

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



**LEATHER GOODS AND FOOTWEAR SYLLABUS FOR ORDINARY
SECONDARY EDUCATION VOCATIONAL STREAM FORM I-IV**

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Abbreviations and Acronyms

CAD	Computer Added Designing
CAM	Computer Aided Manufacturing
DVD	Digital Video Disk
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
NGOs	Non-Governmental Organisations
OHS	Ocupational Health Safety
OSHA	Ocupational Safety and Health Authority
TIE	Tanzania Institute of Education

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competence has been achieved, or whether specific skills and knowledge that will lead to attaining competence have been achieved.

Circumstantial knowledge: Detailed knowledge allows decision-making regarding certain circumstances and cross-cutting issues.

Competence: The ability to use knowledge, understanding, practical and critical thinking skills to perform effectively to meet the required workplace standards in employment.

Element/Activity: A sub-unit or step which reflects the learning sequence for achieving the broad learning objectives of a unit.

Performance criteria: indication of the expected end results or outcome in the form of evaluative statements.

Standard: A set of statements, which if proven true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed to demonstrate competences that are associated with performing a given task.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in the form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Anthony M. Kasore

Director General

1.0 Introduction

Leather goods and footwear production is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Studying this trade (field) is essential because Tanzania has a wealth of livestock, providing a plentiful supply of hides and skins that can be processed into leather. These resources can be utilised to support the country's economy. The study of leather goods and footwear production will equip students with practical skills to transform raw materials into value-added products, such as bags, shoes, belts, and wallets. The acquisition of these skills will also support local industries, reduce dependency on imported leather goods, and foster local entrepreneurship. Eventually, this will foster economic growth, generate employment opportunities, promote sustainable resource utilisation, and help preserve traditional craftsmanship.

Upon completing their education, students will acquire both theoretical and practical knowledge of leather goods and footwear production, from identifying raw materials such as hides and skins to mastering advanced manufacturing techniques. They will be skilled in operating leather processing equipment, crafting high-quality products, and applying sustainable practices in the industry, while adhering to safety and quality standards. Furthermore, students will gain business management skills essential for running a leather goods or footwear enterprise, and ensure innovation and excellence in all aspects of the leather industry.

Students who complete this occupation can find employment in various sectors, including both government and private organisations, such as ministries, training institutions, research centres, leather processing agencies, and development projects. They may also pursue self-employment or work in small, medium, and large-scale leather and footwear industries, as well as with Non-Governmental Organisations (NGOs).

The Leather Goods and Footwear Syllabus is designed to guide the teaching and learning of this occupation at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus outlines the competences students need to develop while studying leather goods and footwear production. It provides essential information to help teachers effectively plan lessons and support learners in acquiring the targeted competences.

Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1-IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;

- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross-cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

General Competences of the Occupation

Upon completing this occupation, students are expected to have the ability to:

- (a) Develop new designs and patterns required in Leather Goods and Footwear manufacturing to ensure creativity and innovation;
- (b) Acquire knowledge, skills and attitude in selecting and using appropriate materials, tools, and machinery for creating leather goods and footwear, as well as setting up and operating the equipment;
- (c) Make leather goods and footwear while following quality control steps to maintain high standards; and
- (d) Calculate the production costs of leather goods and footwear to manage resources effectively and ensure good profits.

Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form I-IV*

Modules (Main Competence)	Units (Specific competences)
1.0 Maintaining safety in workshops and their surroundings	1.1 Maintaining workshop safety 1.2 Handling accidents and incidents 1.3 Handling fire accidents 1.4 Performing first aid
2.0 Performing maintenance	2.1 Performing preventive maintenance of tools (Conducting preventive maintenance of work tools) 2.2 Carrying out corrective maintenance of work tools

Modules (Main Competence)	Units (Specific competences)
	2.3 Maintaining of cutting and sewing machines 2.4 Performing safe operation of workshop machines
3.0 Making simple leather goods and footwear	3.1 Cutting out materials using ready-made patterns 3.2 Performing raw edge finishing of leather 3.3 Making stitches 3.4 Making seams 3.5 Performing simple stitching 3.6 Attaching fittings and accessories
4.0 Designing simple leather goods and footwear	4.1 Making simple designs of footwear 4.2 Making simple designs of leather goods
5.0 Making intermediate leather goods and footwear	5.1 Designing intermediate patterns for leather goods projects 5.2 Designing intermediate patterns for footwear projects
6.0 Making intermediate leather goods and footwear	6.1 Making intermediate leather goods 6.2 Making intermediate footwear projects
7.0 Performing maintenance	7.1 Conducting corrective maintenance of cutting machines 7.2 Corrective maintenance of sewing machines 7.3 Conducting corrective maintenance of lasting machines
8.0 Making leather garments	8.1 Making leather jackets 8.2 Making leather skirts and trousers
9.0 Performing handcrafting of leather goods	9.1 Burnishing leather 9.2 Stamping and decorating 9.3 Lacing and saddle stitching 9.4 Making belts 9.5 Performing finishing
10.0 Performing rural leather tanning	10.1 Preserving raw hides and skins 10.2 Dehairing raw hides and skin 10.3 Performing vegetable tanning 10.4 Atliquoring of leather 10.5 Drying and dressing 10.6 Performing leather surface finishing
11.0 Designing advanced leather goods and footwear	11.1 Designing and making patterns for advanced footwear 11.2 Designing and making patterns for advanced leather goods

Modules (Main Competence)	Units (Specific competences)
12.0 Managing safe work environment	12.1 Managing hazards 12.2 Carrying out risk assessment 12.3 Managing environmental
13.0 Managing maintenance	13.1 Planning preventive maintenance 13.2 Supervising corrective and preventive maintenance
14.0 Making advanced leather goods	14.1 Making advanced footwear 14.2 Making special advanced leather goods
15.0 Managing leather goods and footwear workshop	15.1 Initiating a workshop 15.2 Managing stocks (Determining workshop requirements)
16.0 Managing production	16.1 Establishing a small-scale leather goods and footwear enterprise 16.2 Performing staff supervision 16.3 Performing cost and estimating 16.4 Performing marketing and advertisement 16.5 Performing quality control

The Roles of Teachers, Students, and Parents in Teaching and Learning

Good relationships between a teacher, student, and parent/guardian are fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Leather Goods and Footwear Production. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Leather Goods and Footwear production;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student-centred instructional strategies that make the student a centre of learning and allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess

theory and practice;

- (g) Treat all students according to their learning needs and abilities;
- (h) Protect the student from risky environments while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process;
and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive to learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which include but not limited to demonstration, practical/hands-on activities, observations, role plays, simulations, group work, peer teaching/learning, discussions, presentations, field visits, research, and project work. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods are to be integrated with

the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly search for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

Assessment

Assessment is important in teaching and learning of Leather Goods and Footwear subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning. It also informs decision-making towards improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods, which include but are not limited to demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining the student's learning achievement. Teachers are expected to use a variety of summative assessments, including Form Two national assessment, terminal examinations, annual examinations, mock examinations and project work. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute:

60% and the National Form IV Examination shall be 40%, as indicated in Table 2.

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge

gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of “Learning by Doing” and “Learning by Living.” In this context, the implementation of project work in secondary schools’ vocational streams is essential. Projects in the vocational stream are to be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by the National Examinations Council of Tanzania (NECTA).

Table 2: *Contribution of Continuous Assessment and National Examination to the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project Work	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

Number of Periods

The Leather Goods and Footwear Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimated time considers the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns. These are main competences, specific competences, learning activities, suggested teaching and learning methods and the assessment criteria. The assessment criteria are divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and the number of periods as presented in Table 3 to 6.

