   |          | √        |          |
|  | 2.2. Prime job responsibilities are listed as per RMG industry.               |                  |   |          | √        |          |
| 3. Identify parts, points and measuring guides of garments | 3.2. Parts of human body are identified and concisely described.              | √                |   |          |          |          |
|  | 3.3. Horizontal and vertical measurement processes are identified.            | √                |   |          |          |          |
|  | 3.4. Specification for garment guides are identified as per job requirements. | √                |   |          |          |          |
|  | 3.5. Basic points of measurement are identified as per measurement chart.     | √                |   |          |          |          |
| 4. Interpret manual pattern and marker making              | 4.1. Manual pattern making methods are identified.                            | √                |   |          |          |          |
|  | 4.2. Manual pattern is interpreted as per measurement sheet.                  | √                |   |          |          |          |
|  | 4.3. Pattern grading is interpreted and understood.                           | √                |   |          |          |          |
|  | 4.4. Manual marker making is interpreted.                                     | √                |   |          |          |          |

|  |  |                  |   |          |          |          |
|--|--|------------------|---|----------|----------|----------|
| <b>Occupation:</b>                                 | CAD for Garments   |                  |   |          |          |          |
| <b>Unit Name:</b>                                  | Perform CAD installation and operation   |                  |   |          |          |          |
| <b>Unit Code:</b>                                  | SEIP-RMG-CAD-02-O  |                  |   |          |          |          |
| <b>Assessment Method:</b>                          | <b>P</b>   | <b>O</b>         | <b>W</b>  |          |          |          |
|  | Performance<br>(including demonstration and observation)                           | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>                                     | <b>Performance Criteria</b>  |                  |   | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify hardware and software required for CAD | 1.1. Fundamentals of appropriate computer applications are identified and applied. |                  |   | √        |          |          |
|  | 1.2. Configuration of computer is identified and interpreted.                      |                  |   | √        |          |          |
|  | 1.3. CAD hardware is identified.   |                  |   | √        |          |          |
|  | 1.4. CAD software is identified.   |                  |   | √        |          |          |
| 2. Install CAD software                            | 2.1. Installation process in CAD software is identified and described.             |                  |   | √        |          |          |
|  | 2.2. CAD software is correctly installed.  |                  |   | √        |          |          |

|   |  |                  |   |          |          |          |
|---|--|------------------|---|----------|----------|----------|
| <b>Occupation:</b>                      | CAD for Garments   |                  |   |          |          |          |
| <b>Unit Name:</b>                       | Operate system of pattern making   |                  |   |          |          |          |
| <b>Unit Code:</b>                       | SEIP-RMG-CAD-03-O  |                  |   |          |          |          |
| <b>Assessment Method:</b>               | <b>P</b>   | <b>O</b>         | <b>W</b>  |          |          |          |
|   | Performance<br>(including demonstration and observation)                             | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |          |          |
| <b>Element</b>                          | <b>Performance Criteria</b>  |                  |   | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Identify functions to operate system | 1.1. Pattern design system (PDS) is identified and selection as per job requirement. |                  |   | √        |          |          |
|   | 1.2. Technical terms and functions of PDS are identified and interpreted.            |                  |   | √        |          |          |
|   | 1.3. Size table and styles are recognised and followed.                              |                  |   | √        |          |          |
|   | 1.4. User interface is identified and interpreted.                                   |                  |   | √        |          |          |
| 2. Perform pattern making with software | 2.1. Parts of garment are created by functions as per styling requirements.          |                  |   | √        |          |          |
|   | 2.2. Size table is fashioned.  |                  |   | √        |          |          |
|   | 2.3. Sewing allowance and shrinkage is calculated.                                   |                  |   | √        |          |          |
|   | 2.4. Variant and exporting process is performed.                                     |                  |   | √        |          |          |

|  |  |   |  |  |
|--|--|---|--|--|
|  | 2.5. Pattern making systems are converted to other software. | √ |  |  |
|--|--|---|--|--|

|                           |  |                  |   |          |
|---------------------------|--|------------------|---|----------|
| <b>Occupation:</b>        | CAD for Garments   |                  |   |          |
| <b>Unit Name:</b>         | Perform digitizing patterns                              |                  |   |          |
| <b>Unit Code:</b>         | SEIP-RMG-CAD-04-O  |                  |   |          |
| <b>Assessment Method:</b> | <b>P</b>   | <b>O</b>         | <b>W</b>  |          |
|                           | Performance<br>(including demonstration and observation) | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |
| <b>Element</b>            | <b>Performance Criteria</b>                              | <b>P</b>         | <b>O</b>  | <b>W</b> |
| 1. Prepare for digitizing | 1.1. Pattern parts and components are identified.        | √                |   |          |
|                           | 1.2. Approved pattern parts are collected.               | √                |   |          |
|                           | 1.3. Digitizer tools are checked and organised for use.  | √                |   |          |
| 2. Operate digitizer      | 2.1. Pattern is placed on the digitizer.                 | √                |   |          |
|                           | 2.2. Points and notches of pattern are checked           | √                |   |          |
|                           | 2.3. Points of pattern are marked using cursor.          | √                |   |          |
|                           | 2.4. Digitized patterns are saved and stored.            | √                |   |          |

|   |  |                  |   |          |
|---|--|------------------|---|----------|
| <b>Occupation:</b>                            | CAD for Garments   |                  |   |          |
| <b>Unit Name:</b>                             | Perform pattern grading  |                  |   |          |
| <b>Unit Code:</b>                             | SEIP-RMG-CAD-05-O  |                  |   |          |
| <b>Assessment Method:</b>                     | <b>P</b>   | <b>O</b>         | <b>W</b>  |          |
|   | Performance<br>(including demonstration and observation)                     | Oral questioning | Written examination<br>(including short-answer, multiple choice, and true or false questions) |          |
| <b>Element</b>                                | <b>Performance Criteria</b>  | <b>P</b>         | <b>O</b>  | <b>W</b> |
| 1. Interpret size and measurement differences | 1.1. Different sizes are interpreted as per the buyer's requirements.        | √                |   | √        |
|   | 1.2. Measurement differences between the sizes are calculated and confirmed. | √                |   |          |
| 2. Apply rule table for grading               | 2.1. Appropriate rule table is employed.                                     | √                |   |          |
|   | 2.2. Grading is undertaken and pattern adjusted for variances.               | √                |   |          |
|   | 2.3. Graded pattern is checked.  | √                |   |          |

|                                     |   |   |  |  |
|-------------------------------------|---|---|--|--|
| 3. Prepare and save graded patterns | 3.1. Graded patterns are collected for marker making. | √ |  |  |
|                                     | 3.2. Graded patterns are prepared.                    | √ |  |  |
|                                     | 3.3. Prepared patterns are saved and stored.          | √ |  |  |

|                             |   |                  |  |          |          |          |
|-----------------------------|---|------------------|--|----------|----------|----------|
| <b>Occupation:</b>          | CAD for Garments  |                  |  |          |          |          |
| <b>Unit Name:</b>           | Create marker and print   |                  |  |          |          |          |
| <b>Unit Code:</b>           | SEIP-RMG-CAD-06-O   |                  |  |          |          |          |
| <b>Assessment Method:</b>   | <b>P</b>  | <b>O</b>         | <b>W</b>   |          |          |          |
|                             | Performance<br><i>(including demonstration and observation)</i>                       | Oral questioning | Written examination<br><i>(including short-answer, multiple choice, and true or false questions)</i> |          |          |          |
| <b>Element</b>              | <b>Performance Criteria</b>   |                  |  | <b>P</b> | <b>O</b> | <b>W</b> |
| 1. Make marker              | 1.1. Marker making software is identified and selected.                               |                  |  | √        |          |          |
|                             | 1.2. Marker generalities and composition table are filled with necessary information. |                  |  | √        |          |          |
|                             | 1.3. Marker making is performed.  |                  |  | √        |          |          |
| 2. Print pattern and marker | 2.1. Printer is connected to CAD system.  |                  |  | √        |          |          |
|                             | 2.2. Paper width in printer is checked and ensured ready for use.                     |                  |  | √        |          |          |
|                             | 2.3. Sequence of print software is followed and print command is applied.             |                  |  | √        |          |          |
|                             | 2.4. Pattern and marker are printed.  |                  |  | √        |          |          |

## PART B – THE CANDIDATE

### Instructions to Candidate

---

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

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

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

Furthermore, the assessment process must:

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

There are two types of assessment:

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

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

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

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

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

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

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

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

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

## Self-Assessment Guide

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

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

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

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

|   |   |           |
|---|---|-----------|
| <b>Qualification:</b>   | <b>Computer Aided Design for Garments.</b>  |           |
| <b>Units of competency:</b>   | <p><b>Generic units:</b></p> <p>Use basic mathematical concepts</p> <p>Carry out workplace interaction</p> <p>Operate in a team environment</p> <p>Acquire basic IT skills</p> <p><b>Sector-specific units:</b></p> <p>Understand the RMG business</p> <p>Apply occupational health and safety (OHS) practice in the workplace</p> <p>Perform measurements and calculations</p> <p>Read and interpret sketches and drawings</p> <p><b>Occupation-specific units:</b></p> <p>Interpret fundamentals of CAD operations</p> <p>Perform CAD installation and operation</p> <p>Operate system of pattern making</p> <p>Perform digitizing patterns</p> <p>Perform pattern grading</p> <p>Create marker and print</p> |           |
| <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Read each of the questions in the left-hand column of the chart</li> <li>▪ Place a tick (√) in the appropriate box opposite each question to indicate your answer</li> </ul> |   |           |
| <b>Can I?</b>   | <b>YES</b>  | <b>NO</b> |
| ▪ Identify calculation requirements from workplace information  |   |           |
| ▪ Construct mathematical problems from workplace information  |   |           |
| ▪ Carry out appropriate method to calculation requirements  |   |           |

|   |  |  |
|---|--|--|
| ▪ Solve constructed mathematical problems with appropriate method   |  |  |
| ▪ Identify require tools and instruments for computation  |  |  |
| ▪ Perform calculation using appropriate tools and instruments accurately  |  |  |
| ▪ Interpret workplace codes of conduct as per organisational guidelines   |  |  |
| ▪ Maintain appropriate lines of communication with supervisors and colleagues   |  |  |
| ▪ Conduct workplace interactions in a courteous manner to gather and convey information   |  |  |
| ▪ Comprehend workplace procedures and matters   |  |  |
| ▪ Interpret workplace documents correctly   |  |  |
| ▪ Understand and follow visual information/symbols/signage correctly  |  |  |
| ▪ Access specific and relevant information from appropriate sources   |  |  |
| ▪ Use appropriate medium to transfer information and ideas  |  |  |
| ▪ Attend team meetings on time  |  |  |
| ▪ Follow meeting procedures and etiquette   |  |  |
| ▪ Ensure active participation, express opinions and heard   |  |  |
| ▪ Interpret inputs in line with the meeting purpose   |  |  |
| ▪ Perform responsibilities as a team member   |  |  |
| ▪ Perform tasks in accordance with workplace procedures   |  |  |
| ▪ Maintain confidentiality  |  |  |
| ▪ Avoid inappropriate and conflicting situations  |  |  |
| ▪ Identify and interpret roles and objectives of the team   |  |  |
| ▪ Identify and interpret roles and responsibilities of team members   |  |  |
| ▪ Identify personal role and responsibilities within the team environment   |  |  |
| ▪ Interpret reporting relationships within team and external to team  |  |  |
| ▪ Identify other teammates' tasks and support provided when requested   |  |  |
| ▪ Encourage the team through sharing information or expertise, working together to solve problems, and putting team success first |  |  |
| ▪ Interpret views and opinions of other team members  |  |  |
| ▪ Identify problems faced at the individual and team level and showed insight into the root-causes of the problems                |  |  |
| ▪ Identify a range of solutions and courses of action together with benefits, costs, and risks associated with each               |  |  |
| ▪ Recognise the good ideas of others to help develop solutions and advice sought from those who have solved similar problems      |  |  |

|   |  |  |
|---|--|--|
| ▪ It is looked beyond the obvious and not stopped at the first answers  |  |  |
| ▪ Identify and summary history of information technology (IT)   |  |  |
| ▪ Identify and described commonly used it tools   |  |  |
| ▪ Identify basic parts of a computer  |  |  |
| ▪ Perform turning on and off technique of a computer  |  |  |
| ▪ Interpret working environment, functions and features of operating system   |  |  |
| ▪ Apply simple trouble-shooting techniques  |  |  |
| ▪ Operate word processing application appropriate to perform activity   |  |  |
| ▪ Apply basic typing technique to document  |  |  |
| ▪ Employ word processing techniques to document   |  |  |
| ▪ Practice personal CV writing using suitable word processing techniques  |  |  |
| ▪ Use saving and retrieving technique of a document   |  |  |
| ▪ Identify and interpret spreadsheet working environment, functions and features  |  |  |
| ▪ Perform data entry on spreadsheet appropriate to perform activity   |  |  |
| ▪ Apply data manipulation techniques to spreadsheet document  |  |  |
| ▪ Create and save spreadsheet document  |  |  |
| ▪ Explain use of email account in online environment  |  |  |
| ▪ Complete writing and sending of workplace emails  |  |  |
| ▪ Identify and select different browsers to work online   |  |  |
| ▪ Apply browse different web portals and proper search techniques   |  |  |
| ▪ Interpret communication requirements in RMG sector in accordance with specific job role   |  |  |
| ▪ Identify and describe modes of communication  |  |  |
| ▪ Interpret and follow communication policies and guidelines  |  |  |
| ▪ Explore history of RMG industry in Bangladesh with reference to the past and present status, and expected future trends                 |  |  |
| ▪ State importance of the RMG industry and its relationship to the Bangladesh labour market with emphasis on manpower and economic impact |  |  |
| ▪ Identify present and projected future trends and technologies relevant to the sector  |  |  |
| ▪ Identify scope and nature of major departments of the RMG sector  |  |  |
| ▪ Categorize types of prime export markets based on their current and future potential  |  |  |
| ▪ Identify and describe export marketing process is clearly   |  |  |

