

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**FOOTWEAR MAKING**

**LEVEL 4**



TVET CDACC

P.O. BOX 14744-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Footwear Production sector’s growth and sustainable development.

**PRINCIPAL SECRETARY,**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of on Reforming Education and Training in Kenya emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Leather Technology Sector Skills Advisory Committee (SSAC) and other stakeholders have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

The curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Leather SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON,**

**TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I appreciate Leather Sector Skills Advisory Committee (SSAC) who enabled the development of this curriculum.

I recognize with appreciation the role of the SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all stakeholders in the Leather sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Leather sector will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# ABBREVIATION AND ACRONYMS

2D Two Dimensional

AIDS Acquired Immune Deficiency Syndrome

BC Basic Competency

CC Common Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

FW Footwear

HIV Human Immuno-Deficiency Virus

ICT Information Communication Technology

LCD Liquid Crystal Display

NEMA National Environmental Management Authority

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PESTEL Political Economic Social Technological Environmental and Legal

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

SWOT Strengths Weaknesses Opportunities and Threats

TEX Textile

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **TEX/CU/FW/BC/01/4/A**

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Control Version

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# COURSE OVERVIEW

Footwear production level 4 enables a person to work in a footwear production industry efficiently. It entails cutting footwear materials, preparing footwear components, performing footwear closing operations, carrying out footwear construction, carrying out footwear finishing operations and carrying out footwear shoe room operations.

This qualification consists of the following basic, common and core competencies:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| **TEX/CU/FW/BC/01/4/A** | Communication skills | 20 | 2.0 |
| **TEX/CU/FW/BC/02/4/A** | Numeracy skills | 25 | 2.5 |
| **TEX/CU/FW/BC/03/4/A** | Digital literacy | 35 | 3.5 |
| **TEX/CU/FW/BC/04/4/A** | Entrepreneurial skills | 60 | 6.0 |
| **TEX/CU/FW/BC/05/4/A** | Employability skills | 30 | 3.0 |
| **TEX/CU/FW/BC/06/4/A** | Environmental literacy | 20 | 2.0 |
| **TEX/CU/FW/BC/07/4/A** | Occupational safety and health practices | 20 | 2.0 |
| **Total** | **210** | **21.0** |

**COMMON UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| **TEX/CU/LG/CC/01/4/A** | Footwear production practices and principles | 40 | 4.0 |
| **TEX/CU/LG/CC/02/4/A** | Foot measurements and calculations | 40 | 4.0 |
| **TEX/CU/LG/CC/03/4/A** | Costs and estimates | 40 | 4.0 |
| **Total** | **120** | **14.0**  |

**CORE** **UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| **TEX/CU/FW/CR/01/4/A** | pattern cutting | 80 | 8.0 |
| **TEX/CU/FW/CR/02/4/A** | Cutting footwear materials | 60 | 6.0 |
| **TEX/CU/FW/CR/03/4/A** | Footwear component preparation operations | 40 | 5.0 |
| **TEX/CU/FW/CR/04/4/A** | Footwear closing operations | 60 | 6.0 |
| **TEX/CU/FW/CR/05/4/A** | Footwear construction | 80 | 8.0 |
| **TEX/CU/FW/CR/06/4/A** | Footwear finishing operations | 50 | 5.0 |
| **TEX/CU/FW/CR/07/4/A** | Footwear shoe room operations | 50 | 6.0 |
| **TEX/CU/FW/CR/08/04/A** | Shoe repair | 50 | 5.0 |
|  | Industrial attachment | **280** | **28.0** |
| **Total** | **470** | **47.0** |
| **Grand total** | **1080** | **108.0** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Secondary Education (KCSE) mean grade E

**Or**

1. Certificate in Leather related course Level 3

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in Footwear Production Level 4, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC COMPETENCIES

## COMMUNICATION SKILLS

**UNIT CODE: TEX/CU/FW/BC/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Third party reports
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

## NUMERACY SKILLS

**UNIT CODE:** **TEX/CU/FW/BC/02/4/A**

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 1. Identify, measure and estimate familiar quantities for work
 | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 1. Read and use familiar maps, plans and diagrams for work
 | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 1. Identify and describe common 2D and some 3D shapes for work
 | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 1. Construct simple tables and graphs for work using familiar data
 | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 1. Identify and interpret information in familiar tables, graphs and charts for work
 | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