FORM ONE

Table 3: Detailed Contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
1.0 Maintaining safety in the workshop and its surroundings	1.1 Maintaining safety in the workshop	(a) Adhering to workshop safety rules	<p>Questions and answers:</p> <p>Guide the students through questions and answers to define safety and identify workshop safety rules</p> <p>Demonstration: Demonstrate to students how to maintain workshop safety rules</p> <p>Group Discussion: Organise the students in manageable groups to identify and discuss safety rules which are applicable in the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant safety gears • Interpret different safety signs • Draw safety signs 	Workshop safety rules are followed in compliance with OSHA rules and regulations	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Maintain occupational safety in a workshop correctly • Identify workshop accidents, their causes and how to prevent them <p>Theories: The student should be able to:</p> <ul style="list-style-type: none"> • Explain possible workshop accidents, their causes and how to prevent them • Identify different safety signs and their importance • Identify causes of hazards in 	<p>The following safety gears, tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Nose/dust masks • Dust coats/aprons • First aid kit • Gloves • Nose/dust masks 	18

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			Leather Goods Workshop			workshops and their surroundings correctly Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • OSHA rules and regulations • Workshop rules and regulations 		
1.0 Maintaining safety in the workshop and its surroundings	1.1 Maintaining safety in the workshops	(b) Maintaining a safe workshop environment	Questions and answers: Guide the students to explain the importance of maintaining a safe workshop environment Demonstration and Hands-on activities: Demonstrate and guide the students in properly cleaning the workshop and its surroundings	The student should be able to: <ul style="list-style-type: none"> • Properly clean workshop, tools and equipment and workshop surroundings • Dispose different types of wastes in compliance with per OHS and OSHA rules and regulations • Arrange furniture in a 	The workshop working environment is maintained as per the required specifications	Knowledge evidence: Detailed knowledge Method used: The student should explain how to: <ul style="list-style-type: none"> • Properly dispose different types of wastes • Properly clean workshop, tools, equipment and machines safely workshop • Identify appropriate methods of disposing different types of wastes 	The following safety gears, tools and equipment are to be available: <ul style="list-style-type: none"> • Gloves • Nose/dust masks • Dustbin • Dustpan • Cleaning materials • Hoe • Bush knife • Brooms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
				workshop appropriately • Clean the work environment appropriately		<ul style="list-style-type: none"> • Classify the wastes and their hazards correctly <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> • Workshop cleaning • Storing different types of tools and equipment used in the occupation appropriately <p>Theories: The student are to be able to explain:</p> <ul style="list-style-type: none"> • Possible workshop accidents, their causes and how to prevent them • Appropriate methods of disposing different types of wastes • Classification of wastes and their hazards • Importance of cleaning workshop 	<ul style="list-style-type: none"> • Safety gears • Vacuum cleaner • Dusters • Brooms/soft and hard • Brushes • Mops • Cobweb brooms • Drain brush/squeezer • Dust coats/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
						and surroundings		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • OSHA rules and regulations • Safe work practices 		
1.0 Maintaining safety in the workshop and its surroundings	1.1 Maintaining safety in the workshop	(c) Maintaining personal safety	Brainstorm: Guide the students to brainstorm the importance of maintaining personal safety while	The student should be able to: to clearly: <ul style="list-style-type: none"> • Select relevant safety gear 	Personal safety is maintained in a workshop per the OHS and OSHA rules and regulations	Knowledge evidence: Detailed knowledge Method used: The student should explain how to: <ul style="list-style-type: none"> • Dispose of different 	The following safety gears, tools and equipment are to be available: <ul style="list-style-type: none"> • Fire extinguishers • First aid kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			<p>performing activities in the workshop</p> <p>Demonstration: Demonstrate to the students how to maintain personal safety while in the workshop</p> <p>Practical activity: Organise the students in manageable groups to practise maintaining personal safety in the workshop</p>	<ul style="list-style-type: none"> Identify causes of hazards in a workshop and its surroundings Take precautions against health and safety hazards Interpret different safety signs Draw safety signs Maintain personal safety Store tools, equipment and safety gear Use safety gear 		<p>waste</p> <ul style="list-style-type: none"> Maintain personal safety while in the workshop Provide first aid with care <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Storing different types of tools and equipment used in the occupation <p>Theories: The student are to be able to explain:</p> <ul style="list-style-type: none"> Possible workshop accidents, their causes and how to prevent them Purpose of each safety gear Different safety signs and their importance <p>Circumstantial knowledge: Detailed</p>	<ul style="list-style-type: none"> Gloves Nose/dust masks Safety gear Dust coats/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
						knowledge of: <ul style="list-style-type: none"> • OSHA rules and regulations • Safe work practices 		
1.0 Maintaining safety in the workshop and its surroundings	1.2 Handling accidents and incidents	(a) Handling mechanical hazards	<p>Discussion: Guide the students to discuss the meaning and give examples of mechanical hazards found in a workshop</p> <p>ICT Based learning: Guide the students through a video clip to explore the ways of handling mechanical hazards</p> <p>Group Discussion: Organise the students in manageable groups to discuss different</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Provide first aid to person involved in accidents related to mechanical hazards in accordance with workshop rules and regulations • React correctly and safely when faced with an emergency using appropriate equipment and supplies • Locate first aid kit • Take necessary 	Ability to handle mechanical hazards in the workshop	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify hazardous materials • Handle hazardous materials • Use safety gear correctly • Use colour codes and safety signs correctly • Handle can accident victim • Carry out first aid • React correctly and safely when faced with emergency 	<p>The following safety gears, tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Tool kit • Mechanical equipment • Fire extinguisher • Power machines • Overalls/overcoats/apron • Gloves • Safety boots • Safety clear glasses • First aid kit • First aid poster • Mask • Workshop rules and regulations guidelines 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			ways of handling mechanical hazards and the effects of mechanical hazards	steps to save a victim <ul style="list-style-type: none"> Record accidents Perform periodic inspections of the workshop area and equipment Identify hazardous material Use colour codes and what the colours represent Handle chemicals used in leather workshop and equipment with care Handle machines with care Clean tools, equipment, and workplace Observe safety 		sewing <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> Classification of hazards Handling hazardous materials Identify hazard materials <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> Effects of mechanical, hazards Emergency life support Treatment for fractures Importance of using safety gears Advantages of preventing accidents Usage of colour codes and safety signs Reading the 	<ul style="list-style-type: none"> Service manual Lint brush Computer Inetrnet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
				precautions • Store tools		manufacturer's instructions before operating a machine Circumstantial knowledge: Detailed knowledge of: • Safety precautions while handling accidents • Safe handling of tools, equipment, and machines • Waste disposal methods • Safety precautions while handling accidents		
1.0 Maintaining safety in the workshop and its surroundings	1.2 Handling accidents and incidents	(b) Handling physical hazards	Brainstorm: Guide the students to brainstorm the meaning of machine physical hazards ICT Based learning: Guide	The student should be able to: • React correctly and safely when faced with an emergency using appropriate equipment and	A machine physical hazard is handled accordingly in workshop	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Identify hazardous materials	The following tools and equipment are to be available:: • Tool kit • Mechanical equipment • Fire extinguisher • Power machines	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			<p>the students through a video clip to explore the ways of handling physical hazards</p> <p>Group Discussion: Organise the students in manageable groups to discuss different ways of handling physical hazards and effects of physical hazards</p>	<p>supplies</p> <ul style="list-style-type: none"> • Locate first aid kit • Take the necessary steps to save the victim • Record accidents • Conduct periodic inspections of the workshop area and equipment • Identify hazardous materials • Use colour codes and correctly interpret what the colours represent • Handle mechanical and electrical equipment • Handle machines • Clean tools, 		<ul style="list-style-type: none"> • Handle hazardous materials • Handle an accident victim with care • Provide first aid with care • React correctly and safely when faced with an emergency sewing <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Handling hazardous materials • Identify hazardous materials • Emergency life support <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The effects of mechanical, machine physical hazards 	<ul style="list-style-type: none"> • Overalls/overcoats/apron • Gloves • Safety boots • First aid kit • First aid poster • Mask • Computer • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
				equipment and workplace • Observe safety precautions • Store tools				
1.0 Maintaining safety in the workshop and its surroundings	1.2 Handling accidents and incidents	(c) Handling chemical hazards	<p>Presentation: Present some chemicals found in the workshop to students</p> <p>ICT Based learning: Using Guide the students through a video clip to explore the ways of handling chemical hazards</p> <p>Group Discussion: Organise the students in manageable groups to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • React correctly and safely when faced with an emergency using appropriate equipment and supplies • Locate first aid kit • Take the necessary steps to save the victim • Record accidents • Perform periodic inspections of the 	Students are able to handle chemical hazards in workshop as per instructions	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify hazard materials • Handle hazards materials • Use colour codes and safety signs • Handle an accident victim • Protect on unconscious victim • Protect a fire victim • Carry out first aid <p>Principles: The</p>	<p>The following safety gears, tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Tool kit • Chemical equipment • Fire extinguisher • Overalls/overcoats/apron • Gloves • Safety boots • Safety clear glasses • First aid kit • First aid poster • Mask • Workshop rules and regulations guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			discuss different ways of handling chemical hazards and the effects of chemical hazards	<p>workshop area and equipment</p> <ul style="list-style-type: none"> Identify chemical hazard materials Use colour codes and correctly interpret what the colours represent Handle chemicals and equipment with care Clean tools, equipment and workplace Observe safety precautions Store tools 		<p>student should explain the principles involved in:</p> <ul style="list-style-type: none"> Classification of hazards Handling hazardous materials Identify hazardous materials Cardiopulmonary resuscitation Emergency life support <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Effect of chemical hazards Emergency life support Treatment for burns Treatment for unconscious person Importance of using safety gear Advantages of preventing accidents 	<ul style="list-style-type: none"> Adhesives Finishes Computer Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
						preventions <ul style="list-style-type: none"> • Usage of colour codes and safety signs • Reading manufacturer's instruction before opening and using chemicals Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while handling accidents • Safe handling of tools, equipment and chemicals • Respiratory and circulatory systems 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
1.0 Maintaining safety in the workshop and its surroundings	1.2 Handling accidents and incidents	(d) Handling electrical hazards	<p>Questions and answers: Guide the students through questions and answers to explain the meaning of electrical hazards and provide their examples</p> <p>ICT Based Learning: Guide the students through a video to explore the ways of handling electrical hazards</p> <p>Group</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Provide first aid to person involved in accidents related to electrical, in accordance with the workshop rules and regulations • React correctly and safely when faced with an emergency using appropriate equipment and supplies • Locate first aid kit • Conduct artificial respiration • Take the necessary steps to save the victim • Report to superiors 	The ability to practise effectively in handling of electrical hazards in workshop and working environment	<p>Knowledge Evidence: Detailed knowledge of: Method used:</p> <p>The student should explain how to:</p> <ul style="list-style-type: none"> • Identify hazard materials correctly • Handle hazards materials safely and with care • Use safety gear correctly • Use colour codes and safety signs correctly • Handle an accident victim with care • Protect an unconscious victim with care • Protect a fire victim with care 	<p>The following safety gears, tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Tool kit • Fire extinguisher • Power machines • Overalls/overcoats/apron • Gloves • Safety boots • First aid kit • First aid poster • Mask • Workshop rules and regulations guidelines • Computer • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
			Discussion: Organise the students in manageable groups to discuss different ways of handling electrical hazards and the effects of electrical hazards	<ul style="list-style-type: none"> Record accidents Perform periodic inspections of the workshop area and equipment, with particular focus on electrical cables Identify materials with electrical hazards Use colour codes and interpret what the colours represent Handle electrical hazards safely and with caution Adhere to good environmental practices Use safety gear Clean tools, equipment and the workplace Observe safety 		<ul style="list-style-type: none"> Provide first aid with care Principles: The student should explain the principles involved in: <ul style="list-style-type: none"> Classification of hazards Handling hazardous materials Identify hazard materials Cardiopulmonary resuscitation Emergency life support Theories: The student should explain: <ul style="list-style-type: none"> The effects of electrical hazards Emergency life support Treatment electric 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
				precautions <ul style="list-style-type: none"> • Store tools 		shock <ul style="list-style-type: none"> • Treatment for an unconscious person • Importance of using safety gear • Advantages of preventing accidents • Usage of colour codes and safety signs Circumstantial knowledge: <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents • Safe handling of tools, equipment and machines • Respiratory and circulatory system 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
1.0 Maintaining the safety of the workshop and surroundings	1.2 Handling accidents and incidents	(e) Maintaining safety gear	<p>Brainstorm: Guide the students to brainstorm safety gear</p> <p>Demonstration: Demonstrate to students how to use and maintain different safety gear</p> <p>Practical activity: Organise the students in manageable groups to practise using and perform maintenance on different safety gear</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Use colour codes and interpret what the colours represent • Adhere to good environmental practices • Use safety gear • Clean safety gear, tools, equipment and the workplace • Observe safety precautions • Store tools 	Various safety gears are maintained as per their specification and usage	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use safety gear • Use colour codes and safety signs correctly • Provide first aid with care <p>Principles: The student should correctly explain the principles involved in:</p> <ul style="list-style-type: none"> • Classification of safety gear according to specific functions • Emergency life support <p>Theories: The student should</p>	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Tool kit • Ear gears • Power machines • Overalls/overcoats/apron • Gloves • Safety boots • First aid kit • First aid poster • Mask • Workshop rules and regulations guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
						<p>clearly explain:</p> <ul style="list-style-type: none"> • Classification of safety gear • Importance of using safety gear • Advantages of preventing accidents • Usage of colour codes and safety signs <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents safely and with care • Safe handling of tools, equipment and machines 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining safety in the workshop and its surroundings	1.3 Handling fire accidents	(a) Handling firefighting equipment and materials	<p>Brainstorm: Guide the students to brainstorm different firefighting equipment and materials</p> <p>Demonstration: Demonstrate to the students how to use and handle firefighting equipment and materials</p> <p>Practical activity: Organise the students in manageable groups to practise using and handling firefighting equipment and materials</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate tools and equipment, and safety gear • Identify common classes of fire • Use the first aid kit • React correctly and safely when faced with different types of fire • Apply the right class of fire extinguisher • Handle different types of fire • Apply the right class of firefighting 	Students are able to use and handle firefighting equipment and materials effectively	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify different types of fire extinguishers • Apply the right type of firefighting materials <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Identifying different types fire extinguishers • Checking and testing fire extinguishers <p>Theories: The student should clearly</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Firefighting rules and regulations • Workshop rules and regulations • Firefighting materials • First aid kit • Gloves • Safety shoes/boots • Overall/apron • Safety clear gasses 	14