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

|  |  |  |
|--|--|--|
| ▪ Identify and describe functions of cad systems                         |  |  |
| ▪ Understand working sequence of cad section in RMG industry             |  |  |
| ▪ Identify basic CAD software  |  |  |
| ▪ Define job role of a CAD operator                                      |  |  |
| ▪ List prime job responsibilities as per RMG industry                    |  |  |
| ▪ Identify and describe parts of human body                              |  |  |
| ▪ Identify horizontal and vertical measurement processes                 |  |  |
| ▪ Identify specification for garment guides as per job requirements      |  |  |
| ▪ Identify basic points of measurement as per measurement chart          |  |  |
| ▪ Identify manual pattern making methods                                 |  |  |
| ▪ Interpret manual pattern as per measurement sheet                      |  |  |
| ▪ Interpret and understand pattern grading                               |  |  |
| ▪ Interpret manual marker making   |  |  |
| ▪ Identify and apply fundamentals of appropriate computer applications   |  |  |
| ▪ Identify and interpret configuration of computer                       |  |  |
| ▪ Identify CAD hardware  |  |  |
| ▪ Identify CAD software  |  |  |
| ▪ Identify and describe installation process in CAD software             |  |  |
| ▪ Install CAD software is correctly                                      |  |  |
| ▪ Identify and select pattern design system (PDS) as per job requirement |  |  |
| ▪ Identify and interpret technical terms and functions of PDS            |  |  |
| ▪ Recognise and follow size table and styles                             |  |  |
| ▪ Identify and interpret user interface                                  |  |  |
| ▪ Create parts of garment by functions as per styling requirements       |  |  |
| ▪ Fashion size table   |  |  |
| ▪ Calculate sewing allowance and shrinkage                               |  |  |
| ▪ Perform variant and exporting process                                  |  |  |
| ▪ Convert pattern making systems to other software                       |  |  |
| ▪ Identify pattern parts and components                                  |  |  |
| ▪ Collect approved pattern parts   |  |  |
| ▪ Check and organise digitizer tools for use                             |  |  |
| ▪ Place pattern on the digitizer   |  |  |
| ▪ Check points and notches of pattern                                    |  |  |

|   |  |              |
|---|--|--------------|
| ▪ Mark points of pattern using cursor   |  |              |
| ▪ Save and store digitized patterns   |  |              |
| ▪ Interpret different sizes as per the buyer's requirements   |  |              |
| ▪ Calculate and confirm measurement differences between the sizes   |  |              |
| ▪ Employ appropriate rule table   |  |              |
| ▪ Adjust grading is undertaken and pattern for variances  |  |              |
| ▪ Check graded pattern  |  |              |
| ▪ Collect graded patterns for marker making   |  |              |
| ▪ Prepare graded patterns   |  |              |
| ▪ Save and store prepared patterns  |  |              |
| ▪ Identify and select marker making software  |  |              |
| ▪ Fill marker generalities and composition table with necessary information   |  |              |
| ▪ Perform marker making   |  |              |
| ▪ Connect printer to cad system   |  |              |
| ▪ Check and ensure paper width in printer ready for use   |  |              |
| ▪ Follow and apply sequence of print software and print command   |  |              |
| ▪ Print pattern and marker  |  |              |
| I agree to undertake assessment in the knowledge that the information gathered will only be used for educational and professional development purposes, and can only be accessed by concerned assessment personnel and my manager/supervisor. |  |              |
| <b>Candidate's signature:</b>   |  | <b>Date:</b> |

## PART C – THE ASSESSMENT

### Assessment Agreement – CAD for Garments

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

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

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

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

Therefore, to attain the Certificate of **CAD for Garments**, you must demonstrate competence in the following units, as established in the assessment agreement:

| CODE                                    | UNIT OF COMPETENCY   |
|---|--|
| <b>Generic Competencies</b>             |  |
| SEIP-RMG-CAD-01-G                       | Use basic mathematical concepts                                      |
| SEIP-RMG-CAD-02-G                       | Carry out workplace interaction                                      |
| SEIP-RMG-CAD-03-G                       | Operate in a team environment  |
| SEIP-RMG-CAD-04-G                       | Acquire basic IT skills  |
| <b>Sector-specific Competencies</b>     |  |
| SEIP-RMG-CAD-01-S                       | Understand the RMG business  |
| SEIP-RMG-CAD-02-S                       | Apply occupational health and safety (OHS) practice in the workplace |
| SEIP-RMG-CAD-03-S                       | Perform measurements and calculations                                |
| SEIP-RMG-CAD-04-S                       | Read and interpret sketches and drawings                             |
| <b>Occupation-specific Competencies</b> |  |
| SEIP-RMG-CAD-01-O                       | Interpret fundamentals of CAD operations                             |
| SEIP-RMG-CAD-02-O                       | Perform CAD installation and operation                               |
| SEIP-RMG-CAD-03-O                       | Operate system of pattern making                                     |
| SEIP-RMG-CAD-04-O                       | Perform digitizing patterns  |
| SEIP-RMG-CAD-05-O                       | Perform pattern grading  |
| SEIP-RMG-CAD-06-O                       | Create marker and print  |

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

| <b>Assessment Agreement</b>   |  |
|---|--|
| <b>Occupation:</b>  | CAD for Garments   |
| <b>Assessment Centre:</b>   |  |
| <b>Candidate Name:</b>  |  |
| <b>Assessor Name:</b>   |  |
| <b>Unit of Competency</b>   |  |
| <b>Generic Competencies</b>   |  |
| SEIP-RMG-CAD-01-G   | Use basic mathematical concepts                                      |
| SEIP-RMG-CAD-02-G   | Carry out workplace interaction                                      |
| SEIP-RMG-CAD-03-G   | Operate in a team environment  |
| SEIP-RMG-CAD-04-G   | Acquire basic IT skills  |
| <b>Sector-specific Competencies</b>   |  |
| SEIP-RMG-CAD-01-S   | Understand the RMG business  |
| SEIP-RMG-CAD-02-S   | Apply occupational health and safety (OHS) practice in the workplace |
| SEIP-RMG-CAD-03-S   | Perform measurements and calculations                                |
| SEIP-RMG-CAD-04-S   | Read and interpret sketches and drawings                             |
| <b>Occupation-specific Competencies</b>   |  |
| SEIP-RMG-CAD-01-O   | Interpret fundamentals of CAD operations                             |
| SEIP-RMG-CAD-02-O   | Perform CAD installation and operation                               |
| SEIP-RMG-CAD-03-O   | Operate system of pattern making                                     |
| SEIP-RMG-CAD-04-O   | Perform digitizing patterns  |
| SEIP-RMG-CAD-05-O   | Perform pattern grading  |
| SEIP-RMG-CAD-06-O   | Create marker and print  |
| <b>Resources Required for Assessment</b>  |  |
| <p>Candidates must have access to the following:</p> <ul style="list-style-type: none"> <li>▪ copies of activities, questions, projects nominated by the assessor</li> <li>▪ relevant organisational policies, protocols and procedural documents (if required)</li> <li>▪ devices or tools to record answers</li> <li>▪ appropriate actual or simulated workplace</li> <li>▪ all necessary tools and equipment used in performance of the work-based task</li> <li>▪ any other resources normally used in the workplace</li> </ul> |  |
| <b>Assessment Instructions</b>  |  |
| <p>Candidates should respond to the formative and summative assessments either verbally or in writing as agreed with the assessor. Written responses can be recorded in the spaces provided (if more space is required attach additional pages) or submitted in a word-processed document.</p> <p>If candidates answer verbally, the assessor should record their answers in detail.</p>  |  |

Candidates should also undertake observable tasks that provide evidence of performance. The assessor must provide instruction to candidates on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.

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

**Performance Standards**

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

Completion of all tasks for a unit of competency, to a satisfactory level, will contribute to an assessment of competence for that specific individual unit (or units if holistic assessment approach is taken).

Successful completion of all the units of competency that comprise of the qualification CAD for Garments, will result in the candidate being issued with the relevant, nationally recognised certificate.

Assessors must clearly explain the required performance standards.

**Declaration**

I declare that:

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

|                             |  |              |  |
|-----------------------------|--|--------------|--|
| <b>Candidate Signature:</b> |  | <b>Date:</b> |  |
| <b>Assessor Signature:</b>  |  | <b>Date:</b> |  |

## PART D – ASSESSMENT TOOLS

### Specific Instructions to Assessor

---

Please read carefully and prepare as necessary:

1. The assessor shall (practical demonstration assessment activities):
  - provide the candidate with the necessary tools, equipment, machinery and materials for completion of one (1) set of the following practical demonstration activities:
    - **Set A:**
      - Prepare pattern on collar band, front part, back yoke and sleeve (woven shirt)
      - Digitize pattern from bodice block
      - Grade pattern and make marker
    - **Set B:**
      - Prepare pattern on collar, back part, yoke and sleeve (woven shirt)
      - Digitize pattern from ladies' top block
      - Grade pattern and make marker
    - **Set C:**
      - Prepare pattern on front and back part, and sleeve (t- shirt)
      - Digitize pattern from ladies' skirt block
      - Grade pattern and make marker
  - provide the candidate with the copy of the specific instruction to candidate
  - allow each practical demonstration to be performed within **maximum** two (2) hours including preparation of the materials
  - ensure that the candidate **FULLY** understands the instructions before proceeding to the performance of the assessment activity
  - allow fifteen (15) minutes for the candidate to familiarise themselves with the resources to be used during the practical demonstrations
  - ensure that the candidate is wearing appropriate personal protective equipment (PPE) before allowing them to proceed with the assessment activity
2. Assessment shall be based on the performance criteria in each of the units of competency. The evidence gathering method shall be comprised of:
  - (a) Written Test (1 hour) – **knowledge evidence**
  - (b) Practical Demonstration (4 hours) – **performance evidence**The practical demonstration activities will be divided into three (3) tasks (contained in one set):
  - (i) Practical Demonstration 1 (1 hour)
  - (ii) Practical Demonstration 2 (2 hours)
  - (iii) Practical Demonstration 3 (1 hour)
3. At the conclusion of each assessment activity, you will provide feedback to the candidate of the assessment result. The feedback will indicate whether the candidate is:

**COMPETENT**

**NOT YET COMPETENT**

4. The list of tools, equipment, machinery and materials to be provided for completion of the practical demonstration assessment activities can be found at:
- Set A – Practical Demonstration 1 page 40
  - Set A – Practical Demonstration 2: page 45
  - Set A – Practical Demonstration 3: page 49
  - Set B – Practical Demonstration 1: page 53
  - Set B – Practical Demonstration 2: page 64
  - Set B – Practical Demonstration 3: page 68
  - Set C – Practical Demonstration 1: page 73
  - Set C – Practical Demonstration 2: page 78
  - Set C – Practical Demonstration 3: page 82

## Specific Instructions to Candidate

---

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

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

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

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

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

1. Written Test (1 hour) – a variety of multiple-choice, true or false and short answer theory questions to support your competence with regard to the required knowledge (**knowledge evidence**).
2. Practical Demonstration (4 hours) – observable tasks outlined in the elements and performance criteria of the units of competency, completed to support a judgement of satisfactory performance to the required standard (**performance evidence**).

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

○ **Set A:**

- Prepare pattern on collar band, front part, back yoke and sleeve (woven shirt) (1 hour)
- Digitize pattern from bodice block (2 hours)
- Grade pattern and make marker (1 hour)

○ **Set B:**

- Prepare pattern on collar, back part, yoke and sleeve (woven shirt) (1 hour)
- Digitize pattern from ladies' top block (2 hours)
- Grade pattern and make marker (1 hour)

○ **Set C:**

- Prepare pattern on front and back part, and sleeve (t- shirt) (1 hour)
- Digitize pattern from ladies' skirt block (2 hours)
- Grade pattern and make marker (1 hour)

3. The assessor will provide all necessary tools, equipment, machinery and materials required to complete each assessment activity.
4. These assessments cover all units of competency for CAD for Garments.
5. The assessor will provide you with feedback of your performance after completion of each assessment activity. This feedback shall indicate whether you are:



**COMPETENT**



**NOT YET COMPETENT**

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

## Written Test

| WRITTEN TEST - INSTRUCTIONS  |  |
|--|--|
| <b>Candidate Name:</b>   |  |
| <b>Assessor Name:</b>  |  |
| <b>Qualification:</b>  | Certificate in CAD for Garments                                      |
| <b>Unit of Competency</b>  |  |
| <b>Generic Competencies</b>  |  |
| SEIP-RMG-CAD-01-G  | Use basic mathematical concepts                                      |
| SEIP-RMG-CAD-02-G  | Carry out workplace interaction                                      |
| SEIP-RMG-CAD-03-G  | Operate in a team environment  |
| SEIP-RMG-CAD-04-G  | Acquire basic IT skills  |
| <b>Sector-specific Competencies</b>  |  |
| SEIP-RMG-CAD-01-S  | Understand the RMG business  |
| SEIP-RMG-CAD-02-S  | Apply occupational health and safety (OHS) practice in the workplace |
| SEIP-RMG-CAD-03-S  | Perform measurements and calculations                                |
| SEIP-RMG-CAD-04-S  | Read and interpret sketches and drawings                             |
| <b>Occupation-specific Competencies</b>  |  |
| SEIP-RMG-CAD-01-O  | Interpret fundamentals of CAD operations                             |
| SEIP-RMG-CAD-02-O  | Perform CAD installation and operation                               |
| SEIP-RMG-CAD-03-O  | Operate system of pattern making                                     |
| SEIP-RMG-CAD-04-O  | Perform digitizing patterns  |
| SEIP-RMG-CAD-05-O  | Perform pattern grading  |
| SEIP-RMG-CAD-06-O  | Create marker and print  |
| <b>Assessment Centre:</b>  |  |
| <b>Date of Assessment:</b>   |  |
| <b>Time of Assessment:</b>   |  |
| <b>Instructions:</b>   |  |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this written examination is based on the performance criteria from all the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning knowledge</li> <li>▪ write your answers on the paper provided</li> <li>▪ answer all the questions as best as possible</li> <li>▪ you have 1 (one) hour to complete this test</li> </ul> |  |

| WRITTEN TEST  |   |  |
|---|---|--|
| Multiple Choice   |   |  |
| This is a <b>multiple-choice</b> test. Choose the appropriate answer and circle the letter that corresponds with your answer. |   |  |
| 1.  | The elaboration of CAD is?                                  | <ul style="list-style-type: none"> <li>a. Computer Adopted Design</li> <li>b. Computer Aided Design</li> <li>c. Computer Accredited Design</li> <li>d. Cultural Aided Design</li> <li>e. Colour Accepted Design</li> </ul> |
| 2.  | CAD for Garments are used for?                              | <ul style="list-style-type: none"> <li>a. Pattern making only</li> <li>b. Pattern grading only</li> <li>c. Marker making only</li> <li>d. Pattern digitizing only</li> <li>e. All of the above</li> </ul>                  |
| 3.  | Marker making by CAD is more?                               | <ul style="list-style-type: none"> <li>a. Efficient</li> <li>b. Time consuming</li> <li>c. Disorganized</li> <li>d. Colourful</li> </ul>   |
| 4.  | By <b>using</b> CAD marker, we can?                         | <ul style="list-style-type: none"> <li>a. Make garments</li> <li>b. Check fabric consumption</li> <li>c. Makes garments finishing</li> <li>d. Colour fabrics</li> </ul>  |
| 5.  | User interface <b>includes?</b>                             | <ul style="list-style-type: none"> <li>a. File, Edit, Sheet, Display</li> <li>b. File, Drawing, Fact</li> <li>c. File, Colour, Drawing, Display</li> <li>d. Fact, File, Colour</li> </ul>                                  |
| 6.  | The following are included with digitizer tools except for? | <ul style="list-style-type: none"> <li>a. Digitizer board</li> <li>b. Digitizer laser</li> <li>c. Digitizer cursor</li> <li>d. Digitizer pins</li> </ul>   |
| 7.  | Pattern grading is related to?                              | <ul style="list-style-type: none"> <li>a. Weight of garment parts</li> <li>b. Colour of garment parts</li> <li>c. Fullness of garment parts</li> </ul>   |

|     |  |  |
|-----|--|--|
|     |  | d. Measurement differences of garment parts  |
| 8.  | Taking information for making marker, we need?                             | a. Marker making software<br>b. Marker mixer software<br>c. Marker binding software<br>d. Marker copy software |
| 9.  | Marker generalities and marker composition table need to be filled?        | a. First<br>b. Last<br>c. Middle   |
| 10. | The following are tools and equipment needed for CAD operation except for? | a. Printer<br>b. CPU<br>c. Software<br>d. Cell phone<br>e. Hardware  |