## DIGITAL LITERACY

**UNIT CODE: TEX/CU/FW/BC/03/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

## ENTREPRENEURIAL SKILLS

**UNIT CODE: TEX/CU/FW/BC/04/4/A**

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

 **Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** TEX/CU/FW/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

## ENVIRONMENTAL LITERACY

**UNIT CODE: TEX/CU/FW/BC/06/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

## OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** TEX/CU/FW/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# COMMON UNITS OF LEARNING

## FOOTWEAR PRODUCTION PRINCIPLES AND PRACTICES

**UNIT CODE:** TEX/CU/FW/CC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Apply footwear production principles and practices**

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to apply footwear production principles and practices. It involves applying knowledge of footwear production, identifying footwear production tools, machines and equipment, identifying footwear production materials and demonstrating footwear production practices.

**Summary of Learning Outcomes**

* 1. Apply knowledge of footwear production
	2. Identify footwear production tools, machines and equipment
	3. Identify footwear production materials
	4. Demonstrate footwear production practices

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply knowledge of footwear production
 | * Introduction to footwear
* footwear terminology
* Steps of footwear production
* Parts and styles of footwear
* parts
* Quarters
* Toe cap
* Apron
* Vamp
* Tongue
* Back strap
* Heel
* Sole
* Stiffener
* styles
* derby/Gibson
* moccasin
* sandals
* oxford
* slip-on
* Foot anatomy
* Structure of the foot
* Growth
* Functions of the foot
* Common feet disorders
* Foot measurements
 | * Written test
* Case studies
* Oral tests
* Practical tests
* Projects
* observations
 |
| 1. Identify footwear production tools, machines and equipment
 | * Footwear tools, equipment and machines
* Types
* Procedure of Maintenance
* Care and handling
* storage
 | * Practical
* Written test
* Oral tests
* Observation
 |
| 1. Identify footwear production materials
 | * Footwear materials
* Sources of footwear material
* Types of footwear materials
* Footwear accessories
* Bottom and upper components
 | * Practical
* Written test
* Oral tests
* Observation
 |
| 1. Demonstrate footwear production practices
 | * footwear production practices
* general methods of production
* Quality control in footwear production
* Workplace documentation
* Minimization of Wastage of production material
* Responsibilities, duties and target setting
* Problems, conflicts or contingencies at work place
 | * Written test
* Oral tests
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Footwear materials
* Reinforcement materials
* Grindery
* Upper making tools
* Lasting tools
* Footwear machines
* Learning/training materials
* Learning space(workshop)
* Stationery
* PPE
* Basic Tool Kit

## FOOT MEASUREMENTS

**UNIT CODE**: TEX/CU/FW/CC/02/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out foot measurements**

**Duration of unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to carry out foot measurements. It involves obtaining measurements, performing simple calculation and estimating approximate quantities.

**Summary of Learning Outcomes**

1. Apply knowledge of basic footwear anatomy

2. Carryout foot measurements

3. Identify footwear sizing system.

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply knowledge of footwear anatomy
 | * Obtaining foot measurements
* Foot measuring devices
* Systems of foot measurement
 | * Written test
* Case studies
* Oral questioning
 |
| 1. Carry out foot measurements
 | * Simple calculations
* Production calculations
* Procedures of foot measurement
 | * Practical
* Written test
* Oral tests
* Observation
 |
| 1. Identify footwear sizing system.
 | * Shoe sizing systems
* English
* American
* Chinees
* Italy
* Paris point
* metric
* use of shoe sizing systems
* Measurements recording
 | * Practical
* Written test
* Oral test
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Tape measure
* Ruler
* Meter stick
* Thickness Gauge
* Divider
* Calculator
* Internet
* Stationery
* Reference materials

## ESTIMATION AND COSTING

**UNIT CODE:** TEX/CU/FW/CC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **carry out estimation and costing**

**Duration of Unit: 40** hours

**Unit Description**

This unit specifies the competencies required to carry out estimation and costing. It involves working out production requirements and carrying out estimation and costing