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				materials <ul style="list-style-type: none"> • Clean up tools, equipment and working place • Store tool tools according to their types • Lay out equipment accordingly • Clean workplace 		explain: <ul style="list-style-type: none"> • The importance of handling fire accidents • Types and common classes of fire • The importance of checking and servicing fire extinguishers • The importance of different firefighting materials Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while handling fire accidents • Safe handling of tools and equipment • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						methods		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining safety in the workshop and surroundings	1.3 Handling Fire Accidents	(b) Handling different types of fire	<p>Questions and answers: Guide the students to identify different classes of fire</p> <p>Demonstration: Demonstrate to students how to handle different types of fire</p> <p>Activity: Organise the students in manageable groups to practise handling</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select correct tools and equipment, and safety gear • Identify common classes of fire • Use first aid kit • React correctly and safely when faced with different types of fire 	The students are able to handle different types of fire with care	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify different types of fire extinguishers • Apply the right type of fire extinguishers <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Identifying different 	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Firefighting rules and regulations • Workshop rules and regulations • Fire extinguishers • First aid kit • Gloves • Safety shoes/boots • Overall/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			different types of fire	<ul style="list-style-type: none"> • Apply the right class of fire extinguisher • Handle different types of fire with care • Apply the right class of fire extinguisher • Clean up tools, equipment and the workplace thoroughly • Store tools according to their types • Lay out equipment accordingly 		<p>types of fire extinguishers</p> <ul style="list-style-type: none"> • Applying the right class of fire extinguishers • Check and test fire extinguishers <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of handling fire accidents • Types and common classes of fire • Handle different types of fire • The importance of checking and servicing fire extinguishers <p>Circumstantial knowledge:</p> <p>Detailed knowledge</p>	<ul style="list-style-type: none"> • Safety clear gasses 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						of: <ul style="list-style-type: none"> • Safety precautions while handling fire accidents • Safe handling of tools and equipment • Waste disposal methods 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining safety in the workshop and its surroundings	1.4 Performing First Aid	(a) Performing artificial respiration	Brainstorm: Guide the students to brainstorm ideas about artificial respiration ICT Based learning:	The student should be able to: <ul style="list-style-type: none"> • Select correct tools and equipment • Perform artificial respiration safely and with care 	The ability to respond effectively in performing artificial respiration is demonstrated correctly	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to perform first aid correctly Principles: The	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket 	14

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Guide the students to explore different ways of conducting artificial respiration using video clips</p> <p>Practical activity: Organise the students in manageable groups using the artificial human model for chest compression</p>	<ul style="list-style-type: none"> • Sterilise first aid tools • Observe safety precautions • Store first aid kit 		<p>student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Performing artificial respiration • Providing first aid <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Different types of accidents • Types of artificial respiration methods • The use of accessories in a first aid kit • The importance of first aid kit correctly <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions to be observed while performing first aid 	<ul style="list-style-type: none"> • Sterilizer • Towel • Overall/apron • Note pad • Medical gloves • Safety boots/rubber sole • Artificial human idol • Computer • Human model 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of first aid kit • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining the safety in the workshop and surroundings	1.4 Performing First Aid	(b) Performing first aid to minor scalpels	Questions and answers: Guide the students to explain the meaning of first aid ICT-Based Learning: Guide the students to explore different ways of	The student should be able to: <ul style="list-style-type: none"> • Select correct tools equipment • Identify types of injuries correctly • Attend minor wounds safely and with care • Sterilise first aid tools • Observe safety 	Students able to perform first aid to minor scalpels	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Perform first aid correctly Principles: The student should correctly explain the principles involved in: <ul style="list-style-type: none"> • Attending minor wounds with care • Providing first aid 	The following tools, safety gears and equipment are to be available:: <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket • Sterilizer • Towel • Overall/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>conducting first aid to minor scalpels using video clips</p> <p>Practical activity: Organise the students in manageable groups using the artificial human model to perform first aid to minor scalpels</p>	<p>precautions</p> <ul style="list-style-type: none"> • Store first aid kit 		<p>with care</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Different types of wounds • Different types of accidents • The use of accessories in a first aid kit • The importance of a first aid kit <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions to be observed while performing first aid • Safe handling of first aid kit • Waste disposal 	<ul style="list-style-type: none"> • Note pad • Medical gloves • Safety boots/rubber sole • Human model 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.1 Conducting preventive maintenance of work tools	(a) Maintaining workshop tools	Brainstorm: Guide the students to brainstorm maintenance, and preventive maintenance Demonstrations: Demonstrate to student how to maintain workshop tools Practical activity: Organise the students in manageable groups to practise maintaining workshop tools	The student should be able to: <ul style="list-style-type: none"> Identify different work tools and their maintenance procedures Store and arrange tools and in the workshop 	Workshop tools are maintained in accordance with the required standards and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Maintain cleanliness of workshop tools Arrange tools and equipment in the workshop Principles: The student should clearly explain the principles involved in: <ul style="list-style-type: none"> Arrangement of tools and equipment in the right place Handling of workshop tools Theories: The student should	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> First aid kit Stretcher Light blanket Steriliser Towel Overall/apron Note pad Medical gloves Safety boots/rubber sole 	8