#### True or False Quiz

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

|     |   |  |
|-----|---|--|
| 11. | CAD operation is slower than manual operation.                        | True <input type="checkbox"/> False <input type="checkbox"/> |
| 12. | It is necessary to know about the manual patterns to operate CAD.     | True <input type="checkbox"/> False <input type="checkbox"/> |
| 13. | It is not possible to make marker without preparing the patterns.     | True <input type="checkbox"/> False <input type="checkbox"/> |
| 14. | Sewing allowances should be considered <b>when</b> working patterns.  | True <input type="checkbox"/> False <input type="checkbox"/> |
| 15. | CAD <b>does not help</b> to increase marker efficiency.               | True <input type="checkbox"/> False <input type="checkbox"/> |
| 16. | To operate CAD, it is necessary to know basic computer applications.  | True <input type="checkbox"/> False <input type="checkbox"/> |
| 17. | Understanding sketches is the essential part <b>of operating</b> CAD. | True <input type="checkbox"/> False <input type="checkbox"/> |

#### Short Answer

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

|     |  |  |
|-----|--|--|
| 18. | What is tolerance?   |  |
| 19. | <b>What are</b> the normal working hours for a garment professional? |  |

|  |   |              |
|--|---|--------------|
| 20.  | Which <b>sections</b> are identified <b>as being within the</b> production department?                                  |              |
| 21.  | What is the name of <b>the</b> cutting machine which is mostly used in garment industry?                                |              |
| 22.  | <b>What</b> is the main export market for Bangladesh RMG?   |              |
| 23.  | What does hazard mean?  |              |
| 24.  |  <p>What does the above sign mean?</p> |              |
| 25.  | What does ' <b>ratio</b> ' mean?  |              |
| <b>Feedback to candidate:</b>  |   |              |
| Assessment decision for this assessment activity:  |   |              |
| <input type="checkbox"/> <b>Competent</b> <span style="margin-left: 200px;"><input type="checkbox"/> <b>Not Yet Competent</b></span> |   |              |
| <b>Candidate Signature:</b>  |   | <b>Date:</b> |
| <b>Assessor Signature:</b>   |   | <b>Date:</b> |

## Written Test - Answers

Answers are highlighted in bold and *italics*.

| Multiple Choice |   |   |
|-----------------|---|---|
| 1.              | The elaboration of CAD is?                                  | a. Computer Adopted Design<br>b. <b>Computer Aided Design</b><br>c. Computer Accredited Design<br>d. Cultural Aided Design<br>e. Colour Accepted Design |
| 2.              | CAD for Garments are used for?                              | a. Pattern making only<br>b. Pattern grading only<br>c. Marker making only<br>d. Pattern digitizing only<br>e. <b>All of the above</b>                  |
| 3.              | Marker making by CAD is more?                               | a. <b>Efficient</b><br>b. Time consuming<br>c. Disorganized<br>d. Colourful   |
| 4.              | By using CAD marker, we can?                                | a. Make garments<br>b. <b>Check fabric consumption</b><br>c. Make garments finishing<br>d. Colour fabrics   |
| 5.              | User interface includes?                                    | a. <b>File, Edit, Sheet, Display</b><br>b. File, Drawing, Fact<br>c. File, Colour, Drawing, Display<br>d. Fact, File, Colour                            |
| 6.              | The following are included with digitizer tools except for? | a. Digitizer board<br>b. Digitizer laser<br>c. Digitizer cursor<br>d. <b>Digitizer pins</b>   |
| 7.              | Pattern grading is related to?                              | a. Weight of garment parts<br>b. Colour of garment parts<br>c. Fullness of garment parts<br>d. <b>Measurement differences of garment parts</b>          |

|                           |  |   |
|---------------------------|--|---|
| 8.                        | Taking information for making marker, we need?   | a. <b>Marker making software</b><br>b. Marker mixer software<br>c. Marker binding software<br>d. Marker copy software   |
| 9.                        | Marker generalities and marker composition table need to be filled?                    | a. <b>First</b><br>b. Last<br>c. Middle   |
| 10.                       | The following are tools and equipment needed for CAD operation except for?             | a. Printer<br>b. CPU<br>c. Software<br>d. <b>Cell phone</b><br>e. Hardware  |
| <b>True or False Quiz</b> |  |   |
| 11.                       | CAD operation is slower than manual operation.   | True <input type="checkbox"/> False <input checked="" type="checkbox"/>   |
| 12.                       | It is necessary to know about the manual patterns to operate CAD.                      | True <input checked="" type="checkbox"/> False <input type="checkbox"/>   |
| 13.                       | It is not possible to make marker without preparing the patterns.                      | True <input checked="" type="checkbox"/> False <input type="checkbox"/>   |
| 14.                       | Sewing allowances should be considered <b>when</b> working patterns.                   | True <input checked="" type="checkbox"/> False <input type="checkbox"/>   |
| 15.                       | CAD <b>does not help</b> to increase marker efficiency.                                | True <input type="checkbox"/> False <input checked="" type="checkbox"/>   |
| 16.                       | To operate CAD, it is necessary to know basic computer applications.                   | True <input checked="" type="checkbox"/> False <input type="checkbox"/>   |
| 17.                       | Understanding sketches is the essential part <b>of operating</b> CAD.                  | True <input checked="" type="checkbox"/> False <input type="checkbox"/>   |
| <b>Short Answer</b>       |  |   |
| 18.                       | What is tolerance?   | <b><i>It is not possible to provide the exactly same garment though it is same size due to the handling of the operators. So, buyers are allowing some measurement differences officially, while inspecting garments is called tolerance.</i></b> |
| 19.                       | <b>What are</b> the normal working hours for a garment professional?                   | <b>8 hours</b>  |
| 20.                       | Which <b>sections</b> are identified <b>as being within the</b> production department? | <b>Cutting, Sewing, Finishing</b>   |

|     |   |   |
|-----|---|---|
| 21. | What is the name of <b>the</b> cutting machine which is mostly used in garment industry?                                | <b><i>Straight knife cutting machine</i></b>  |
| 22. | <b>What</b> is the main export market for Bangladesh RMG?   | <b><i>USA</i></b>   |
| 23. | What does hazard mean?  | <b><i>A hazard is something which has the potential to cause harm.</i></b>                            |
| 24. |  <p>What does the above sign mean?</p> | <b><i>Emergency Exit</i></b>  |
| 25. | What does ' <b>ratio</b> ' mean?  | <b><i>The combination of sizes with quantity of an order like S, M L XL, XXL is called ratio.</i></b> |

## Set A: Practical Demonstration 1

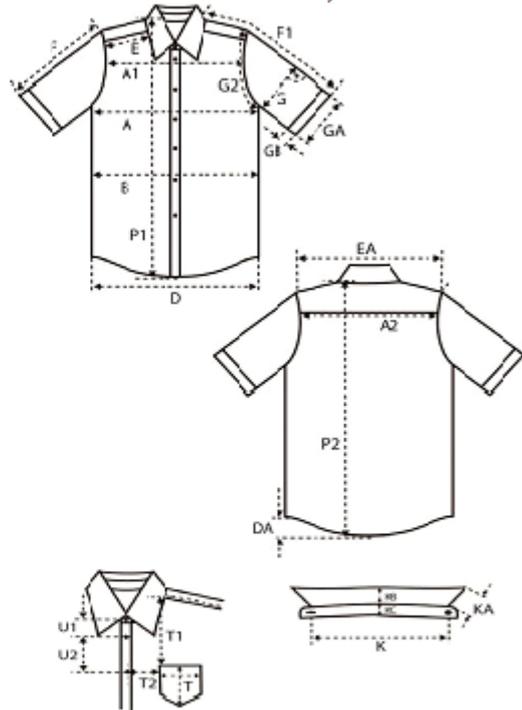
| PRACTICAL DEMONSTRATION 1   |  |
|---|--|
| <b>Candidate Name:</b>  |  |
| <b>Assessor Name:</b>   |  |
| <b>Qualification:</b>   | Certificate in CAD for Garments  |
| <b>Task:</b>  | Prepare pattern on collar band, front part, back yoke and sleeve (woven shirt) |
| <b>Assessment Centre:</b>   |  |
| <b>Date of Assessment:</b>  |  |
| <b>Time of Assessment:</b>  |  |
| <b>Instructions:</b>  |  |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>one (1)</b> hour to complete this demonstration</li> </ul>  |  |
| <b>Procedure:</b>   |  |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |  |
| <b>Job Specification Information:</b>   |  |
| <ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Interpret pattern as per measurement sheet (including manually).</li> <li>6. Identify points of measurement on basic woven shirt.</li> <li>7. Confirm calculations of measurements.</li> <li>8. Configure computer and install software (if necessary).</li> <li>9. Identify and select PDS as per job requirement.</li> <li>10. Carry out pattern preparation using relevant software.</li> <li>11. Complete report (in Word) confirming completion of task.</li> <li>12. Email report to supervisor.</li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean workplace and dispose of waste materials.</b></li> </ol> |  |
| <b>Drawing, Plan, Diagram or Sketch:</b>  |  |
| Please see specification sheet below for task details:  |  |

## SPECIFICATION SHEET

(GARMENT : HALF SLEEVE CASUAL SHIRT)

finished garment measurements in inch, where 1" = 2.54cm

| Sizes                                 |    | S       |
|---------------------------------------|----|---------|
|                                       |    | 38/39   |
| collar closed around                  | K  | 16 1/8" |
| 1/2 chest                             | A  | 21"     |
| 1/2 waist 48cm from c.b.              | B  | 19 1/2" |
| 1/2 bottom/hem                        | D  | 21"     |
| front width 11cm from c.l collarstand | A1 | 16"     |
| back width along yoke seam            | A2 | 17"     |
| shoulder width at seam                | E  | 6"      |
| sleeve length                         | F  | 10"     |
| sleeve length from neck seam          | F1 | 17"     |
| length front from HSP                 | P1 | 30"     |
| Back length from HSP                  | P2 | 30"     |
| 1/2 upper sleeve                      | G  | 9 1/8"  |
| armhole around curved                 | G2 | 21"     |
| 1/2 Hem width                         | GA | 6 3/4"  |
| Hem high                              | GB | 1"      |
| curved hem                            | DA | 2 1/2"  |
| distance to 1st button                | U1 | 3"      |
| distance between buttons              | U2 | 3 1/2"  |
| pocket position from HSP              | T1 | 8"      |
| pocket position from c.l.             | T2 | 2 1/8"  |
| pocket size width                     | T  | 4 1/2"  |
| pocket size length                    | T  | 5 1/2"  |



### Resources Required:

|            |                              |
|------------|------------------------------|
| Tools:     | Measuring tape<br>Calculator |
| Equipment: | CAD software<br>Computer     |
| Machinery: | N/A                          |
| Materials: | Stationary                   |
| PPE:       | N/A                          |

## Set A: Practical Demonstration 1 – Observation Checklist

| PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Prepare pattern on collar band, front part, back yoke and sleeve (woven shirt)  |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted pattern as per measurement sheet (including manually).                                      | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified calculation requirements.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Selected appropriate tool/device to perform calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Performed calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |

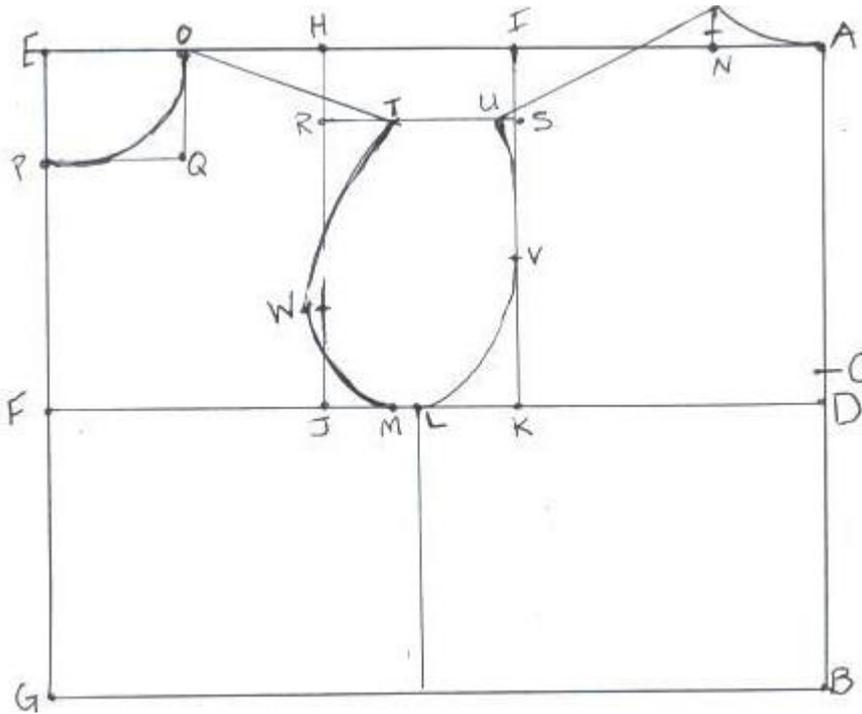
|   |                          |                          |
|---|--------------------------|--------------------------|
| Checked and connected any peripherals as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Selected appropriate measuring device.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified points of measurement as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Calculated measurements as per job requirement.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Confirmed and recorded measurements.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and installed CAD software.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared garments parts.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared size table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Added sewing and shrinkage allowance.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed variant and exporting process.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Created document as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrated basic typing technique.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved document as per standard operating procedure.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Composed and sent email attaching report.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |

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

## Set A: Practical Demonstration 2

| PRACTICAL DEMONSTRATION 2  |                                    |
|--|------------------------------------|
| <b>Candidate Name:</b>   |                                    |
| <b>Assessor Name:</b>  |                                    |
| <b>Qualification:</b>  | Certificate in CAD for Garments    |
| <b>Task:</b>   | Digitize pattern from bodice block |
| <b>Assessment Centre:</b>  |                                    |
| <b>Date of Assessment:</b>   |                                    |
| <b>Time of Assessment:</b>   |                                    |
| <b>Instructions:</b>   |                                    |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>two (2)</b> hours to complete this demonstration</li> </ul>  |                                    |
| <b>Procedure:</b>  |                                    |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>  |                                    |
| <b>Job Specification Information:</b>  |                                    |
| <ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Configure computer and install software (if necessary).</li> <li>6. Check digitizer tools.</li> <li>7. Identify and collect pattern parts and components.</li> <li>8. Prepare for digitizer operation.</li> <li>9. Operate digitizer for bodice block pattern.</li> <li>10. Check points and notches.</li> <li>11. Save and store digitized pattern.</li> <li>12. <b>Email saved digitized pattern to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean workplace and dispose of waste materials.</b></li> </ol> |                                    |
| <b>Drawing, Plan, Diagram or Sketch:</b>   |                                    |

Please see specification sheet below for task details:



**Resources Required:**

|            |                                       |
|------------|---------------------------------------|
| Tools:     | Measuring tape<br>Scale               |
| Equipment: | Computer<br>Digitizer board<br>Cursor |
| Machinery: | N/A                                   |
| Materials: | Patterns<br>Tape                      |
| PPE:       | N/A                                   |

## Set A: Practical Demonstration 2 – Observation Checklist

| PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Digitize pattern from bodice block  |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Prepared for digitizing.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified pattern parts and components.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked digitizer tools for operation.  | <input type="checkbox"/>  | <input type="checkbox"/> |

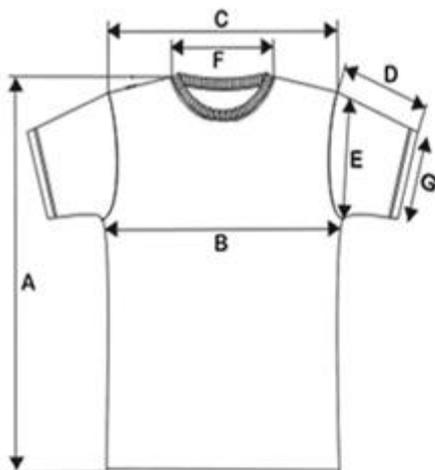
|   |                          |                          |
|---|--------------------------|--------------------------|
| Operated digitizer.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked points and notches of pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Marked points of pattern using cursor.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved and stored digitized pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Emailed digitized pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |
| <b>Candidate Signature:</b>   |                          | <b>Date:</b>             |
| <b>Assessor Signature:</b>  |                          | <b>Date:</b>             |

## Set A: Practical Demonstration 3

| PRACTICAL DEMONSTRATION 3   |                                 |
|---|---------------------------------|
| <b>Candidate Name:</b>  |                                 |
| <b>Assessor Name:</b>   |                                 |
| <b>Qualification:</b>   | Certificate in CAD for Garments |
| <b>Task:</b>  | Grade patterns and make marker  |
| <b>Assessment Centre:</b>   |                                 |
| <b>Date of Assessment:</b>  |                                 |
| <b>Time of Assessment:</b>  |                                 |
| <b>Instructions:</b>  |                                 |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have one (1) hour to complete this demonstration</li> </ul>   |                                 |
| <b>Procedure:</b>   |                                 |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |                                 |
| <b>Job Specification Information:</b>   |                                 |
| <ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. Configure computer and install software (if necessary).</li> <li>6. Attach any required peripherals.</li> <li>7. Analyse measurement chart and block pattern.</li> <li>8. Interpret size and measurement differences.</li> <li>9. Apply rule table for grading.</li> <li>10. Carry out grading (make pattern set of S, M, XL and XXL).</li> <li>11. Adjust pattern for variances.</li> <li>12. Check and save graded pattern.</li> <li>13. Collect graded pattern for marking.</li> <li>14. Prepare for marker making.</li> <li>15. Make marker using the following ratio (S=1, M=1, L=2, XL=2, XXL=1).</li> <li>16. Print pattern and marker.</li> <li>17. Clean, maintain and store tools and equipment.</li> <li>18. Clean workplace and dispose of waste materials.</li> </ol> |                                 |

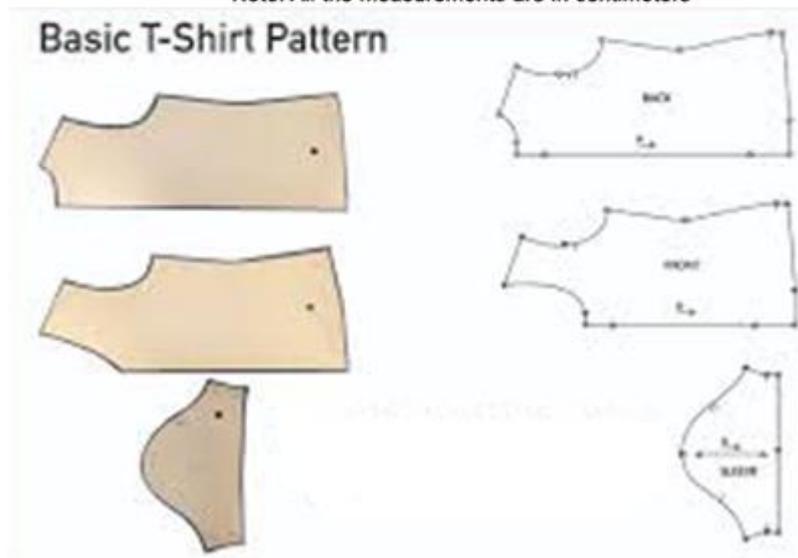
### Drawing, Plan, Diagram or Sketch:

The measurement chart and block pattern below are to be used to complete this task (using block pattern size L).



| MEN'S T-SHIRTS SIZE CHART         | S    | M    | L    | XL   | XXL  |
|-----------------------------------|------|------|------|------|------|
| A BODY LENGTH                     | 68   | 70   | 72   | 74   | 76   |
| B CHEST 1 INCH BELOW FROM ARMHOLE | 52   | 54   | 56   | 58   | 60   |
| C ACROSS SHOULDERS                | 44   | 46   | 48   | 50   | 52   |
| D SLEEVE LENGTH                   | 20   | 20.5 | 21   | 22   | 23   |
| E ARMHOLE                         | 25.5 | 26   | 26.5 | 27   | 27.5 |
| F NECK OPENING                    | 16   | 16.5 | 17   | 17.5 | 18   |
| G SLEEVE OPENING                  | 18   | 18.5 | 19   | 19.5 | 20   |

Note: All the measurements are in centimeters



### Resources Required:

Tools: Measuring tape  
Scale

Equipment: Computer  
CAD software

Machinery: N/A

Materials: Patterns  
Marker info sheet

PPE: N/A

## Set A: Practical Demonstration 3 – Observation Checklist

| PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Grade pattern and make marker   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Organized patterns for grading.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted size and measurement differences.   | <input type="checkbox"/>  | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Calculated and confirmed measurement differences between sizes.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Applied rule table for grading.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Graded patterns and adjusted pattern for variances.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Collected graded pattern for marking.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared for marker making.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed marker generalities and composition table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Printed pattern and marker.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |

|                             |  |              |  |
|-----------------------------|--|--------------|--|
| <b>Candidate Signature:</b> |  | <b>Date:</b> |  |
| <b>Assessor Signature:</b>  |  | <b>Date:</b> |  |

## Set B: Practical Demonstration 1

| PRACTICAL DEMONSTRATION 1  |   |
|--|---|
| <b>Candidate Name:</b>   |   |
| <b>Assessor Name:</b>  |   |
| <b>Qualification:</b>  | Certificate in CAD for Garments                                     |
| <b>Task:</b>   | Prepare pattern on collar, back part, yoke and sleeve (woven shirt) |
| <b>Assessment Centre:</b>  |   |
| <b>Date of Assessment:</b>   |   |
| <b>Time of Assessment:</b>   |   |
| <b>Instructions:</b>   |   |
| Read and understand the directions carefully:  |   |
| <ul style="list-style-type: none"><li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li><li>▪ this assessment activity will be used to measure your underpinning skills</li><li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li><li>▪ you have <b>one (1)</b> hour to complete this demonstration</li></ul>   |   |
| <b>Procedure:</b>  |   |
| <ul style="list-style-type: none"><li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li><li>▪ read the specification information provided</li><li>▪ collect all materials needed to complete the task</li><li>▪ perform the task within the given time</li><li>▪ observe and follow all health and safety (OHS) requirements at all times</li></ul>  |   |
| <b>Job Specification Information:</b>  |   |
| <ol style="list-style-type: none"><li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li><li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li><li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li><li>4. <b>Identify and collect appropriate PPE.</b></li><li>5. Interpret pattern as per measurement sheet (including manually).</li><li>6. Identify points of measurement on woven shirt.</li><li>7. Confirm calculations of measurements.</li><li>8. Configure computer and install software (if necessary).</li><li>9. Identify and select PDS as per job requirement.</li><li>10. Carry out pattern preparation using relevant software.</li><li>11. Complete report (in Word) confirming completion of task.</li><li>12. Email report to supervisor.</li><li>13. <b>Clean, maintain and store tools and equipment.</b></li><li>14. <b>Clean workplace and dispose of waste materials.</b></li></ol> |   |
| <b>Drawing, Plan, Diagram or Sketch:</b>   |   |
| Please see specification sheet below for task details:   |   |



Name: . . .

### Fabric & Trim - Woven Shirt

|              |                                  |                 |             |
|--------------|----------------------------------|-----------------|-------------|
| Date:        |                                  | Revised Date:   | 4-Nov-2011  |
| Style #      | 3S702BL                          | Season:         | Spring 2012 |
| Size Range:  | 2-16                             | Classification: | Missy       |
| Label:       | H & M                            | Group Name:     | Conscious   |
| Description: | Shear, collared button-up blouse |                 |             |

#### FABRIC INFORMATION

|                     |                |                    |                     |
|---------------------|----------------|--------------------|---------------------|
| <b>Main Fabric:</b> |                | <b>Contrast 1:</b> |                     |
| Quality:            | Georgette      | Quality:           | fusible interfacing |
| Content:            | 100% Polyester | Content:           | 100% Polyester      |
| Wash/Finish:        |                | Wash/Finish:       |                     |

|                    |  |                    |  |
|--------------------|--|--------------------|--|
| <b>Contrast 2:</b> |  | <b>Contrast 3:</b> |  |
| Quality:           |  | Quality:           |  |
| Content:           |  | Content:           |  |
| Wash/Finish:       |  | Wash/Finish:       |  |

#### TRIM INFORMATION

|                |                     |                |          |
|----------------|---------------------|----------------|----------|
| <b>Trim A:</b> |                     | <b>Trim B:</b> |          |
| Item:          | 16L two-hole button | Item:          | Size Tab |
| Reference #:   |                     | Reference #:   |          |
| Location:      |                     | Location:      |          |

|                |            |                |  |
|----------------|------------|----------------|--|
| <b>Trim C:</b> |            | <b>Trim D:</b> |  |
| Item:          | Main Label | Item:          |  |
| Reference #:   |            | Reference #:   |  |
| Location:      |            | Location:      |  |

|                |  |                |  |
|----------------|--|----------------|--|
| <b>Trim E:</b> |  | <b>Trim F:</b> |  |
| Item:          |  | Item:          |  |
| Reference #:   |  | Reference #:   |  |
| Location:      |  | Location:      |  |

|                |  |                |  |
|----------------|--|----------------|--|
| <b>Trim G:</b> |  | <b>Trim H:</b> |  |
| Item:          |  | Item:          |  |
| Reference #:   |  | Reference #:   |  |
| Location:      |  | Location:      |  |

#### SELLING COLORS

| COLOR:            | COMBO 1             | COMBO 2 | COMBO 3 | COMBO 4 |
|-------------------|---------------------|---------|---------|---------|
| <b>Combo Name</b> |                     |         |         |         |
| Main Fabric Color | Light pink          |         |         |         |
| Contrast 1        | fusible interfacing |         |         |         |
| Contrast 2        |                     |         |         |         |
| Contrast 3        |                     |         |         |         |
| Trim A            | 16L two-hole button |         |         |         |
| Trim B            | Size Tab            |         |         |         |
| Trim C            | Main Label          |         |         |         |
| Trim D            |                     |         |         |         |
| Trim E            |                     |         |         |         |
| Trim F            |                     |         |         |         |

# Specification Sheet - Woven Shirt

Name: \_\_\_\_\_

## Spec Sheet - Woven Shirt

|              |                                  |                 |           |
|--------------|----------------------------------|-----------------|-----------|
| Date:        |                                  | Revised Date:   |           |
| Style #      | 3S702BL                          | Season:         |           |
| Size Range:  | 2-16                             | Classification: | Missy     |
| Label:       |                                  | Group Name:     | Conscious |
| Description: | Shear, collared button-up blouse |                 |           |

Sample Size: 6

|                          | DATE:                                    | 4-Nov-2011 |          |
|--------------------------|--|------------|----------|
|                          |  | TOL        | ORIGINAL |
|                          |  | +/-        | REQ      |
| <b>POINT OF MEASURE:</b> |  |            |          |
| 1                        | Front Length                             | 1/2        | 20.50    |
| 2                        | Center front length                      | 1/2        | 18.00    |
| 3                        | center back length                       | 1/2        | 22.00    |
| 4                        | side length                              | 1/4        | 10.50    |
| 10.                      | chest width circumference                | 1/2        | 21.25    |
| 13.                      | across shoulder                          | 1/4        | 13.50    |
| 15.                      | across chest (6" from HPS)               | 1/4        | 14.25    |
| 16.                      | across back                              | 1/4        | 15.50    |
| 27.                      | button opening/sweep width circumference | 1/2        | 21.50    |
| 33.                      | yoke width back                          | 1/4        | 14.75    |
| 34.                      | yoke depth front                         | 1/8        | 2.00     |
| 35.                      | yoke depth back                          | 1/8        | 4.13     |
| 36.                      | sleeve length top armhole                | 3/8        | 24.00    |
| 39.                      | sleeve length underarm                   | 3/8        | 20.00    |
| 43.                      | curved armhole width circumference       | 3/8        | 22.50    |
| 49.                      | muscle width circumference               | 1/4        | 9.00     |
| 51.                      | elbow width circumference                | 1/4        | 15.00    |
| 53.                      | sleeve opening width circumference       | 1/4        | 7.50     |
| 56.                      | cuff length sleeve                       | 1/4        | 2.00     |
| 57.                      | cuff/ribbing height sleeve               | 1/8        | 8.75     |
| 58.                      | neck depth front                         | 1/8        | 0.75     |
| 63.                      | neck width collar                        | 1/8        | 8.00     |
| 69.                      | neck base circumference                  | 1/4        | 15.00    |
| 70.                      | neckband length                          | 1/4        | 16.75    |
| 71.                      | collar length                            | 1/4        | 16.75    |
| 72.                      | collar height                            | 1/8        | 1.50     |
| 73.                      | collar band height                       | 1/16       | 1.00     |
| 74.                      | collar point length                      | 1/8        | 2.00     |
| 75.                      | collar point spread                      | 1/4        | 1.75     |
| 77.                      | center front extension                   | 1/8        | 0.75     |
| 78.                      | placket length                           | 1/4        | 18.50    |
| 79.                      | placket width                            | 1/8        | 0.75     |
| 124.                     | distance between pleats                  | 1/16       |          |
|                          | A. sleeve pleat                          |            | 0.50     |
|                          | B. Back Pleat top                        |            | 0.75     |
| 125.                     | applied pocket height                    | 1/4        | 5.50     |
| 126.                     | applied pocket width                     | 1/4        | 6.50     |
| 146.                     | pleats placement                         | 1/4        |          |
|                          | A. Wrist Pleat (from binding)            |            | 0.25     |
|                          | B. Back Pleat top (from yoke)            |            | 0.00     |
| 147.                     | Button placement                         | 1/8        | 2.00     |
| 148.                     | pocket placement                         | 1/8        |          |
|                          | A. Top pocket verticle                   |            | 8.00     |
|                          | B. top pocket horizontal                 |            | 1.25     |
|                          | C. pocket from side seam                 |            | 3.25     |