**Summary of Learning Outcomes**

1. Working out production requirement

2. Carry out estimation and costing

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Work out production requirement
 | * Production requirements
* Footwear materials
* Workshop space
* Footwear tools, equipment and machines
* Footwear production targets
* Post production operations
* Finishing operations
* Shoe room operations
 | * Observation
* Oral tests
* Written tests
* Practical tests
 |
| 1. Carry out estimation and costing
 | * Computing costs
* Classification of cost
* Direct and indirect cost
* Materials and labour
* Overhead costs
* Net profit
* Material estimation
* Interpretation of job ticket
* Estimation of quantities of materials
* Prepare shoe estimate sheet
 | * Observation
* Oral tests
* Written tests
* Practical’s
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Flow charts
* Notes taking

**Required resources**

* Footwear materials
* Learning/training materials
* Learning space(workshop)
* Calculator
* Footwear materials
* Learning/training materials
* Learning space(workshop)
* Calculator

# CORE UNITS OF LEARNING

## PATTERN CUTTING

**UNIT CODE:** TEX/CU/FW/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out pattern cutting**

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to carry out pattern cutting. It involves Interpreting footwear sketches/illustrations, performing footwear pattern cutting and Carrying out footwear pattern grading

**Summary of Learning Outcomes**

1. Develop footwear patterns
2. Perform footwear pattern cutting
3. Carry out footwear pattern grading

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop footwear patterns
 | * Footwear design Materials, Machines, Tools and equipment
* Handling
* Moving
* Storing
* Maintenance
* operation
* Classification of footwear pattern
* Masking Methods
* Standard geometrical dimensions
* Footwear Design Sketching and illustration
* Pattern Development
* Mean forme
* Standard forme
* Sectional patterns (Outer, lining, bottom)
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Perform footwear pattern cutting
 | * Cutting patterns
* Work presentation
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out footwear pattern grading
 | * Pattern grading tools, materials and machines
* Footwear Grading methods
* Footwear Pattern grading procedures
* Record and documentation
* Safety practices
 | * Written test
* Oral test
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Flow charts
* Notes taking

**Required resources**

* Footwear materials
* Learning/training materials
* Learning space(workshop)
* Calculator
* Tools and equipment

## CUTTING FOOTWEAR MATERIALS

**UNIT CODE:** TEX/CU/FW/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Cut Footwear material**

**Duration of Unit:** 60 hours

**Unit Description**

This unit specifies the competencies required to cut footwear materials. It involves Identifying cutting tools equipment and machines, footwear materials and carrying out footwear material cutting

**Summary of Learning Outcomes**

* 1. Identify, cutting tools equipment and machines
	2. Identify footwear materials
	3. Cut footwear material

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify footwear materials
 | * Footwear materials
* Classification
* Types of leather
* Types of leather substitutes
* Fittings/accessories
* Types of adhesives
* Selection
* Material safety
* Cutting tools, equipment and machines
* Classification
* Selection
 | * Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |
| 1. Identify, cutting tools equipment and machines
 | * Footwear cutting tools, equipment and machines
* cutting materials
* Machine, tools and equipment setting and operation
* Basic maintenance
* Care and handling
* Handling
* Moving
* Storing
* Maintenance
* operation
* Safety
* Documentation and reporting
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Cut footwear material
 | * Work ticket interpretation
* Material defects and Inspection Techniques
* Footwear Cutting Tools, machines and equipment
* Cutting tools
* Punching tools
* Sharpening tools
* Care and handling
* Handling
* Moving
* Storing
* Sharpening and grinding
* operation
* Principles of Cutting
* Techniques
* Economical layout.
* Quality consideration
* accuracy
* Safety
 | * Practical
* Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* CAM
* Reference material
* E-mail, internet
* Footwear Workshop
* Cutting machines, tools and equipment
* Personal protective equipment

## FOOTWEAR COMPONENT PREPARATION

**UNIT CODE:** TEX/CU/FW/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Prepare Footwear components**

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to prepare footwear components. It entails inspecting footwear components, carrying out component markings, performing skiving and splitting operations

**Summary of Learning Outcomes**

1. Inspect Footwear components
2. Carry out component marking
3. Perform splitting operations
4. Perform skiving operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Inspect Footwear components
 | * Characteristics and variation in Footwear components
* Upper and Bottom materials
* Footwear colour and shade
* Footwear components substance
* Footwear components defects
* Footwear component quantity
* Footwear component design
* Footwear component coding
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out component marking
 | * Methods of Component marking
* Identification marking
* Stitch marking
* Component marking Tools and equipment
* Procedures of Component Marking
* Decoration methods
* Stamping
* Carving
* Stitches
* Decoration Tools and equipment
* Decoration procedures and operations
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Perform splitting operations
 | * Splitting Operation
* Checking Leather substance
* Splitting machine, tools and equipment
* Splitting methods
* Splitting procedures and operations
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Perform skiving operations
 | * Skiving
* Checking Leather substance
* Skiving Tools, machines and equipment
* Skiving methods
* Skiving procedures and operation
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* E-mail, internet
* Footwear Workshop
* Skiving, splitting and folding machines,
* Footwear components
* Footwear components preparation Tools and equipment
* Personal protective equipment