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>explain:</p> <ul style="list-style-type: none"> • The importance of servicing tools • Different parts of tools and their functions • Different parts, sections, and functions of tools • The importance of maintaining clean and safe work tools • The meaning of danger and safety signs • The importance of precise and detailed work while maintaining tools <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Proper handling of workshop cleaning 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						facilities <ul style="list-style-type: none"> • Taking safety workshop precautions • Environmental care 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.1 Conducting preventive maintenance of working tools	(b) Handling workshop tools	Brainstorm: Guide the students to brainstorm different tools used in workshops Demonstration: Demonstrate to student on how to handle workshop tools Practical activity:	The student should be able to: <ul style="list-style-type: none"> • Identify different work tools and their maintenance procedures • Handle different work tools. • Store and arrangement of tools and in the workshop. 	Workshop tools are handled according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to: <ul style="list-style-type: none"> • Maintain cleanliness of workshop tools • Arrange tools and equipment in the 	The following tools, gears and equipment are to be available: <ul style="list-style-type: none"> • Sharping stones • Set spanner • Set of Allan key • Set of screw drives • Towel • Overall/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Organise the students in manageable groups to practise handling workshop tools			<p>workshop</p> <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Arrangement of tools and equipment in the right place • Handling of workshop tools <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The importance of servicing tools • Different parts of tools and their functions • Different parts, sections, and functions of tools • Handling of machines and tools • The importance of maintaining clean and 	<ul style="list-style-type: none"> • Note pad • Gloves • Safety boots/rubber sole 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>safe working tools</p> <ul style="list-style-type: none"> • The meaning of danger and safety signs • The importance of precise and detailed work while maintaining tools <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Proper handling of workshop cleaning facilities • Taking safety workshop precautions • Environmental care 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.2 Carrying out corrective maintenance of work tools	(a) Refurbishing damaged work tools	<p>Brainstorm: Guide the students to brainstorm corrective maintenance</p> <p>Demonstration: Demonstrate to the students how to refurbish of damaged work tools</p> <p>Practical activity: Organise the students in manageable groups to perform refurbishment of damaged work tools</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the damaged work tools Troubleshoot and identify the source of tools breakdown Select the right work (maintenance) tools Repair the tools to their working state Store tools correctly 	A damaged work tools are refurbished as per required specifications and conditions	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Define maintenance Distinguish manufacturing from maintenance <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> The arrangement of tools in their right place Maintenance of tools <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The importance of maintaining tools 	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> Lubricants Workbench Gloves Service manuals Cleaning materials Shelves Dustbin 	18