Front Sketch



BACK SKETCH

# Points of Measurements

Name: \_\_\_\_\_

| Point of Measurements - Woven Shirt Front |                                  |                 |           |
|---|----------------------------------|-----------------|-----------|
| Date:                                     |                                  | Revised Date:   |           |
| Style #:                                  |                                  | Season:         |           |
| Size Range:                               | 2-16                             | Classification: | Missy     |
| Label:                                    |                                  | Group Name:     | Conscious |
| Description:                              | Shear, collared button-up blouse |                 |           |

Front Sketch

# Point of Measurements

Name: \_\_\_\_\_

| Point of Measurements - Woven Shirt Back |                                  |                 |           |
|--|----------------------------------|-----------------|-----------|
| Date:                                    |                                  | Revised Date:   |           |
| Style #:                                 |                                  | Season:         |           |
| Size Range:                              | 2-16                             | Classification: | Missy     |
| Label:                                   |                                  | Group Name:     | Conscious |
| Description:                             | Shear, collared button-up blouse |                 |           |

BACK SKETCH

# Point of Measurements

Name: \_\_\_\_\_

| Point of Measurements - Woven Shirt Details |                                  |                 |           |
|---|----------------------------------|-----------------|-----------|
| Date:                                       |                                  | Revised Date:   |           |
| Style #:                                    | 3                                | Season:         |           |
| Size Range:                                 | 2-16                             | Classification: | Missy     |
| Label:                                      |                                  | Group Name:     | Conscious |
| Description:                                | Shear, collared button-up blouse |                 |           |

# Construction Sketch

Name: \_\_\_\_\_

| Construction Sketch - Woven Shirt Front |                                  |                 |           |
|---|----------------------------------|-----------------|-----------|
| Date:                                   |                                  | Revised Date:   |           |
| Style #:                                |                                  | Season:         |           |
| Size Range:                             | 2-16                             | Classification: | Missy     |
| Label:                                  |                                  | Group Name:     | Conscious |
| Description:                            | Shear, collared button-up blouse |                 |           |

Front Sketch

CONSTRUCTION NOTES:



| <b>Resources Required:</b> |                              |
|----------------------------|------------------------------|
| Tools:                     | Measuring tape<br>Calculator |
| Equipment:                 | CAD software<br>Computer     |
| Machinery:                 | N/A                          |
| Materials:                 | Stationary                   |
| PPE:                       | N/A                          |

## Set B: Practical Demonstration 1 – Observation Checklist

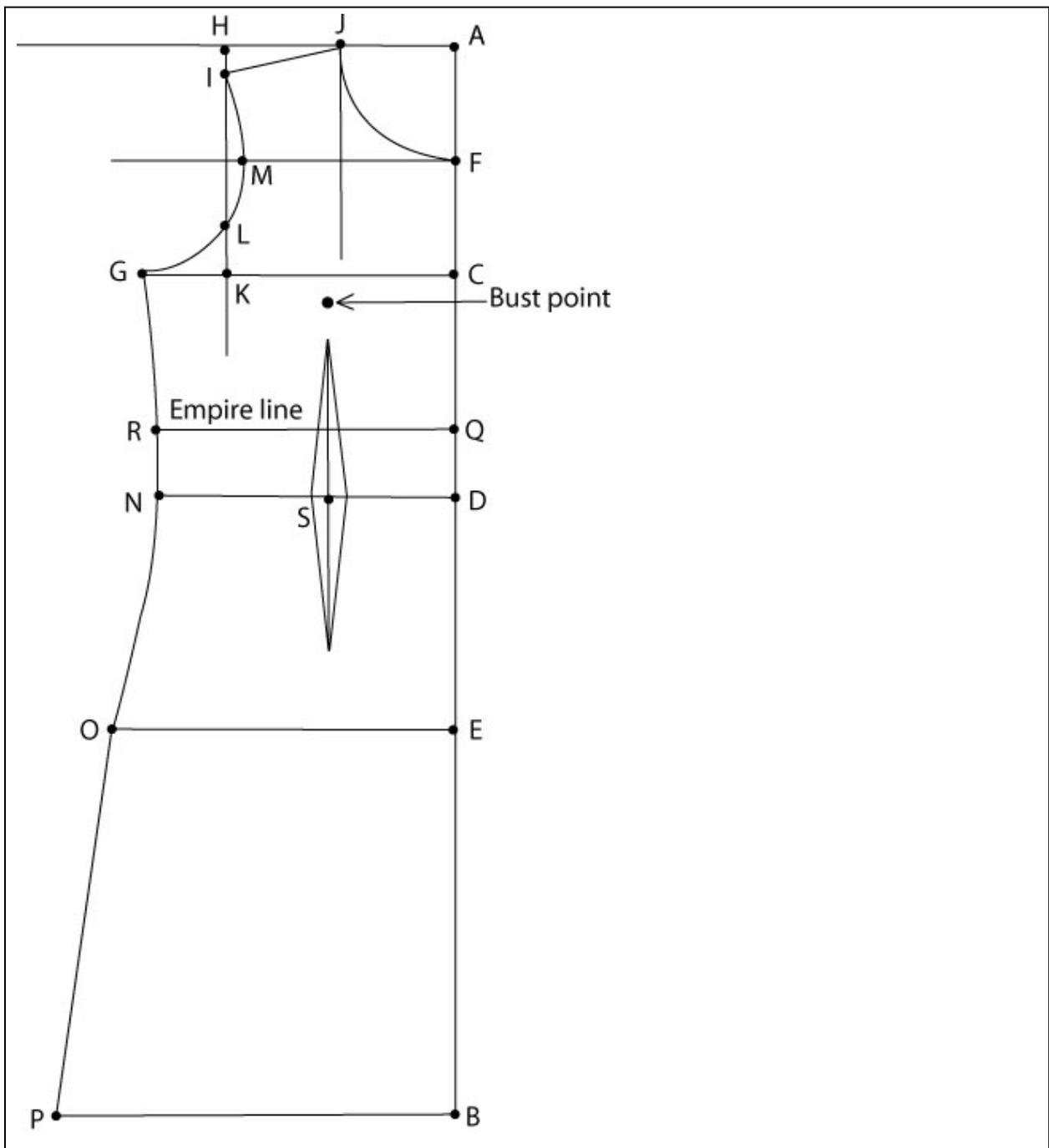
| PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Prepare pattern on collar, back part, yoke and sleeve (woven shirt)   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted pattern as per measurement sheet (including manually).                                      | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified calculation requirements.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Selected appropriate tool/device to perform calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Performed calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Checked and connected any peripherals as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Selected appropriate measuring device.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified points of measurement as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Calculated measurements as per job requirement.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Confirmed and recorded measurements.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and installed CAD software.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared garments parts.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared size table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Added sewing and shrinkage allowance.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed variant and exporting process.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Created document as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrated basic typing technique.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved document as per standard operating procedure.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Composed and sent email attaching report.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |

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

## Set B: Practical Demonstration 2

| PRACTICAL DEMONSTRATION 2   |  |
|---|--|
| <b>Candidate Name:</b>  |  |
| <b>Assessor Name:</b>   |  |
| <b>Qualification:</b>   | Certificate in CAD for Garments          |
| <b>Task:</b>  | Digitize pattern from ladies' tops block |
| <b>Assessment Centre:</b>   |  |
| <b>Date of Assessment:</b>  |  |
| <b>Time of Assessment:</b>  |  |
| <b>Instructions:</b>  |  |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>two (2)</b> hours to complete this demonstration</li> </ul>   |  |
| <b>Procedure:</b>   |  |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |  |
| <b>Job Specification Information:</b>   |  |
| <ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Configure computer and install software (if necessary).</li> <li>6. Check digitizer tools.</li> <li>7. Identify and collect pattern parts and components.</li> <li>8. Prepare for digitizer operation.</li> <li>9. Operate digitizer for ladies' top block pattern.</li> <li>10. Check points and notches.</li> <li>11. Save and store digitized pattern.</li> <li>12. <b>Email saved digitized pattern to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean workplace and dispose of waste materials.</b></li> </ol> |  |
| <b>Drawing, Plan, Diagram or Sketch:</b>  |  |
| Please see specification sheet below for task details:  |  |



**Resources Required:**

|            |                                       |
|------------|---------------------------------------|
| Tools:     | Measuring tape<br>Scale               |
| Equipment: | Computer<br>Digitizer board<br>Cursor |
| Machinery: | N/A                                   |
| Materials: | Patterns<br>Tape                      |
| PPE:       | N/A                                   |

## Set B: Practical Demonstration 2 – Observation Checklist

| PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Digitize pattern from ladies' tops block  |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Prepared for digitizing.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified pattern parts and components.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked digitizer tools for operation.  | <input type="checkbox"/>  | <input type="checkbox"/> |

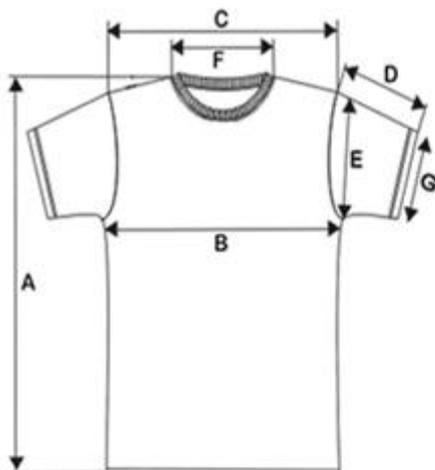
|   |                          |                          |
|---|--------------------------|--------------------------|
| Operated digitizer.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked points and notches of pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Marked points of pattern using cursor.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved and stored digitized pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Emailed digitized pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |
| <b>Candidate Signature:</b>   |                          | <b>Date:</b>             |
| <b>Assessor Signature:</b>  |                          | <b>Date:</b>             |

## Set B: Practical Demonstration 3

| PRACTICAL DEMONSTRATION 3  |                                 |
|--|---------------------------------|
| <b>Candidate Name:</b>   |                                 |
| <b>Assessor Name:</b>  |                                 |
| <b>Qualification:</b>  | Certificate in CAD for Garments |
| <b>Task:</b>   | Grade pattern and make marker   |
| <b>Assessment Centre:</b>  |                                 |
| <b>Date of Assessment:</b>   |                                 |
| <b>Time of Assessment:</b>   |                                 |
| <b>Instructions:</b>   |                                 |
| Read and understand the directions carefully:  |                                 |
| <ul style="list-style-type: none"><li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li><li>▪ this assessment activity will be used to measure your underpinning skills</li><li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li><li>▪ you have one (1) hour to complete this demonstration</li></ul>  |                                 |
| <b>Procedure:</b>  |                                 |
| <ul style="list-style-type: none"><li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li><li>▪ read the specification information provided</li><li>▪ collect all materials needed to complete the task</li><li>▪ perform the task within the given time</li><li>▪ observe and follow all health and safety (OHS) requirements at all times</li></ul>  |                                 |
| <b>Job Specification Information:</b>  |                                 |
| <ol style="list-style-type: none"><li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li><li>2. Identify and collect required tools, equipment and material for task.</li><li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li><li>4. Identify and collect appropriate PPE.</li><li>5. Configure computer and install software (if necessary).</li><li>6. Attach any required peripherals.</li><li>7. Analyse measurement chart and block pattern.</li><li>8. Interpret size and measurement differences.</li><li>9. Apply rule table for grading.</li><li>10. Carry out grading (make pattern set of S, M, XL and XXL).</li><li>11. Adjust pattern for variances.</li><li>12. Check and save graded pattern.</li><li>13. Collect graded pattern for marking.</li><li>14. Prepare for marker making.</li><li>15. Make marker using the following ratio (S=1, M=1, L=2, XL=2, XXL=1).</li><li>16. Print pattern and marker.</li><li>17. Clean, maintain and store tools and equipment.</li><li>18. Clean workplace and dispose of waste materials.</li></ol> |                                 |

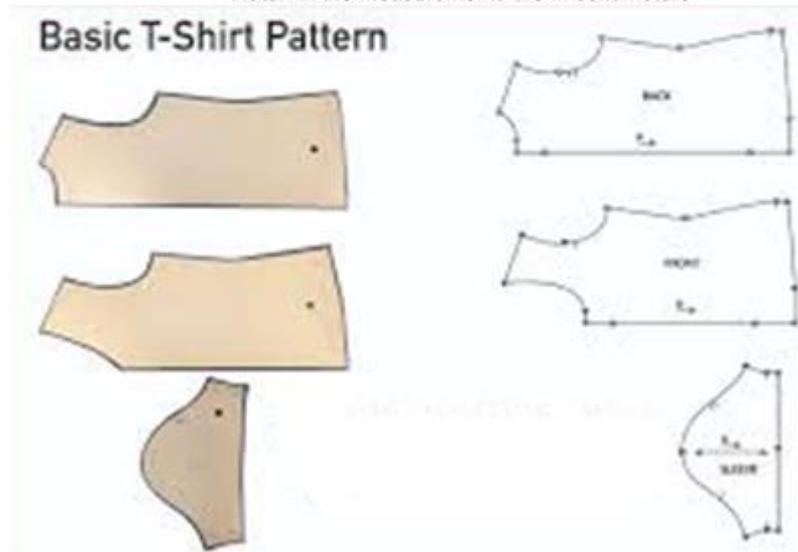
### Drawing, Plan, Diagram or Sketch:

The measurement chart and block pattern below are to be used to complete this task (using block pattern size L).