## FOOTWEAR CLOSING OPERATIONS

**UNIT CODE:** TEX/CU/FW/CR/04/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Perform Footwear closing operations**

**Duration of Unit:** 60 hours

**Unit Description**

This unit covers the competencies required to perform footwear closing operations. It entails Identifying tools, equipment, materials and machines, performing footwear closing operations carrying out shoe upper finishing operations

**Summary of Learning Out comes**

1. Identify tools, equipment, materials and machines for closing operations
2. Perform footwear closing operations
3. Carry out shoe upper finishing operations.

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Identify tools, equipment, materials and machines for closing operations
 | * Footwear closing tools, equipment and machines
* Footwear closing materials
* Threads
* Adhesives
* Machine, tools and equipment setting and operation
* Basic maintenance
* Care and handling
* Safety
* Documentation and reporting
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Perform footwear closing operations
 | * Footwear component pairing
* Footwear components closing procedures
* Types of seams
* Open seams
* Closed seams
* Silked seam
* Butt
* Top line and Edge treatment methods
* Top line and Edge treatment Materials, Tools, machines and equipment
* Top line and Edge treatment procedures and operations
* Records and documentations
* Safety practices
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out shoe upper finishing operations
 | * Shoe upper finishing
* Trimming
* Reinforcement of Shoe upper eyelet
* Temporary lacing.
* Fitting of toe puffs and stiffeners
* Edge staining
* Quality checks and control
* Records and documentations
* Safety practices
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* computer
* Footwear Workshop
* Stitching machines
* Seam rubbing down and folding machines
* Footwear components
* Footwear components assembly Tools and equipment
* Personal protective equipment

## FOOTWEAR CONSTRUCTION

**UNIT CODE:** TEX/CU/FW/CR/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out footwear construction**

**Duration of Unit:** 80 hours

**Unit Description**

This unit covers the competencies required to carry out footwear construction. It entails assembling shoe upper, bottom components and ‘last plant’, carrying out shoe lasting operations, carrying out conditioning operations and performing sole attaching operations.

**Summary of Learning Outcomes**

1. Assemble shoe upper, bottom components and ‘last plant’
2. Carry out shoe lasting operations
3. Carry out conditioning operations
4. Perform sole attaching operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Assemble shoe upper, bottom components and ‘last plant
 | * Assembling methods
* Shoe uppers
* Bottom components
* Last
* Materials
* ‘Marring up’ shoe uppers, bottom components and last
* Interpretation of Job requirements
* Quality checks and control
* Records and documentations
* Safety practices
 | * Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |
| 1. Carry out shoe lasting operations
 | * Methods of lasting
* String lasting
* Flat lasting
* Vertical lasting
* Out flanged
* Tools, equipment and machines
* Quality checks and controls
* Heat setting
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out conditioning operations
 | * Type of shoe upper
* Methods of conditioning
* Rapid condition
* Contact mulling
* Toe steaming
* Shoe conditioning equipment and machines
* Conditioning procedures
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Perform sole attaching operations
 | * Methods of sole attaching
* Cemented
* Molded construction
* Veldschoen
* California
* Sole attaching procedures
* Bottom preparation
* Sole attachment
* Heel attaching
* Scoring
* attaching and pressing
 | * Written test
* Oral test
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* computer
* Footwear Workshop
* Shoe uppers, bottom stock components and adhesives
* “Last plant”
* Footwear making Tools, machines and equipment
* Personal protective equipment

## FOOTWEAR FINISHING OPERATIONS

**UNIT CODE:** TEX/CU/FW/CR/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out Footwear finishing operations**

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers the competencies required to carry out footwear construction. It entails identifying footwear operations, tools and equipment for footwear finishing operations and carrying out finishing operations.