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • The importance of maintaining a clean and safe work environment • The importance of precise and detailed work while maintaining tools <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Proper handling of workshop tools • Work safety health and environment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.2 Carrying out corrective maintenance	(b) Servicing the workshop and work	Questions and answers: Guide the students to explain the	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify 	A workshop and work tools are serviced according to	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The</p>	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	on work tools	tools	<p>importance of servicing workshop and work tools</p> <p>Demonstration: Demonstrate to the students how to service workshop and work tools</p> <p>Practical activity: Organise the students in manageable groups to service the workshop and working tools</p>	<p>damaged work tools</p> <ul style="list-style-type: none"> • Troubleshoot and identify the source of tools breakdown • Select the right work (maintenance) tools • Repair the tools to their working state • Store tools correctly 	their specifications	<p>student should explain how to:</p> <ul style="list-style-type: none"> • Define maintenance correctly • Distinguish manufacturing from maintenance <p>Principles: The student should clearly explain the principles involved in:</p> <ul style="list-style-type: none"> • The arrangement of tools in their right place • Maintenance of tools <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The importance of maintenance • The advantages of performing maintenance • Different parts of tools and their 	<ul style="list-style-type: none"> • Lubricants • Work bench • Cap boards • Gloves • Service manuals • Cleaning materials • Shelves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>functions</p> <ul style="list-style-type: none"> • Handling of tools in the workshop • The importance of maintaining a clean and safe work environment • The importance of precise and detailed work while maintaining tools <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Proper handling of workshop tools • Work safety health and environment 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing maintenance	2.2 Carrying out corrective maintenance on work tools	(c) Replacing worn out parts of the tools	<p>Brainstorm: Guide the students to brainstorm the importance of replacing worn out parts of the tools</p> <p>Demonstration: Demonstrate to the student how to replace worn-out parts of the tools</p> <p>Practical activity: Organise the students in manageable group to replace worn out parts of the tools</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the damaged work tools • Troubleshoot and identify the source of tools breakdown • Select the right work (maintenance) tools • Repair the tools to their working state • Store tools correctly 	Worn-out parts of the tools are replaced in their specific places	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Define maintenance • Distinguish manufacturing from maintenance <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Arranging tools in their right place • Maintenance of tools. <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The importance of maintenance • The advantages of performing maintenance • Different parts of 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Lubricants • Work bench • Cap boards • Gloves • Service manuals • Cleaning materials • Shelves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						tools and their functions <ul style="list-style-type: none"> • Handling of tools in the workshop • The importance of maintaining a clean and safe work environment • The importance of precise and detailed work while maintaining tools Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Proper handling of workshop tools • Work safety health and environment 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing maintenance	2.2 Carrying out corrective maintenance of work tools	(d) Fabricating the Cutting Dies	<p>Brainstorm: Guide the students to brainstorm cutting dies and their functions</p> <p>Demonstration: Demonstrate to the students how to fabricate cutting dies</p> <p>Practical activity: Organise the students in manageable groups to practise fabricating cutting dies</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the damaged work tools • Troubleshoot and identify the source of tools breakdown • Select the right work (maintenance) tools • Repair the tools to their working state • Store tools correctly 	Cutting dies are fabricated according to the design specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should clearly:</p> <ul style="list-style-type: none"> • Define maintenance • Distinguish manufacturing from maintenance <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Arranging tools in their right place • Maintenance of tools <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The importance of maintenance • The advantages of performing maintenance 	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Lubricants • Sharpeners • Work bench • Cap boards • Gloves • Service manuals • Cleaning materials • Shelves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Different parts of tools and their functions • Handling of tools in the workshop • The importance of maintaining a clean and safe work environment • The importance of precise and detailed work while maintaining tools <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Proper handling of workshop tools • Work safety health and environment 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing maintenance	2.3 Maintaining cutting and sewing machines	(a) Maintaining sewing machines	<p>Questions and answers: Guide the students to mention different sewing machine parts</p> <p>Demonstration: Demonstrate to student how to maintain sewing machines</p> <p>Practical activity: Organise the students in manageable groups to practise maintaining sewing machines</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Operate sewing machines well • Clean and maintain safety of sewing machines • Select proper tools and materials to use with a machine • Service parts as directed in the manufacturer's instruction manuals • Remove fluff, dust, dirt and tiny threads • Replace worn out parts with proper/new ones • Tighten or loosen screws • Apply recommended 	A damaged Sewing machine parts, are maintained as per required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Describe sewing machine • Take care of sewing tools • Service sewing machines • Maintaining and caring sewing machine equipment • Maintaining paddle sewing machine • Fixing needles, threads and bobbins <p>Principles: The student should clearly explain the principles involved in:</p> <ul style="list-style-type: none"> • Storing sewing • Maintaining sewing machines and 	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Scissors in assorted sizes and use • Screw drivers in assorted sizes and make • Spanners in assorted sizes • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File • Seam ripper • Pin cushions • Stiletto • Thimble • Hand needles • Sewing machine 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				lubricants regularly <ul style="list-style-type: none"> • Put grease by using servicing tools • Wipe off excess oil and grease • Adjust and fix defective parts • Observe safety • Clean workplace • Store tools and equipment correctly 		equipment <ul style="list-style-type: none"> • Caring of equipment and machines in the workshop Theories: The student should clearly explain: <ul style="list-style-type: none"> • Types of sewing machines and their uses • Categorisation of sewing tools • Structure of the sewing machine • The functions of each part of the sewing machine Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Benefits of maintaining workshop machines 	needles <ul style="list-style-type: none"> • Needle grabber • Measuring tapes • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						and equipment <ul style="list-style-type: none"> • Different kinds of sewing machines • Structural development of the sewing machine • Safety procedures when using procedures when using sewing machines • Kinematic system of the sewing machine 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.3 Maintaining cutting and sewing machines	(b) Maintaining skiving machines	Brainstorm: Guide the students to brainstorm ideas for the skiving machine	The student should be able to: <ul style="list-style-type: none"> • Operate the skiving and 	A skivin machine is maintained by replacing the defected parts as per required	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Scissors in assorted sizes and use 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstration: Demonstrate to the students how to maintain the skiving machines</p> <p>Practical activity: Organise the students in manageable groups to maintain skiving machines</p>	<p>cutting machines</p> <ul style="list-style-type: none"> • Clean and maintain the safety of the skiving and cutting machines • Select the proper tools and materials to use with the machine • Service parts as directed from the manufacturer's instruction manuals. • Remove fluff, dust, dirt and tiny threads • Replace worn out parts with proper/new ones • Tighten or loosen screws • Apply recommended lubricants 	standards	<ul style="list-style-type: none"> • Describe cutting machine • Take care of cutting tools • Service cutting machines • Maintaining and care skiving machine equipment <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Storing skiving machine • Maintaining skiving machines and equipment • Caring of equipment and machines in the workshop <p>Theories: The student should explain:</p>	<ul style="list-style-type: none"> • Screw drivers in assorted sizes and make • Spanners in assorted sizes • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File • Seam ripper • Pin cushions • Stiletto • Thimble • Hand needles • Sewing machine needles • Needle grabber • Measuring tapes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>regularly</p> <ul style="list-style-type: none"> • Put grease using servicing tools • Wipe off excess oil and grease • Adjust and fix defective parts correctly • Observe safety • Clean workplace • Store tools and equipment correctly 		<ul style="list-style-type: none"> • Types of cutting machine • Categorisation of cutting tools • Structure of the cutting machine • The functions of each part of the cutting machine <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Benefits of maintaining workshop machines and equipment • Different kinds of cutting machines. • Structural development of the cutting machine • Safety procedures when using procedures 	<ul style="list-style-type: none"> • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						when using sewing machines • Kinematic system of the skiving machine		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.4 Performing safe operation of workshop machines	(a) Performing departmental separation of machines	Question and answers: Guide the students to mention different types of machines in the workshop Demonstration: Demonstrate to the students how to separate machines according to their functions and specifications	The student should be able to: correctly: <ul style="list-style-type: none"> • Start workshop machines • Install machines in the workshop • Read and interpret danger and safety signs • Connect to the recommended 	The machine are separated according to their function and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to: <ul style="list-style-type: none"> • Lubricate and care workshop machines Principles: The student should explain the principles involved in: <ul style="list-style-type: none"> • The installation of 	The following toolssafety gears and equipment are to be available:: <ul style="list-style-type: none"> • Workshop bench • Skiving machine • Sewing machine • Spare parts for sewing and skiving machine • Screw drivers (set) • Plastic container • Scissors 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical activity: Organise the students in manageable group to practice departmental separation of machines	electrical power source <ul style="list-style-type: none"> Regulate pressure of hydraulic cutting machines Set pressure and knife Adjust and lubricating machines Lubricate workshop machines Adjust moving parts clearance Adjust pressure Clean the tools and machines thoroughly 		workshop machines <ul style="list-style-type: none"> Servicing workshop machines Adjusting workshop machines Theories: The student should clearly explain: <ul style="list-style-type: none"> Uses of the skiving machines Uses of cutting machines Uses of sewing machines Service and repair of workshop machines Regulations pertaining to workshop machines operations Circumstantial knowledge: Detailed knowledge	<ul style="list-style-type: none"> Workshop stool Hammer Operation manual Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						of: <ul style="list-style-type: none"> • Observe safety precautions • Safe handling of workshop machines • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing maintenance	2.4 Performing safe operation of workshop	(b) Operating footwear machines in the workshop	Brainstorm: Guide the students to brainstorm and explain some	The student should be able to: <ul style="list-style-type: none"> • Start workshop 	Students are able to operate different machines in the workshop	Knowledge Evidence: Detailed knowledge	The following tools, safety gears and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	machines		<p>machines in the footwear workshop</p> <p>Demonstration: Demonstrate to the student how to operate machines</p> <p>Practical activity: Organise the students in manageable groups to operate footwear machines in the workshop</p>	<p>machines</p> <ul style="list-style-type: none"> • Read and interpret danger signals and safety signs • Connect to the recommended electrical power source • Rung safe and smooth operations • Regulate motor speed • Regulate the pressure of hydraulic cutting machines • Set pressure and knife • Adjust and lubricate machines • Lubricate the workshop machines • Adjust moving 	related to activities and specifications	<p>of:</p> <p>Method used: The student should clearly explain how to:</p> <ul style="list-style-type: none"> • Lubricate and care for workshop machines • Switch on machines • Pedal skiving and sewing machines • Maneuver with different shapes of materials • Balance the machine speed • Select materials. <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Service workshop machines • Adjust workshop machines <p>Theories: The</p>	<ul style="list-style-type: none"> • Workshop bench • Skiving machine • Sewing machine • Spare parts for sewing and skiving machine • Screw drivers (set) • Plastic container • Scissors • Workshop stool • Hammer • Operation manual • Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				parts clearance <ul style="list-style-type: none"> • Adjust pressure • Clean tools and machines 		student should clearly explain: <ul style="list-style-type: none"> • Uses of skiving machines • Uses of cutting machines • Uses of sewing machines • Service and repair of workshop machines • Regulations on workshop machine operations Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Observe safety precautions • Safe handling of workshop machines. • First aid 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						• Waste disposal		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.1 Cutting out materials using ready-made patterns	(a) Performing the cutting of leather	Brainstorm: Guide the students to brainstorm the concept of leather Demonstration: Demonstrate to the student how to perform cutting of leather	The student should be able to: <ul style="list-style-type: none"> • Interpret patterns • Select and prepare tools and equipment • Select pattern pieces as per designs 	A piece of leather cut according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to: <ul style="list-style-type: none"> • Interpret patterns • Select tools and equipment 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Work stools • Work bench • Cutting knives • Patterns • Awl 	9

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical activity: Organise the students in manageable groups to practise in the cutting of leather	<ul style="list-style-type: none"> • Layout patterns on leather • Pin and cut out • Transfer markings • Trace leather • Trace fabrics • Cut leather • Assemble in pairs • Observe workshop safety • Clean materials • Clean tools and equipment • Store materials • Store tools and equipment 		<ul style="list-style-type: none"> • Select leather • Layout patterns • Cut leather • Select materials <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Cutting leather • Laying patterns • Tracing <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of patterns • Characteristics of leather • Cutting styles • Types of pattern materials 	<ul style="list-style-type: none"> • Pen • Writing pad • Leather • Mask • Safety gloves • Safety boots • Overalls and dust coats • Cutting blocks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Uses of patterns Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on cutting • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather	3.1 Cutting out materials using ready-	(b) Performing the cutting of	Brainstorm: Guide the students to	The students should be able	A piece of fabric is cut according to required	Knowledge Evidence: Detailed knowledge of:	The following tools, safety gears and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
goods and footwear	made patterns	fabric	<p>brainstorm the meaning of fabric</p> <p>Demonstration: Demonstrate to the students how to perform cutting of fabric</p> <p>Activity: Organise the students in manageable groups to practise in the cutting of fabric</p>	<p>to:</p> <ul style="list-style-type: none"> • Interpret patterns • Select and prepare tools and equipment • Select pattern pieces according to the designs • Select and prepare fabric • Layout patterns on fabrics • Pin and cut out • Transfer markings • Trace fabrics • Cut fabrics • Assemble in pairs • Observe workshop safety 	specifications	<p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Interpret patterns • Select tools and equipment • Select fabric • Layout patterns • Cut fabric • Select materials <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Cutting fabric • Laying patterns • Tracing <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of patterns • Characteristics of 	<p>available::</p> <ul style="list-style-type: none"> • Work stools • Work bench • Cutting knives • Patterns • Awl • Pen • Writing pad • Fabric • Mask • Safety gloves • Safety boots • Overalls and dust coats • Cutting blocks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean materials • Clean tools and equipment • Store materials • Store tools and equipment 		fabric <ul style="list-style-type: none"> • Cutting styles • Types of pattern materials • Uses of patterns Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on cutting. • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.1 Cutting out materials using ready-made patterns	(c) Performing the cutting of a reinforcement	<p>Brainstorm: Guide the students in brainstorming reinforcement</p> <p>Demonstration: Demonstrate to students how to cut a reinforcement</p> <p>Practical activity: Organise the students in manageable groups to practise the cutting of a reinforcement</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret patterns • Select and prepare tools and equipment • Select pattern pieces as per designs • Select and prepare a reinforcement • Layout patterns on fabrics • Pin and cut out • Transfer markings • Trace a reinforcement • Cut a reinforcement • Assemble in 	A piece of reinforcement is cut according to required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to:</p> <ul style="list-style-type: none"> • Interpret patterns • Select tools and equipment • Select reinforcement • Layout patterns • Cut reinforcement • Select materials <p>Principles: The student should correctly explain the principles involved in:</p> <ul style="list-style-type: none"> • Cutting a reinforcement • Laying patterns • Tracing <p>Theories: The</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Work stools • Work bench • Cutting knives • Patterns • Awl • Pen • Writing pad • Fabric • Mask • Safety gloves • Safety boots • Overalls and dust coats • Cutting blocks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>pairs</p> <ul style="list-style-type: none"> • Observe the workshop safety • Clean materials • Clean tools and equipment • Store materials • Store tools and equipment 		<p>student should correctly explain:</p> <ul style="list-style-type: none"> • Types of patterns • Cutting styles • Types of pattern materials • Uses of patterns <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions on cutting • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making simple leather goods and footwear	3.2 Performing the raw edge finishing of leather	(a) Selecting materials	<p>Question and answers: Guide the students to mention different types of materials used in leather goods and footwear</p> <p>Demonstration: Demonstrate to the students how to select suitable materials for production</p> <p>Practical activity: Organise the students in manageable groups to select materials to perform a specific task</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Observe safety • Clean material • Clean tools and workplace • Store tools and equipment • Store materials 	Correct materials are selected per the specific qualities required	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to select materials for leather goods and footwear manufacture</p> <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> • Materials selection • Tools and equipment selection <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The characteristics of leather • The characteristics of leather dyes and finishes • The structure of leather edges 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Work bench • Work stools • Ruler • Gloves (rubber) • Dust coat / overall • Safety boots • Bull dog clip 	12