| MEN'S T-SHIRTS SIZE CHART         | S    | M    | L    | XL   | XXL  |
|-----------------------------------|------|------|------|------|------|
| A BODY LENGTH                     | 68   | 70   | 72   | 74   | 76   |
| B CHEST 1 INCH BELOW FROM ARMHOLE | 52   | 54   | 56   | 58   | 60   |
| C ACROSS SHOULDERS                | 44   | 46   | 48   | 50   | 52   |
| D SLEEVE LENGTH                   | 20   | 20.5 | 21   | 22   | 23   |
| E ARMHOLE                         | 25.5 | 26   | 26.5 | 27   | 27.5 |
| F NECK OPENING                    | 16   | 16.5 | 17   | 17.5 | 18   |
| G SLEEVE OPENING                  | 18   | 18.5 | 19   | 19.5 | 20   |

Note: All the measurements are in centimeters



### Resources Required:

|            |                               |
|------------|-------------------------------|
| Tools:     | Measuring tape<br>Scale       |
| Equipment: | Computer<br>CAD software      |
| Machinery: | N/A                           |
| Materials: | Patterns<br>Marker info sheet |
| PPE:       | N/A                           |

## Set B: Practical Demonstration 3 – Observation Checklist

| PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Grade pattern and make marker   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Organized patterns for grading.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted size and measurement differences.   | <input type="checkbox"/>  | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Calculated and confirmed measurement differences between sizes.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Applied rule table for grading.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Graded patterns and adjusted pattern for variances.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Collected graded pattern for marking.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared for marker making.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed marker generalities and composition table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Printed pattern and marker.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |

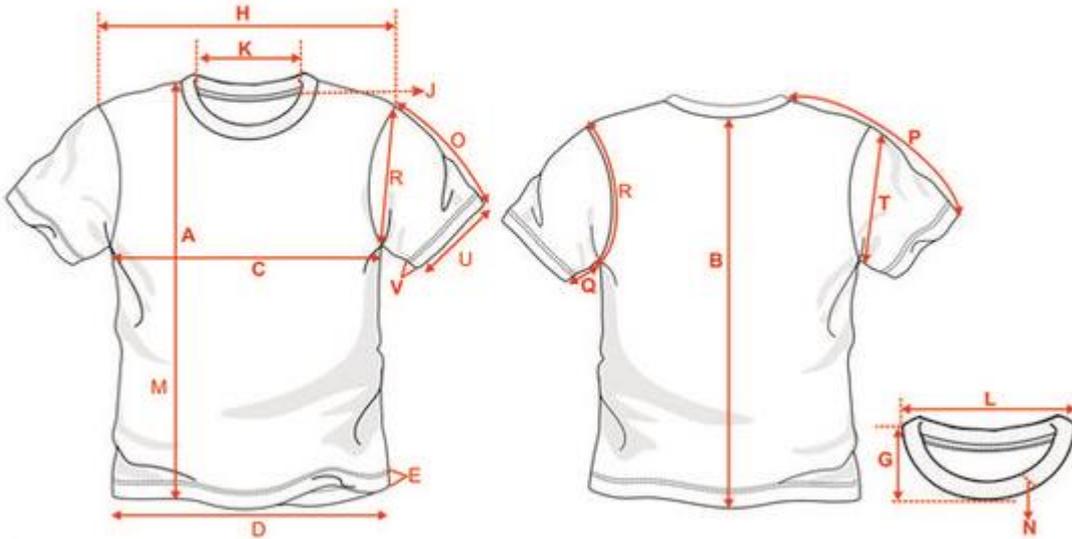
|                             |  |              |  |
|-----------------------------|--|--------------|--|
| <b>Candidate Signature:</b> |  | <b>Date:</b> |  |
| <b>Assessor Signature:</b>  |  | <b>Date:</b> |  |

## Set C: Practical Demonstration 1

| PRACTICAL DEMONSTRATION 1   |   |
|---|---|
| <b>Candidate Name:</b>  |   |
| <b>Assessor Name:</b>   |   |
| <b>Qualification:</b>   | Certificate in CAD for Garments                               |
| <b>Task:</b>  | Prepare pattern on front and back part, and sleeve (t- shirt) |
| <b>Assessment Centre:</b>   |   |
| <b>Date of Assessment:</b>  |   |
| <b>Time of Assessment:</b>  |   |
| <b>Instructions:</b>  |   |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>one (1)</b> hour to complete this demonstration</li> </ul>  |   |
| <b>Procedure:</b>   |   |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |   |
| <b>Job Specification Information:</b>   |   |
| <ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Interpret pattern as per measurement sheet (including manually).</li> <li>6. Identify points of measurement on t-shirt.</li> <li>7. Confirm calculations of measurements.</li> <li>8. Configure computer and install software (if necessary).</li> <li>9. Identify and select PDS as per job requirement.</li> <li>10. Carry out pattern preparation using relevant software.</li> <li>11. Complete report (in Word) confirming completion of task.</li> <li>12. Email report to supervisor.</li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean workplace and dispose of waste materials.</b></li> </ol> |   |
| <b>Drawing, Plan, Diagram or Sketch:</b>  |   |
| Please see specification sheet below for task details:  |   |

**SIZE CHART**

ARTICLE NUMBER : D-10  
 DESCRIPTION : MENS ROUND NECK TEE WITH PRINT



**IMAGE IS ONLY FOR POINT OF MEASUREMENT AND NOT FOR SILHOUTTE OR STITCH DETAIL**

**ALL MEASUREMENTS IN INCHES**

| POINTS OF MEASUREMENTS |   | S      | M      | L      | XL     |
|------------------------|---|--------|--------|--------|--------|
| A                      | Front body length (from the HSP)                | 28 1/2 | 29 1/2 | 30 1/2 | 31 1/2 |
| B                      | Body length (from CB)                           | 27 1/4 | 28 1/4 | 29 1/4 | 30 1/4 |
| C                      | Chest width (1" below AH 1/2 circ.)             | 22     | 23     | 24     | 25     |
| D                      | Bottom width (1/2 circ.)                        | 22     | 23     | 24     | 25     |
| E                      | Bottom hem                                      | 1      | 1      | 1      | 1      |
| F                      | Back Neck Drop (HSP to CB seam)                 | 1 1/8  | 1 1/4  | 1 3/8  | 1 1/2  |
| G                      | Front Neck Drop (HSP to seam)                   | 2 3/4  | 3      | 3 1/4  | 3 1/2  |
| H                      | Shoulder width (seam to seam)                   | 20     | 21     | 22     | 23     |
| I                      | Shoulder slope                                  | 1 5/8  | 1 5/8  | 1 5/8  | 1 5/8  |
| J                      | Back neck tape height                           | 3/8    | 3/8    | 3/8    | 3/8    |
| K                      | Neck opening (edge to edge)                     | 5 1/2  | 5 3/4  | 6      | 6 1/4  |
| L                      | Neck opening (seam to seam)                     | 7      | 7 1/4  | 7 1/2  | 7 3/4  |
| M                      | Neck opening stretched                          | 22+    | 23+    | 24+    | 25+    |
| N                      | Neck band rib height                            | 1      | 1      | 1      | 1      |
| O                      | Sleeve length from AH to edge, incl hem         | 8 1/8  | 8 5/8  | 9 1/8  | 9 5/8  |
| P                      | Sleeve length from CB 2PT mmt to edge, incl hem | 18 1/8 | 19 1/8 | 20 1/8 | 21 1/8 |
| Q                      | Under arm                                       | 4 3/4  | 5      | 5 1/4  | 5 1/2  |
| R                      | Armhole (point to point)                        | 10 1/4 | 10 1/2 | 10 3/4 | 11     |
| S                      | Armhole 1/2 circ.                               | 10 3/4 | 11     | 11 1/4 | 11 1/2 |
| T                      | Bicep (1" below AH)                             | 8 7/8  | 9 1/8  | 9 3/8  | 9 5/8  |
| U                      | Sleeve opening                                  | 6 3/4  | 7 1/4  | 7 3/4  | 8 1/4  |
| V                      | Sleeve hem height                               | 1      | 1      | 1      | 1      |

**Resources Required:**

|            |                              |
|------------|------------------------------|
| Tools:     | Measuring tape<br>Calculator |
| Equipment: | CAD software<br>Computer     |
| Machinery: | N/A                          |
| Materials: | Stationary                   |
| PPE:       | N/A                          |

## Set C: Practical Demonstration 1 – Observation Checklist

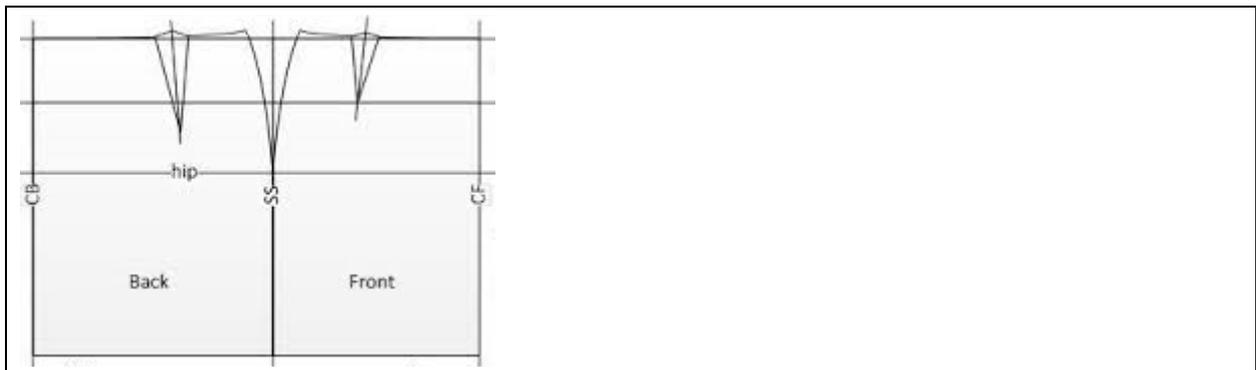
| PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Prepare pattern on front and back part, and sleeve (t- shirt)   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information form appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted pattern as per measurement sheet (including manually).                                      | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified calculation requirements.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Selected appropriate tool/device to perform calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Performed calculations.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Checked and connected any peripherals as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Selected appropriate measuring device.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified points of measurement as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Calculated measurements as per job requirement.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Confirmed and recorded measurements.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and installed CAD software.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared garments parts.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared size table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Added sewing and shrinkage allowance.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed variant and exporting process.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Created document as per job requirement.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrated basic typing technique.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved document as per standard operating procedure.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Composed and sent email attaching report.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |

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

## Set C: Practical Demonstration 2

| PRACTICAL DEMONSTRATION 2   |   |
|---|---|
| <b>Candidate Name:</b>  |   |
| <b>Assessor Name:</b>   |   |
| <b>Qualification:</b>   | Certificate in CAD for Garments           |
| <b>Task:</b>  | Digitize pattern from ladies' skirt block |
| <b>Assessment Centre:</b>   |   |
| <b>Date of Assessment:</b>  |   |
| <b>Time of Assessment:</b>  |   |
| <b>Instructions:</b>  |   |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have <b>two (2)</b> hours to complete this demonstration</li> </ul>   |   |
| <b>Procedure:</b>   |   |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |   |
| <b>Job Specification Information:</b>   |   |
| <ol style="list-style-type: none"> <li>1. <b>Identify, read and interpret job specifications, drawings and other workplace documents.</b></li> <li>2. <b>Identify and</b> collect required tools, equipment and material for task.</li> <li>3. <b>Inspect worksite for hazards and implement appropriate controls (if necessary).</b></li> <li>4. <b>Identify and collect appropriate PPE.</b></li> <li>5. Configure computer and install software (if necessary).</li> <li>6. Check digitizer tools.</li> <li>7. Identify and collect pattern parts and components.</li> <li>8. Prepare for digitizer operation.</li> <li>9. Operate digitizer for ladies' skirt block pattern.</li> <li>10. Check points and notches.</li> <li>11. Save and store digitized pattern.</li> <li>12. <b>Email saved digitized pattern to supervisor.</b></li> <li>13. <b>Clean, maintain and store tools and equipment.</b></li> <li>14. <b>Clean workplace and dispose of waste materials.</b></li> </ol> |   |
| <b>Drawing, Plan, Diagram or Sketch:</b>  |   |
| Please see specification sheet below for task details:  |   |



**Resources Required:**

|            |                                       |
|------------|---------------------------------------|
| Tools:     | Measuring tape<br>Scale               |
| Equipment: | Computer<br>Digitizer board<br>Cursor |
| Machinery: | N/A                                   |
| Materials: | Patterns<br>Tape                      |
| PPE:       | N/A                                   |

## Set C: Practical Demonstration 2 – Observation Checklist

| PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Digitize pattern from ladies' skirt block   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Prepared for digitizing.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified pattern parts and components.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked digitizer tools for operation.  | <input type="checkbox"/>  | <input type="checkbox"/> |

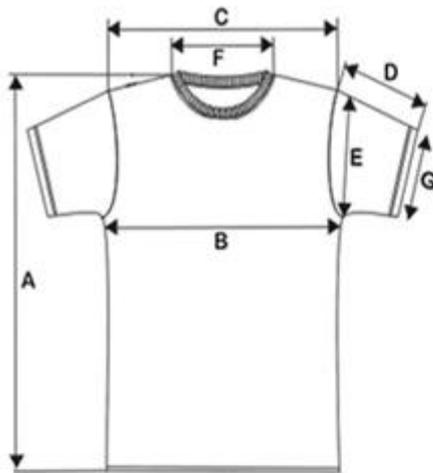
|   |                          |                          |
|---|--------------------------|--------------------------|
| Operated digitizer.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked points and notches of pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Marked points of pattern using cursor.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved and stored digitized pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified and selected browser.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessed email.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Emailed digitized pattern.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |
| <b>Candidate Signature:</b>   |                          | <b>Date:</b>             |
| <b>Assessor Signature:</b>  |                          | <b>Date:</b>             |