**Summary of Learning Outcomes**

1. Identify footwear finishing operation
2. Identify tools, equipment and materials for finishing operations
3. Carry out Footwear finishing operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify footwear finishing operation
 | * Types of finishing operations
* Staining
* Binding
* Edge staining
* Patching
* faking
* stitching
* finishing methods and procedures
* edge finishing
* bottom finishing
* polishing
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Identify tools, equipment and materials for finishing operations
 | * Footwear tools, equipment and machines
* Finishing materials
* Selection
* Sources
* application
* Machine, tools/equipment operation
* Basic maintenance
* Care and handling
* Safety
* Documentation and reporting
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out Footwear finishing operations
 | * . Footwear finishing operations
* Heel pairing
* Edge staining
* Naumkeag
* Methods of footwear finishing
* edge finishing
* bottom finishing
* polishing
* Quality Control
* Faults Identification and Reporting
* Care and handling of the shoe
* Record and documentation
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* E-mail, internet
* Footwear Workshop
* Constructed shoe
* Footwear finishing and dressing materials
* Footwear finishing machines, Tools and equipment
* Personal protective equipment
* Packaging material

## FOOTWEAR SHOE ROOM OPERATIONS

**UNIT CODE:** TEX/CU/FW/CR/O7/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out footwear shoe room operations**

**Duration of unit:** 50

**Unit Description**

This unit covers the competencies required to carry out footwear shoe room operations. It entails identifying shoe room operations, tools and equipment and carrying out shoe room operations.

**Summary of Learning Outcomes**

1. Identify shoe room operations
2. Identify tools and equipment for shoe room operations
3. Carry out shoe room operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify shoe room operation
 | * Shoe room operations
* Cleaning
* Packing
* Inspection
* Labelling
* Faking
* Methods and procedures of shoe room operations
 | * Practical
* Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |
| 1. Identify tools, equipment and materials for shoe room operations
 | * Shoe room operation tools, equipment and machines
* Identification
* Shoe room materials
* Machine, tools/equipment operation
* Basic maintenance
* Care and handling
* Documentation and reporting
 | * Practical
* Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |
| 1. Carry out shoe room operations
 | * Shoe room operations and procedures.
* Remove tack
* Insert sock
* Cleaning
* Hot air treeing
* Dressing
* Faking
* Attach trimming
* Packing
* Labelling
* Spray dressing
* Final inspection
* Quality check and control
* Documentation and reporting
* Packaging and Dispatch
 | * Practical
* Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* computer
* Footwear Workshop
* Materials used for shoe room operations
* Constructed shoe
* Footwear shoe room machines, Tools and equipment
* Personal protective equipment
* Packaging material

## SHOE REPAIR

**UNIT CODE:** TEX/CU/FW/CR/O8/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Carry out footwear shoe repair operations**

**Duration of unit:** 50

**Unit Description**

This unit covers the competencies required to carry out footwear shoe repair operations. It entails identifying shoe repair operations, tools and equipment and carry out shoe repair operations.

**Summary of Learning Outcomes**

1. Identify shoe repair operations
2. Identify tools and equipment for shoe repair operations
3. Carry out shoe repair operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify shoe repair operation
 | * Assessment of repairs
* Shoe repair operations
* Upper repairs
* Sole repairs
* Bottom repair
* Hand stitching
* Methods and procedures of shoe repair operations
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Identify tools, equipment and materials for shoe repair operations
 | * Shoe repair operation tools, equipment and machines
* Repair materials
* Stitching threads
* Adhesives
* Patches
* wax
* Machine, tools/equipment operation
* Basic maintenance
* Care and handling
* Safety
* Documentation and reporting
 | * Written test
* Oral tests
* Practical test
* Projects
* Observation
 |
| 1. Carry out shoe repair operations
 | * Shoe repair operations and procedures.
* Sole mending
* Patching worn out shoe upper
* Re- lasting the shoe upper
* Heel rebuilding
* Sole attaching
* Finishing operations
* Quality check and control
* Documentation and reporting
* Packaging and Dispatch
 | * Written test
* Oral questioning
* Practical test
* Projects
* Observation
 |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Projection
* Notes taking

**List of Recommended Resources:**

* Stationery
* Reference material
* Footwear Workshop
* Materials used for Shoe repair operations
* Shoe worth repair
* machines, Tools and equipment
* Personal protective equipment
* Packaging material