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of working tools • Safe handling of various leather chemicals • Safety precautions on workshop rules and regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.2 Performing a raw edge finishing of leather	(b) Beveling the cut edges	Brainstorm: Guide the students to brainstorm the meaning of beveling cut	The student should be able to: <ul style="list-style-type: none"> • Select materials • Select tools and 	The edges of pieces of leather or the materials are cut with a good bevel	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to bevel the cut edges of leather goods	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Work bench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>edges</p> <p>Demonstration: Demonstrate to the students how to cut a bevel edge</p> <p>Practical activity: Organise the students to perform cutting bevel edges</p>	<p>equipment</p> <ul style="list-style-type: none"> • Bevel the cut edges • Glaze the edges • Observe safety • Clean material 		<p>and footwear manufacture</p> <p>Principles: The student should clearly explain the principles involved in:</p> <p>Cutting by beveling the edges</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The structure of leather edges • The importance of beveling edges • The importance of precise and detailed beveling of an edge <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of work tools • Safety precautions 	<ul style="list-style-type: none"> • Work stools • Beveling tool • Container • Ruler • Gloves (rubber) • Dust coat/ overall • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						pertaining to workshop rules and regulations		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.2 Performing the raw edge finishing of leather	(c) Painting edges	Brainstorm: Guide the students to brainstorm the importance of painting edges Demonstration: Demonstrate to the student how	The student should be able to: <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Use a soft brush for edge painting 	The leather edges are painted as per required standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to cut the edges of leather goods and footwear manufacture	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Work stools • Container 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to paint the edges Practical activity: Organise the students in manageable groups to paint the edges	<ul style="list-style-type: none"> • Buff the cut pieces • Apply sparingly with a soft cloth • Determine drying time • Observe safety • Clean materials • Clean tools and the workplace • Store tools and equipment • Store materials 		<p>Principles: The student should explain clearly the principles involved in:</p> <p>Painting edges related to leather goods</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The structure of leather edges • The importance of edge painting • The importance of precise and detail while in painting edges • The importance of edge inking • The types of edge inking • The impact of inked edge on the leather product <p>Circumstantial</p>	<ul style="list-style-type: none"> • Ruler • Gloves (rubber) • Dust coat / overall • Safety boots • Set of brushes • Container • Gloves (rubber) • Dust coat / overall • Safety boots • Soft cloth 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of working tools • Safe handling of various leather chemicals • Safety precautions on workshop rules and regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and	3.2 Performing raw edge finishing of	(d) Glazing edges	Brainstorm: Guide the students to brainstorm the	The student should be able to: • Select materials	Leather edges are glazed according to specifications	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools, safety gears and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
footwear	leather		<p>importance of glazing leather edges</p> <p>Demonstration: Demonstrate to the students how to perform glazing of edges</p> <p>Practical work: Organise students to perform glazing of edges</p>	<ul style="list-style-type: none"> • Select tools and equipment • Buff the cut pieces • Use a soft cloth to apply sparingly • Glaze edges • Observe safety • Clean material 		<p>student should clearly explain how to glaze leather edges</p> <p>Principles: The student should correctly explain the principles involved in: glazing leather edges</p> <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The structure of leather edges. • The importance of glazing edges • The importance of precise and detail while in glazing edges <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of work tools 	<ul style="list-style-type: none"> • Workbench • Work stools • Container • Ruler • Gloves (rubber) • Dust coat / overall • Safety boots • Set of brushes • Container • Gloves (rubber) • Dust coat / overall • Safety boots • Soft cloth 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of various leather chemicals • Safety precautions on workshop rules and regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.3 Making stitches	(a) Making temporary stitches	<p>Discussion: Organise the students in manageable groups and guide them to discuss the meaning of temporary stitches</p> <p>Demonstration: Demonstrate to the student how to make temporary</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Interpret working drawing or patterns • Select type of stitches • Select correct types of needles. • Select thread to 	Temporary stitches are formed according to the specificatioions	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should clearly explain how to:</p> <ul style="list-style-type: none"> • Select different types of needles, stitches, threads suitable for different types of leathers • Procedures of making different types 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Screw driver • Mask • Safety gloves 	24