## Set C: Practical Demonstration 3

| PRACTICAL DEMONSTRATION 3   |                                 |
|---|---------------------------------|
| <b>Candidate Name:</b>  |                                 |
| <b>Assessor Name:</b>   |                                 |
| <b>Qualification:</b>   | Certificate in CAD for Garments |
| <b>Task:</b>  | Grade pattern and make marker   |
| <b>Assessment Centre:</b>   |                                 |
| <b>Date of Assessment:</b>  |                                 |
| <b>Time of Assessment:</b>  |                                 |
| <b>Instructions:</b>  |                                 |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in CAD for Garments</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have one (1) hour to complete this demonstration</li> </ul>   |                                 |
| <b>Procedure:</b>   |                                 |
| <ul style="list-style-type: none"> <li>▪ observe and wear personal protective equipment (PPE) as required for the task to be performed</li> <li>▪ read the specification information provided</li> <li>▪ collect all materials needed to complete the task</li> <li>▪ perform the task within the given time</li> <li>▪ observe and follow all health and safety (OHS) requirements at all times</li> </ul>   |                                 |
| <b>Job Specification Information:</b>   |                                 |
| <ol style="list-style-type: none"> <li>1. Identify, read and interpret job specifications, drawings and other workplace documents.</li> <li>2. Identify and collect required tools, equipment and material for task.</li> <li>3. Inspect worksite for hazards and implement appropriate controls (if necessary).</li> <li>4. Identify and collect appropriate PPE.</li> <li>5. Configure computer and install software (if necessary).</li> <li>6. Attach any required peripherals.</li> <li>7. Analyse measurement chart and block pattern.</li> <li>8. Interpret size and measurement differences.</li> <li>9. Apply rule table for grading.</li> <li>10. Carry out grading (make pattern set of S, M, XL and XXL).</li> <li>11. Adjust pattern for variances.</li> <li>12. Check and save graded pattern.</li> <li>13. Collect graded pattern for marking.</li> <li>14. Prepare for marker making.</li> <li>15. Make marker using the following ratio (S=1, M=1, L=2, XL=2, XXL=1).</li> <li>16. Print pattern and marker.</li> <li>17. Clean, maintain and store tools and equipment.</li> <li>18. Clean workplace and dispose of waste materials.</li> </ol> |                                 |

### Drawing, Plan, Diagram or Sketch:

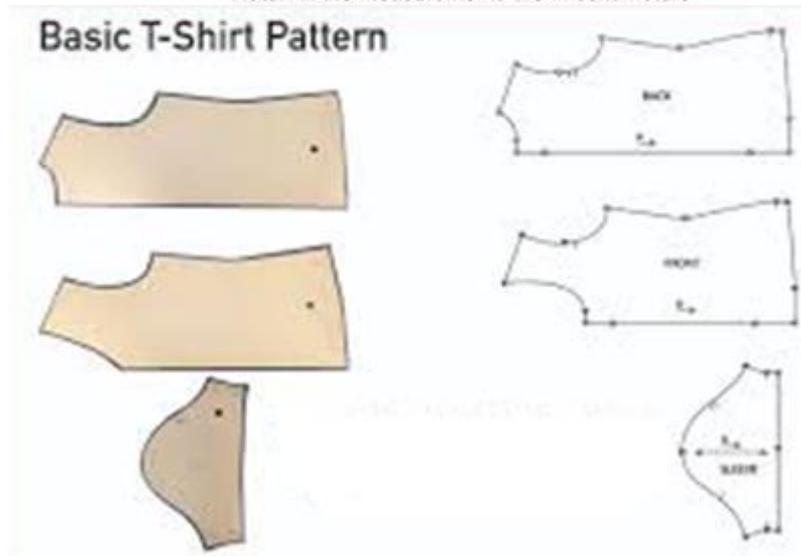
The measurement chart and block pattern below are to be used to complete this task (using block pattern size L).



| MEN'S T-SHIRTS SIZE CHART         | S    | M    | L    | XL   | XXL  |
|-----------------------------------|------|------|------|------|------|
| A BODY LENGTH                     | 68   | 70   | 72   | 74   | 76   |
| B CHEST 1 INCH BELOW FROM ARMHOLE | 52   | 54   | 56   | 58   | 60   |
| C ACROSS SHOULDERS                | 44   | 46   | 48   | 50   | 52   |
| D SLEEVE LENGTH                   | 20   | 20.5 | 21   | 22   | 23   |
| E ARMHOLE                         | 25.5 | 26   | 26.5 | 27   | 27.5 |
| F NECK OPENING                    | 16   | 16.5 | 17   | 17.5 | 18   |
| G SLEEVE OPENING                  | 18   | 18.5 | 19   | 19.5 | 20   |

Note: All the measurements are in centimeters

### Basic T-Shirt Pattern



### Resources Required:

|            |                               |
|------------|-------------------------------|
| Tools:     | Measuring tape<br>Scale       |
| Equipment: | Computer<br>CAD software      |
| Machinery: | N/A                           |
| Materials: | Patterns<br>Marker info sheet |
| PPE:       | N/A                           |

## Set C: Practical Demonstration 3 – Observation Checklist

| PRACTICAL DEMONSTRATION 3 – OBSERVATION CHECKLIST   |   |                          |
|---|---|--------------------------|
| <b>Candidate Name:</b>  |   |                          |
| <b>Assessor Name:</b>   |   |                          |
| <b>Qualification:</b>   | Certificate in CAD for Garments   |                          |
| <b>Task:</b>  | Grade pattern and make marker   |                          |
| <b>Assessment Centre:</b>   |   |                          |
| <b>Date of Assessment:</b>  |   |                          |
| <b>Instructions:</b>  | <p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul> |                          |
| OBSERVATION RECORD  |   |                          |
| Performance Criteria  | Place a ✓ to show if evidence has been demonstrated competently   |                          |
|   | Yes   | No                       |
| Workplace documents are interpreted correctly.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Accessed specific and relevant information from appropriate sources.                                    | <input type="checkbox"/>  | <input type="checkbox"/> |
| OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). | <input type="checkbox"/>  | <input type="checkbox"/> |
| Common safety issues are identified.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks are identified.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Hazards and risks assessment and controls are interpreted.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified and followed safety signs and symbols.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Identified tools and equipment required for task (including IT).  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Turned on computer and checked function of operating system.  | <input type="checkbox"/>  | <input type="checkbox"/> |
| Checked and connected any peripherals as per standard operating procedure.                              | <input type="checkbox"/>  | <input type="checkbox"/> |
| Organized patterns for grading.   | <input type="checkbox"/>  | <input type="checkbox"/> |
| Interpreted size and measurement differences.   | <input type="checkbox"/>  | <input type="checkbox"/> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Calculated and confirmed measurement differences between sizes.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Applied rule table for grading.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Graded patterns and adjusted pattern for variances.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Checked graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved graded pattern.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Collected graded pattern for marking.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepared for marker making.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed marker generalities and composition table.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Saved marker making.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Printed pattern and marker.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned, maintained and stored tools and equipment.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleaned workplace and disposed of waste material.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintained appropriate lines of communication with supervisors and colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Conducted workplace interactions in courteous manner to gather and convey information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Used appropriate medium to transfer information and ideas.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded, translated and obeyed instructions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed responsibilities as a team member.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Performed tasks in accordance with workplace procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Inappropriate and conflicting situations are avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Followed agreed reporting lines as per standard operating procedure.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Solved problems effectively and evaluated outcome of the implemented solution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| Identified other teammates' tasks and provided support.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraged the team through sharing information or expertise, working together to solve problems, and putting team success first. | <input type="checkbox"/> | <input type="checkbox"/> |
| Respected and valued diversity in team functioning.   | <input type="checkbox"/> | <input type="checkbox"/> |
| Understood and valued views and opinions of other team members.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>   |                          |                          |
| Assessment decision for this assessment activity:   |                          |                          |
| <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>                                       |                          |                          |

|                             |  |              |  |
|-----------------------------|--|--------------|--|
| <b>Candidate Signature:</b> |  | <b>Date:</b> |  |
| <b>Assessor Signature:</b>  |  | <b>Date:</b> |  |

## Oral Questions (Optional)

| ORAL QUESTIONS - INSTRUCTIONS   |  |
|---|--|
| <b>Candidate Name:</b>  |  |
| <b>Assessor Name:</b>   |  |
| <b>Qualification:</b>   | Certificate in CAD for Garments                                      |
| <b>Unit of Competency</b>   |  |
| Generic Competencies  |  |
| SEIP-RMG-CAD-01-G   | Use basic mathematical concepts                                      |
| SEIP-RMG-CAD-02-G   | Carry out workplace interaction                                      |
| SEIP-RMG-CAD-03-G   | Operate in a team environment  |
| SEIP-RMG-CAD-04-G   | Acquire basic IT skills  |
| Sector-specific Competencies  |  |
| SEIP-RMG-CAD-01-S   | Understand the RMG business  |
| SEIP-RMG-CAD-02-S   | Apply occupational health and safety (OHS) practice in the workplace |
| SEIP-RMG-CAD-03-S   | Perform measurements and calculations                                |
| SEIP-RMG-CAD-04-S   | Read and interpret sketches and drawings                             |
| Occupation-specific Competencies  |  |
| SEIP-RMG-CAD-01-O   | Interpret fundamentals of CAD operations                             |
| SEIP-RMG-CAD-02-O   | Perform CAD installation and operation                               |
| SEIP-RMG-CAD-03-O   | Operate system of pattern making                                     |
| SEIP-RMG-CAD-04-O   | Perform digitizing patterns  |
| SEIP-RMG-CAD-05-O   | Perform pattern grading  |
| SEIP-RMG-CAD-06-O   | Create marker and print  |
| <b>Assessment Centre:</b>   |  |
| <b>Date of Assessment:</b>  |  |
| <b>Time of Assessment:</b>  |  |
| <b>Instructions:</b>  |  |
| <p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ these oral questions are based on the performance criteria from all the units of competency in CAD for Garments</li> <li>▪ oral questions are designed to enable additional assessment of your underpinning knowledge</li> <li>▪ you should present your responses as directed by the assessor</li> <li>▪ answer all the questions asked by the assessor as best as possible</li> </ul> |  |

| ORAL QUESTIONS                                    |  |  |                          |
|---|--|--|--------------------------|
| Question  |  | Place a ✓ in the appropriate box to show if evidence has been demonstrated competently |                          |
|   |  | Yes  | No                       |
| 1.  | What are the benefits of using CAD software?                         | <input type="checkbox"/>   | <input type="checkbox"/> |
| 2.  | Name some of duties and responsibilities of a CAD operator           | <input type="checkbox"/>   | <input type="checkbox"/> |
| 3.  | What are the basic functions of CAD software?                        | <input type="checkbox"/>   | <input type="checkbox"/> |
| 4.  | What is the working sequence of CAD section?                         | <input type="checkbox"/>   | <input type="checkbox"/> |
| 5.  | What CAD software is widely used in Bangladesh RMG?                  | <input type="checkbox"/>   | <input type="checkbox"/> |
| 6.  | What is meant by horizontal and vertical measurement of human body?  | <input type="checkbox"/>   | <input type="checkbox"/> |
| 7.  | What are the main differences between manual pattern making and CAD? | <input type="checkbox"/>   | <input type="checkbox"/> |
| 8.  | List some example of tops and bottoms measurement                    | <input type="checkbox"/>   | <input type="checkbox"/> |
| 9.  | What hardware is needed to operate CAD?                              | <input type="checkbox"/>   | <input type="checkbox"/> |
| 10.   | What is the installation process of CAD software?                    | <input type="checkbox"/>   | <input type="checkbox"/> |
| 11.   | Which user interfaces are normally found in CAD software?            | <input type="checkbox"/>   | <input type="checkbox"/> |
| 12.   | What are some digitizer tools?                                       | <input type="checkbox"/>   | <input type="checkbox"/> |
| 13.   | What do you mean by sizes of garments?                               | <input type="checkbox"/>   | <input type="checkbox"/> |
| 14.   | Which activities are mainly done by grading?                         | <input type="checkbox"/>   | <input type="checkbox"/> |
| 15.   | Which outcome can be found from marker generated by CAD?             | <input type="checkbox"/>   | <input type="checkbox"/> |
| 16.   | Why do CAD operators need to attend PP meetings?                     | <input type="checkbox"/>   | <input type="checkbox"/> |
| 17.   | What is tolerance for the measurement?                               | <input type="checkbox"/>   | <input type="checkbox"/> |
| 18.   | Briefly explain the purpose of alarm signals.                        | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>Feedback to candidate:</b>                     |  |  |                          |
| Assessment decision for this assessment activity: |  |  |                          |
| <input type="checkbox"/> <b>Competent</b>         |  | <input type="checkbox"/> <b>Not Yet Competent</b>                                      |                          |
| <b>Candidate Signature:</b>                       |  | <b>Date:</b>   |                          |
| <b>Assessor Signature:</b>                        |  | <b>Date:</b>   |                          |

## Oral Questioning Guideline

---

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

## Oral Questions (Optional) - Answers

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

| ORAL QUESTIONS  |  |
|---|--|
| Question  | Answer   |
| 1. What are the benefits of using CAD software?                               | <i>May include but are not limited to:</i><br><ol style="list-style-type: none"> <li>1. <i>It is more accurate and efficient than manual system</i></li> <li>2. <i>It saves time tremendously</i></li> <li>3. <i>It is easy to preserve for further use</i></li> </ol>   |
| 2. <b>Name some</b> of duties and responsibilities of a CAD operator          | <ul style="list-style-type: none"> <li>- <i>Operating garment CAD</i></li> <li>- <i>Digitizing patterns on digitizer</i></li> <li>- <i>Generating auto patterns</i></li> <li>- <i>Grading pattern sizes</i></li> <li>- <i>Creating marker</i></li> <li>- <i>Checking consumption</i></li> <li>- <i>Printing marker</i></li> </ul>                      |
| 3. What are the basic functions of CAD software?                              | <ul style="list-style-type: none"> <li>- <i>Pattern making</i></li> <li>- <i>Digitizing systems</i></li> <li>- <i>Grading systems</i></li> <li>- <i>Marker making systems</i></li> <li>- <i>Specification and consumption</i></li> </ul>   |
| 4. What is the working sequence of CAD section?                               | <ul style="list-style-type: none"> <li>- <i>Receiving technical package from merchandising department</i></li> <li>- <i>Pattern generation</i></li> <li>- <i>Pattern grading</i></li> <li>- <i>Marker generation</i></li> <li>- <i>Marker printing by printer</i></li> </ul>   |
| 5. <b>What</b> CAD software is widely used in Bangladesh RMG?                 | <ul style="list-style-type: none"> <li>- <i>LECTRA (Modaris &amp; Diamino)</i></li> <li>- <i>Garber garment technology</i></li> <li>- <i>Investronica</i></li> <li>- <i>TUKACAD (Tukatech)</i></li> <li>- <i>Optitex PDS</i></li> <li>- <i>GT resources</i></li> <li>- <i>Winda</i></li> <li>- <i>Euro CAD</i></li> <li>- <i>Rich piece</i></li> </ul> |
| 6. What <b>is meant</b> by horizontal and vertical measurement of human body? | <i>Taking the measurement length wise on human body is called vertical measurement and taking the measurement width wise on human body is called vertical measurement.</i>   |
| 7. What are the main differences between manual pattern making and CAD?       | <i>CAD is more accurate and efficient than manual pattern making system.</i>   |