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			stitches Practical activity: Organise the students in manageable groups to practise making temporary stitches	suit the type of leather and fabrics and needle sizes <ul style="list-style-type: none"> • Construct stitches using single or double thread • Work temporarily to join stitches with required precision • Observe safety precautions • Clean workplace • Clean tools and equipment • Store tools and equipment 		of stitches Principles: The student should clearly explain the principles of: <ul style="list-style-type: none"> • Handling stitching • Adjusting stitch lengths Theories: The student should explain: <ul style="list-style-type: none"> • The differences between temporary, joining and decorative stitches • The relationship between threads and needles • Relationship between materials, needles and threads • The importance of precisising and detailed work while making stitches Circumstantial	<ul style="list-style-type: none"> • Safety boots • Dust coats / overalls • set of spanners • Set of Allan key • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on to sewing operation • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.3 Making stitches	(b) Making joined stitches	Brainstorm: Guide the students to brainstorm joined stitches Demonstration: Demonstrate to the students how to make joined stitches	The student should be able to: <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Interpret working drawings or patterns 	A piece of leather or fabric is joined by joined stitches	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain: <ul style="list-style-type: none"> • How to select different types of 	The following tools, safety gears and equipment are to be available:: <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Screw driver 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide the students to make joined stitches	<ul style="list-style-type: none"> • Select types of stitches • Select the correct types of needles • Select thread to suit the type of leather, fabrics and needle sizes • Construct stitches using a single or double thread • Cut a sample of leather • Make consistent stitch length and width • Observe safety precautions • Clean the workplace • Clean tools and equipment • Store tools and equipment 		needles, stitches, threads suitable for different types of leathers • Types of sewing machines • Procedures of making different types of stitches Principles: The student should explain the principles of: • Hand stitching • Adjusting stitch lengths Theories: The student should clearly explain: • The difference between temporary, joining and decorative stitches • The relationship between threads and needles	<ul style="list-style-type: none"> • Mask • Safety gloves • Safety boots • Dust coats / overalls • Set of spanners • Set of Allan key • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • The relationship between materials, needles and threads • The importance of precise and detailed work while making stitches <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions on sewing operation • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making simple leather goods and footwear	3.3 Making stitches	(c) Making fancy stitches	<p>Brainstorm: Guide the students to define fancy stitches</p> <p>Demonstration: Demonstrate to the students how to make fancy stitches</p> <p>Practical work: Organise the students in manageable groups and guide them to make fancy stitches</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Interpret working drawings or patterns • Select types of stitches • Select the correct type of needles • Select thread to suit types of leather and fabrics and needle sizes • Cut sample leathers • Make consistent stitch length and width • Construct stitches using single or double thread • Fasten endings of stitch lines 	Fancy stitches are formed as per the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student are to be able to:</p> <ul style="list-style-type: none"> • Select different types of needles, stitches, threads suitable for different types of leather • Explain the types of sewing machines • Explain the procedures for making different types of stitches <p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Handling stitching • Adjusting stitch lengths <p>Theories: The student should correctly</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Screw driver • Mask • Safety gloves • Safety boots • Dust coats / overalls • Set of spanners • Set of Allan key • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Observe safety precautions • Clean workplace • Clean tools and equipment • Store tools and equipment correctly 		<p>explain:</p> <ul style="list-style-type: none"> • Differences between temporary, joining and decorative stitches • The relationship between threads and needles • The relationship between materials, needles, and threads. • The importance of precise and detailed work while making stitches <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to sewing operation • Safe handling of tools and equipment • First aid 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.3 Making stitches	(d) Performing stitching by hand	<p>Discussion: Guide the the students to discuss the importance of hand stitch</p> <p>Practical activity: Organise the students in manageable groups and guide them to practise making stitching by hand</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select the right materials Select appropriate tools and equipment Interpret working drawings or patterns Select types of stitches Select the correct type of needles Select threads to suit the types of leather, fabrics and needle sizes Cut sample 	Hand stitches are formed according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should clearly explain how to:</p> <ul style="list-style-type: none"> Select different types of needles, stitches, threads suitable for different types of leathers Types of sewing machines Procedures of making different types of stitches <p>Principles: The student should explain</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Workshop stool Scissors Screw driver needle Safety gloves Safety boots Dust coats / overalls Thread Set of Allan key 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				leather. <ul style="list-style-type: none"> • Make consistent stitch length and width • Construct stitches using single or double thread. • Fasten the endings of stitch lines • Observe safety precautions • Clean workplace. • Clean tools and equipment • Store tools and equipment 		the principles of: <ul style="list-style-type: none"> • Hand stitching • Machine stitching • Adjusting stitch lengths Theories: The student should correctly explain: <ul style="list-style-type: none"> • The relationship between threads and needles • The relationship between materials, needles, and threads • The importance of precise and detailed work while making stitches Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on sewing operation 	<ul style="list-style-type: none"> • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.4 Making seams	(a) Making Open Flat seams	Brainstorm: Guide the students to brainstorm open flat seams Demonstration: Demonstrate to the students how to make flat seams Activity: Organise the students in manageable groups to practise in	The student should be able to: <ul style="list-style-type: none"> • Select materials • Interpret different drawing • Select tools and equipment • Select the required type of seams to suit the type of design. • Select the correct type of threads and needles to suit the 	Open flat seams are formed according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to: <ul style="list-style-type: none"> • Make different types of seams using different types of leather material • Select different types of seams • Adjust the machine for different seams Principles: The	The following tools, safety and equipment are to be available: <ul style="list-style-type: none"> • Gloves • Thimble • Nose/dust masks • Screw drivers • Dustbin • Mop 	25