|     |   |  |
|-----|---|--|
|     |   | <p><b>CAD saves time tremendously, but it is more time consuming in Manual pattern.</b></p> <p><b>In CAD system, it is easy to preserve for further use, but in manual system it is difficult.</b></p>   |
| 8.  | List some example of tops and bottoms measurement.        | <p><b>Tops measurement:</b></p> <ul style="list-style-type: none"> <li>- <b>Body length</b></li> <li>- <b>Across chest</b></li> <li>- <b>Sleeve length</b></li> <li>- <b>Sleeve opening</b></li> <li>- <b>Bicep</b></li> <li>- <b>Armhole</b></li> <li>- <b>Shoulder</b></li> <li>- <b>Neck opening</b></li> </ul> <p><b>Bottoms measurement:</b></p> <ul style="list-style-type: none"> <li>- <b>Waist</b></li> <li>- <b>Hip</b></li> <li>- <b>Thigh</b></li> <li>- <b>Knee</b></li> <li>- <b>Leg opening</b></li> <li>- <b>Front rise</b></li> <li>- <b>Back rise</b></li> </ul> |
| 9.  | What hardware is needed to operate CAD?                   | <ul style="list-style-type: none"> <li>- <b>System unit</b></li> <li>- <b>Central Processing Unit (CPU)</b></li> <li>- <b>Memory</b></li> <li>- <b>Hard disk</b></li> <li>- <b>CD- rom</b></li> <li>- <b>External storage devices</b></li> <li>- <b>Monitor</b></li> <li>- <b>Printers and plotters</b></li> <li>- <b>Digitizer and puck.</b></li> </ul>   |
| 10. | What is the installation process of CAD software?         | <ol style="list-style-type: none"> <li>1. <b>Insertion of CD</b></li> <li>2. <b>Installation</b></li> <li>3. <b>Activation code</b></li> <li>4. <b>Launch software</b></li> </ol>  |
| 11. | Which user interfaces are normally found in CAD software? | <ul style="list-style-type: none"> <li>- <b>File</b></li> <li>- <b>Edit</b></li> <li>- <b>Sheet</b></li> <li>- <b>Display</b></li> <li>- <b>Size</b></li> <li>- <b>Layer</b></li> <li>- <b>Parameters</b></li> <li>- <b>Config</b></li> <li>- <b>Tools</b></li> </ul>  |

|     |  |  |
|-----|--|--|
|     |  | <ul style="list-style-type: none"> <li>- <b>Print</b></li> <li>- <b>Curve points. (pts)</b></li> <li>- <b>Flat pattern.</b></li> <li>- <b>Cut piece</b></li> </ul>   |
| 12. | What are some digitizer tools?                           | <ul style="list-style-type: none"> <li>- <b>Digitizer cursor</b></li> <li>- <b>Digitizer laser</b></li> <li>- <b>Digitizer table/ board</b></li> <li>- <b>Digitizer functions keys and menu bar</b></li> </ul>   |
| 13. | What do you mean by sizes of garments?                   | <ul style="list-style-type: none"> <li>- <b>Name</b></li> <li>- <b>Comments</b></li> <li>- <b>Width</b></li> <li>- <b>Maximum</b></li> <li>- <b>Length</b></li> <li>- <b>Selvage value</b></li> <li>- <b>Required efficiency</b></li> <li>- <b>Global spacing</b></li> <li>- <b>Fabric edges</b></li> <li>- <b>Moving tolerance</b></li> <li>- <b>Fine rotation</b></li> <li>- <b>Model name</b></li> <li>- <b>Variant name</b></li> <li>- <b>Size</b></li> <li>- <b>Quantity</b></li> </ul> |
| 14. | Which activities are mainly done by grading?             | <ul style="list-style-type: none"> <li>- <b>Basic size selection</b></li> <li>- <b>Addition or deletion of size</b></li> <li>- <b>Measurement differences</b></li> <li>- <b>Use of axis</b></li> </ul>   |
| 15. | Which outcome can be found from marker generated by CAD? | <ul style="list-style-type: none"> <li>- <b>Pop and drag</b></li> <li>- <b>Automatic</b></li> </ul>  |
| 16. | Why do CAD operators need to attend PP meetings?         | <b>Because all the technical information is discussed in the team meeting which is very important for the CAD operator.</b>  |
| 17. | What is tolerance for the measurement?                   | <b>Tolerance means how much deviation buyer will accept on measurement on the garments.</b>  |
| 18. | Briefly explain the purpose of alarm signals.            | <p><b>The warning alarm and the evacuation alarm trigger several (simultaneous or successive) actions.</b></p> <ul style="list-style-type: none"> <li>▪ <b>The warning alarm:</b> <ul style="list-style-type: none"> <li>○ <b>consists of a three-second tone or an announcement</b></li> <li>○ <b>alerts occupants that a fire has been detected</b></li> <li>○ <b>alerts the First Intervention Team</b></li> </ul> </li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>○ <i>does not equal an evacuation order</i></li><li>▪ <b>The evacuation alarm:</b><ul style="list-style-type: none"><li>○ <i>consists of a steady tone lasting 5 minutes or a direct announcement</i></li><li>○ <i>instructs all occupants to leave the building (or a particular part of the building) immediately and proceed to the designated assembly points</i></li></ul></li></ul> |
|--|--|---|

## Assessment Evidence Summary Sheet

| EVIDENCE SUMMARY SHEET   |   |  |                          |
|--|---|--|--------------------------|
| <b>Candidate Name:</b>   |   |  |                          |
| <b>Assessor Name:</b>  |   |  |                          |
| <b>Qualification:</b>  | Certificate in CAD for Garments   |  |                          |
| <b>Assessment Centre:</b>  |   |  |                          |
| <b>Date(s) of Assessment:</b>  |   |  |                          |
| The performance of the candidate in the following unit or units of competency and the methods engaged to assess performance are as follows:                  |   |  |                          |
| Unit of Competency   | Assessment Method   | Competent  | Not Yet Competent        |
| All units of competency comprising of the qualification  | Written Test  | <input type="checkbox"/>                                 | <input type="checkbox"/> |
|  | Practical Demonstration 1 (Set ....)  | <input type="checkbox"/>                                 | <input type="checkbox"/> |
|  | Practical Demonstration 2 (Set ....)  | <input type="checkbox"/>                                 | <input type="checkbox"/> |
|  | Practical Demonstration 3 (Set ....)  | <input type="checkbox"/>                                 | <input type="checkbox"/> |
|  | Oral Questioning (optional)   | <input type="checkbox"/>                                 | <input type="checkbox"/> |
| <b>Note:</b> Issuance of a certificate will only be given to a candidate who has successfully been assessed as competent for <b>ALL</b> units of competency. |   |  |                          |
| Recommendation   |   |  |                          |
| <input type="checkbox"/><br>Issuance of Statement of Achievement ( <i>indicate title of SOA, if full Certificate is not met</i> )                            | <input type="checkbox"/><br>Submission of additional documents<br>Specify:                  | <input type="checkbox"/><br>Reassessment<br>Specify:     |                          |
| Did the candidate overall performance meet the required evidence/standard?   |   | <input type="checkbox"/> Yes <input type="checkbox"/> No |                          |
| Overall Evaluation:  | <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b> |  |                          |
| General Comments:  |   |  |                          |
| Candidate Signature:   |   | Date:  |                          |
| Assessor Signature:  |   | Date:  |                          |
| Institution Manager Signature:   |   | Date:  |                          |

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

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

## Assessment Validation Map

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

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

| <b>Unit of Competency:</b>   | SEIP-RMG-CAD-01-G – Use basic mathematical concepts |                      |      |
|--|---|----------------------|------|
| Element  | Assessment Method                                   |                      |      |
|  | Written   | Practical            | Oral |
| 1. Identify calculation requirements in the workplace.                   | 18  | A1-2<br>B1-2<br>C1-2 |      |
| 2. Select appropriate mathematical methods/concepts for the calculation. |   | A1-2<br>B1-2<br>C1-2 |      |
| 3. Use tool/instrument to perform calculations.                          |   | A1-2<br>B1-2<br>C1-2 |      |
| <b>Unit of Competency:</b>   | SEIP-RMG-CAD-02-G – Carry out workplace interaction |                      |      |
| Element  | Assessment Method                                   |                      |      |
|  | Written   | Practical            | Oral |
| 1. Interpret workplace communication and etiquette.                      |   | A1-3<br>B1-3<br>C1-3 |      |
| 2. Read and understand workplace documents.                              | 25  | A1-3<br>B1-3<br>C1-3 |      |
| 3. Participate in workplace meetings and discussions.                    |   | A1-3<br>B1-3<br>C1-3 | 16   |
| 4. Practice professional ethics at work.                                 |   | A1-3<br>B1-3<br>C1-3 |      |
| <b>Unit of Competency:</b>   | SEIP-RMG-CAD-03-G – Operate in a team environment   |                      |      |
| Element  | Assessment Method                                   |                      |      |
|  | Written   | Practical            | Oral |

| 1. Identify team goals and work processes.           | 20   | A1-3<br>B1-3<br>C1-3 |        |
|--|--|----------------------|--------|
| 2. Identify own role and responsibility within team. | 19   | A1-3<br>B1-3<br>C1-3 | 2      |
| 3. Communicate and co-operate with team members.     |  | A1-3<br>B1-3<br>C1-3 |        |
| 4. Practice problem-solving within the team.         |  | A1-3<br>B1-3<br>C1-3 |        |
| <b>Unit of Competency:</b>                           | SEIP-RMG-CAD-04-G – Acquire basic IT skills  |                      |        |
| Element  | Assessment Method  |                      |        |
|  | Written  | Practical            | Oral   |
| 1. Identify and use most commonly used IT tools.     |  | A1-3<br>B1-3<br>C1-3 | 9      |
| 2. Understand computer operations.                   | 16   | A1-3<br>B1-3<br>C1-3 | 11, 12 |
| 3. Work with word processing application.            |  | A1-3<br>B1-3<br>C1-3 |        |
| <b>Unit of Competency:</b>                           | SEIP-RMG-CAD-01-S – Understand the RMG business  |                      |        |
| Element  | Assessment Method  |                      |        |
|  | Written  | Practical            | Oral   |
| 1. Identify basic business communication practices.  |  |                      |        |
| 2. Recognize history of RMG industry in Bangladesh.  |  |                      | 5      |
| 3. Identify major departments of RMG industry.       | 20   |                      |        |
| 4. List prime export markets.                        | 22   |                      |        |
| <b>Unit of Competency:</b>                           | SEIP-RMG-CAD-02-S – Apply occupational health and safety (OHS) practice in the workplace |                      |        |
| Element  | Assessment Method  |                      |        |
|  | Written  | Practical            | Oral   |
| 1. Identify OHS policies and procedures.             |  | A1-3<br>B1-3<br>C1-3 |        |

| 2. Apply personal health and safety practices.              | 24   | A1-3<br>B1-3<br>C1-3 |      |
|---|--|----------------------|------|
| 3. Identify common hazards and risks.                       | 23   | A1-3<br>B1-3<br>C1-3 |      |
| 4. Interpret emergency response procedures.                 |  |                      | 18   |
| <b>Unit of Competency:</b>                                  | SEIP-RMG-CAD-03-S – Perform measurement and calculations     |                      |      |
| Element   | Assessment Method  |                      |      |
|   | Written  | Practical            | Oral |
| 1. Select measuring devices.                                |  | A1-2<br>B1-2<br>C1-2 |      |
| 2. Obtain measurement for apparel.                          |  | A1-2<br>B1-2<br>C1-2 | 6    |
| 3. Perform simple calculations.                             |  | A1-2<br>B1-2<br>C1-2 | 8    |
| <b>Unit of Competency:</b>                                  | SEIP-RMG-CAD-04-S – Read and interpret sketches and drawings |                      |      |
| Element   | Assessment Method  |                      |      |
|   | Written  | Practical            | Oral |
| 1. Identify information from manual.                        |  | A1-3<br>B1-3<br>C1-3 | 13   |
| 2. Identify sketch and specifications.                      | 17   | A1-3<br>B1-3<br>C1-3 | 17   |
| <b>Unit of Competency:</b>                                  | SEIP-RMG-CAD-01-O – Interpret fundamentals of CAD operations |                      |      |
| Element   | Assessment Evidence Method                                   |                      |      |
|   | Written  | Practical            | Oral |
| 1. Understand requirements of CAD.                          | 1, 11, 15  | A1-3<br>B1-3<br>C1-3 | 1    |
| 2. Interpret job responsibility of CAD operators.           | 2  |                      | 2    |
| 3. Identify parts, points and measuring guides of garments. | 7, 14  | A1-3<br>B1-3<br>C1-3 |      |

| 4. Interpret manual pattern and marker making.      | 12   | A1, A3<br>B1, B3<br>C1, C3 | 7     |
|---|--|----------------------------|-------|
| <b>Unit of Competency:</b>                          | SEIP-RMG-CAD-02-O – Perform CAD installation and operation |                            |       |
| Element   | Assessment Method  |                            |       |
|   | Written  | Practical                  | Oral  |
| 1. Identify hardware and software required for CAD. | 6, 10, 13  | A1-3<br>B1-3<br>C1-3       | 3, 9  |
| 2. Install CAD software.                            |  | A1<br>B1<br>C1             | 4, 10 |
| <b>Unit of Competency:</b>                          | SEIP-RMG-CAD-03-O – Operate system of pattern making       |                            |       |
| Element   | Assessment Method  |                            |       |
|   | Written  | Practical                  | Oral  |
| 1. Identify functions to operate system.            | 4, 5   | A2<br>B2<br>C2             | 11    |
| 2. Perform pattern making with software.            | 7  | A1, A3<br>B1, B3<br>C1, C3 |       |
| <b>Unit of Competency:</b>                          | SEIP-RMG-CAD-04-O – Perform digitizing patterns            |                            |       |
| Element   | Assessment Method  |                            |       |
|   | Written  | Practical                  | Oral  |
| 1. Prepare for digitizing.                          | 6  | A2<br>B2<br>C2             | 12    |
| 2. Operate digitizer.                               |  | A2<br>B2<br>C2             |       |
| <b>Unit of Competency:</b>                          | SEIP-RMG-CAD-05-O – Perform pattern grading                |                            |       |
| Element   | Assessment Method  |                            |       |
|   | Written  | Practical                  | Oral  |
| 1. Interpret sizes and measurement differences.     | 7  | A3<br>B3<br>C3             | 13    |
| 2. Apply rule table for grading.                    |  | A3<br>B3<br>C3             |       |

| 3. Prepare and save graded patterns. | 9, 13                                       | A3<br>B3<br>C3 | 14   |
|--------------------------------------|---|----------------|------|
| <b>Unit of Competency:</b>           | SEIP-RMG-CAD-05-O – Create marker and print |                |      |
| Element                              | Assessment Method                           |                |      |
|                                      | Written                                     | Practical      | Oral |
| 1. Make marker.                      | 3, 8, 9                                     | A3<br>B3<br>C3 | 15   |
| 2. Print pattern and marker.         |   | A3<br>B3<br>C3 |      |