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			making the flat seam	<p>needed material.</p> <ul style="list-style-type: none"> • Cut sample leathers • Set and adjust a sewing machine • Select and set a stitch length • Perform different types of seams • Clean seams • Observe safety • Clean tools and equipment • Store materials • Store tools and equipment 		<p>student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Setting machine seams • Preparing materials for different seams • Making seams • Finishing and thread ends <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The difference between seams and stitches • Seam allowances • The use of different seams • Types of threads, needles, and materials used while seaming • French seams, English seams, open edge and zigzag seams 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						and their differences Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe precautions pertaining on seaming operations • Safe handling of tools and equipment • First aid. • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.4 Making seams	(b) Making open French seams	Brainstorm: Guide the students to define open French Seams Demonstration:	The students should be able to: <ul style="list-style-type: none"> • Select materials • Interpret different drawings 	French open seam are made according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how	The following tools, safety gears and equipment are to be available:: <ul style="list-style-type: none"> • Workbench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstrate to the students how to make French seams</p> <p>Practical work: Organise and guide the students to make open French seams</p>	<ul style="list-style-type: none"> • Select the correct tools and equipment • Select the correct types of threads and needles to suit the materials needed . • Cut sample leathers well • Set and adjust the sewing machine • Select and set a stitch length • Perform different types of seams well • Clean the seams thoroughly • Observe safety. • Clean tools and equipment well • Store materials correctly • Store tools and equipment correctly 		<p>to:</p> <ul style="list-style-type: none"> • Set machine seams • Prepare the materials for different seams • Make seams • Finish thread ends <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Setting machine seams. • Preparing materials for different seams • Making seams • Finishing and thread ends <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The difference between seams and stitches 	<ul style="list-style-type: none"> • Workshop stool • Scissors • Screw driver • Sliding knife • Safety gloves • Safety boots • Dust coats / overalls • Thread • Sewing machine • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Seam allowances • Use of different seams • Types of threads, needles and materials used while seaming <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions on sewing operation • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.4 Making seams	(c) Making open double seams	<p>Group work: Organise the students in groups and guide them to differentiate between open double seams and French seam</p> <p>Demonstration: Demonstrate to the students how to make an open French seam</p> <p>Activity: Organise the students in manageable groups and guide them to make open double seams</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials. • Interpret different drawing. • Select tools and equipment. • Select the required type of seams to suit the type of design. • Select the correct type of thread and needles to suit the needed material • Cut sample leathers • Set and adjust the sewing machine. • Select and set a stitch length • Perform different types of seams • Clean seams 	Open double seam made according to their specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Set machine seams • Prepare materials for different seams • Make seams • Finish and thread end <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Setting machine seams • Preparing materials for different seams • Making seams • Finishing and thread end 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Screw driver • Sliding knife • Leather • Fabric • Dust coats / overalls • Thread • Sewing machine • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Observe safety • Clean tools and equipment • Store materials • Store tools and equipment 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The difference between seams and stitches • Seam allowances • The use of different seams • Types of threads, needles, and materials used while seaming <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions on sewing operation • Safe handling of tools and equipment • First aid • Waste disposals 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.4 Making seams	(d) Making overlapping seams	<p>Brainstorm: Guide the students to brainstorm overlapping seams</p> <p>Demonstration: Demonstrate to students how to make overlapping seams</p> <p>Practical work: Organise students in groups and guide them to practise making overlapping seams</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant materials • Interpret different drawings correctly • Select the right tools and equipment • Select the correct types of threads and needles to suit the required material • Cut sample leathers • Set and adjust the sewing machine • Select and set stitch length correctly • Perform different types of seams correctly • Clean seams thoroughly 	A fabric materials stitched with overlapping seam according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Set machine seams • Prepare materials for different seams • Make seams • Finish and thread ends <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Setting machine seams • Preparing materials for different seams • Making seams • Finishing and thread ends 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Hand needle • Sliding knife • Leather • Fabric • Dust coats / overalls • Thread • Sewing machine • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Observe safety • Clean tools and equipment thoroughly • Store materials correctly • Store tools and equipment correctly 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The differences between seams and stitches • Seam allowances • Use of different seams • Types of threads, needles, and materials used while seaming <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to sewing operations • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.4 Making seams	(e) Making English seams	Brainstorm: Guide the students to brainstorm ideas for English seams Activity: Organise the students in manageable groups and guide them to make English seams	The student should be able to: <ul style="list-style-type: none"> • Select the right materials • Interpret different drawings • Select appropriate tools and equipment • Select the correct type of threads and needles to suit the required materials • Cut sample leathers • Set and adjust sewing machines • Select and set stitch length correctly • Perform different English seams correctly • Clean seams thoroughly • Observe safety • Clean tools and 	A materials are stitched with English seam according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Set machine seams • Prepare materials for different seams • Make seams • Finish and thread ends Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Setting machine seams • Preparing materials for different seams • Making seams • Thread finishing Theories: The student should clearly explain:	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Workshop stool • Scissors • Hand needle • Sliding knife • Leather • Fabric • Dust coats / overalls • Thread • Sewing machine • Measuring tape • Ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment thoroughly <ul style="list-style-type: none"> • Store materials correctly • Store tools and equipment correctly 		<ul style="list-style-type: none"> • Differences between seams and stitches • Seam allowances • Use of different seams • Types of threads, needles and materials used while seaming Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for sewing operation • Safe handling of tools and equipment • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.5 Performing simple stitching	(a) Performing cutting and stitching simple vamp	<p>Brainstorm: Guide the students to brainstorm ideas vamp</p> <p>Demonstration: Demonstrate to the students how to make a simple vamp</p> <p>Practical work: Guide the students to cut and stitch simple vamp</p>	<p>The student correctly should be able to:</p> <ul style="list-style-type: none"> • Interpret drawing • Select tools and equipment • Select materials • Stitch different parts of cut leather pieces • Stitch simple vamps • Make edge-finishing • Observe safety • Clean stitched pieces • Clean tools and equipment • Store stitched pieces • Store tools and 	Vamps are stitched based on the required specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Fold different parts of leather pieces • Stitch different parts of leather pieces • Finish different stitched leather pieces <p>Principles: The student should explain clearly the principles of:</p> <ul style="list-style-type: none"> • Machine skiving and hand skiving • Machine stitching • Quality and finishing <p>Theories: The student should</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Skiving knife • Set of hole punches • Hammers • Upper glue • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather • Patterns 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment		<p>explain:</p> <ul style="list-style-type: none"> • Names of footwear components • Names of leather goods components • Use of different ways of stitching. • Finishing procedures • The importance of precision and attention to detail when performing simple stitches <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions for stitching operations • Safe handling of work tools and equipment 	<ul style="list-style-type: none"> • Awl • Set of screw drivers • Silver pen • Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • First aid • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and	3.5 Performing simple	(b) Performing cutting and stitching	Brainstorm: Guide the students to brainstorm ideas	The student correctly should be able to:	Quarters are cut and stitched according to the specifications	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools, safety gears and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
footwear	stitching	quarter	<p>for quarter</p> <p>Demonstration: Demonstrate to the students how to cut and stitch a quarter of shoes</p> <p>Activity: Organise the students in manageable groups and guide them to cut and stitch quarters</p>	<ul style="list-style-type: none"> • Interpret drawing • Select tools and equipment • Select materials • Stitch different parts of cut leather pieces • Stitch simple quarters • Make edge finishing • Observe safety • Clean stitched pieces • Clean tools and equipment • Store stitched pieces • Store tools and equipment 	required	<p>student should clearly explain how to:</p> <ul style="list-style-type: none"> • Fold different parts of leather pieces • Stitch different parts of leather pieces • Finish different stitched leather pieces <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Machine skiving and hand skiving • Machine stitching • Quality finishing <p>Theories: The student should explain correctly:</p> <ul style="list-style-type: none"> • Names of footwear components • Names of leather goods components • Use of different 	<p>available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Skiving knife • Set of hole punches • Hammers • Upper glue • Measuring tape • Dividers. • Scissors. • Cutting knife • Wooden mallet or plastic • Hammer • Leather • Patterns • Awl • Fabric materials 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						ways of stitching <ul style="list-style-type: none"> Finishing procedures The importance of precision and attention to details when performing simple stitches Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safety precautions pertaining to stitching operations Safe handling of work tools and equipment First aid Wastes disposal 	<ul style="list-style-type: none"> Safety boots Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.5 Performing simple stitching	(c) Performing cutting and stitching straight strap	<p>Discussion: Guide the students to discuss different methods of cutting and stitching a straight strap</p> <p>Demonstration: Demonstrate to the students how to cut and stitch simple straps</p> <p>Practical work: Guide the students to cut and stitch a straight strap</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret drawings • Select tools and equipment • Select materials • Stitch leather straps • Stitch folded leather pieces • Make edge finishing • Observe safety • Clean stitched pieces • Clean tools and equipment • Store stitched pieces 	Straps are cut according to the required specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should clearly explain how to:</p> <ul style="list-style-type: none"> • Fold different parts of leather pieces • Stitch different parts of leather pieces • Finish different stitched leather pieces <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Machine skiving and hand skiving • Machine stitching • Quality and finishing <p>Theories: The</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Skiving knife • Set of hole punches • Hammers • Upper glue • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store tools and equipment 		<p>student should correctly explain:</p> <ul style="list-style-type: none"> • Names of footwear components • Names of leather goods components • Use of different ways of stitching • Finishing procedures • The importance of precision and attention to details when performing simple stitches <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to stitching operations • Safe handling of working tools and equipment 	<ul style="list-style-type: none"> • Patterns • Awl • Fabric materials • Silver pen • Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • First aid • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.5 Performing simple stitching	(d) Performing cutting and stitching leather folder	<p>Group discussion: Organise the students in groups and guide them to discuss the uses of leather folders</p> <p>Demonstration: Demonstrate to the students how to cut and stitch a leather folder</p> <p>Activity: Organise the students in</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret drawings • Select tools and equipment • Select materials • Stitch different parts of cut leather pieces • Cut pieces of leather • Stitch folded leather pieces 	Folders are stitched according to the required specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Fold different parts of leather pieces • Stitch different parts of leather pieces • Finish different stitched leather pieces <p>Principles: The student should clearly</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Skiving knife • Set of hole punches • Hammers • Upper glue • Measuring tape • Dividers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			manageable groups and guide them to cut and stitch a leather folder	<ul style="list-style-type: none"> • Stitch leather folder • Make edge finishing • Observe safety • Clean stitched pieces • Clean tools and equipment • Store stitched pieces • Store tools and equipment 		<p>explain the principles of:</p> <ul style="list-style-type: none"> • Machine skiving and hand skiving • Machine stitching • Quality and finishing <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Names of footwear components. • Names of leather goods components. • Use of different ways of stitching • Finishing procedures • The importance of precision and attention to details when performing simple stitches <p>Circumstantial</p>	<ul style="list-style-type: none"> • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather • Patterns • Awl • Suit lining • Silver pen • Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for stitching operations • Safe handling of working tools and equipment • First aid • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.5 Performing simple stitching	(e) Performing cutting and stitching of sandal straps	Brainstorm: Guide the students to brainstorm ideas for open shoes (sandals)	The student should be able to: <ul style="list-style-type: none"> • Interpret drawing 	Sandal straps are cut according to designs	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Demonstrate to the students how to cut a simple sandal Practical work: Guide the students to cut and stitch a simple sandal	<ul style="list-style-type: none"> • Select tools and equipment • Select materials • Stitch different parts of cut leather pieces • Stitch folded leather pieces • Stitch sandal • Make edge finishing • Observe safety • Clean stitched pieces • Clean tools and equipment • Store stitched pieces • Store tools and equipment 		to: <ul style="list-style-type: none"> • Fold different parts of leather pieces • Stitch different parts of leather pieces • Finish different stitched leather pieces Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Machine skiving and hand skiving • Machine stitching • Quality and finishing Theories: The student should clearly explain: <ul style="list-style-type: none"> • Names of footwear components • Names of leather goods components • Use of different 	<ul style="list-style-type: none"> • Sewing machine • Skiving machine • Skiving knife • Set of hole punches • Hammers • Upper glue • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Hard Leather for sandal • Patterns • Awl • Silver pen • Lining leather 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						ways of stitching <ul style="list-style-type: none"> • Finishing procedures • The importance of precise and detailed works while performing simple stitches Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on stitching operations • Safe handling of working tools and equipment • First aid • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making simple leather goods and footwear	3.6 Attaching fittings and accessories	(a) Fixing eyelets	<p>Questions and answers: Guide the students to explain the functions of eyelets</p> <p>Demonstration: Demonstrate to the students how to fix an eyelet in materials</p> <p>Activity: Organise the students in manageable groups and guide them to practise fixing eyelets</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the right materials • Select the correct tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate eyelets according to designs • Punch leather pieces • Attach eyelets • Mach eyelets with leather colours • Clean material • Observe safety • Clean tools and equipment 	Eyelets are fixed in their positions properly	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark an eyelet position • Punch fixing holes • Attach eyelets • Clean finished leather goods and footwear <p>Principles: The student should explain the principles of: of attaching eyelets</p> <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Types of fittings and accessories 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Eyeleting tool or machine • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers 	21

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store materials • Store tools and equipment 		<ul style="list-style-type: none"> • Use of different types of leather punches • How to match leather, fittings, and accessories (eyelets). • Types of tools for attaching eyelets • The importance of precise and detailed work while attaching eyelets <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions for fitting and attaching eyelets • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Patterns • Awl • Set of screw drivers • Workshop stools • Mask • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
3.0 Making simple leather goods and footwear	3.6 Attaching fittings and accessories	(b) Fixing locks	<p>Questions and answers: Guide the students to explain the functions of locks correctly</p> <p>Demonstration: Demonstrate to the students how to fix locks in materials</p> <p>Practical work: Guide the students to practise how to fix locks on materials</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Select the right materials • Select the right tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate fitting and locks according to designs • Punch leather pieces • Attach locks • Mach fittings and locks with leather colours • Clean material thoroughly • Observe safety • Clean tools and equipment 	Locks are fixed in their position properly	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark fittings and locks positions • Punch fixing holes • Attach fittings and locks • Clean finished leather goods and footwear <p>Principles: The student should correctly explain the principles of attaching locks</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of locks used in leather goods • Uses of different types of leather 	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Workbench • Fitting locks tool • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				thoroughly <ul style="list-style-type: none"> • Store materials correctly • Store tools and equipment correctly 		punches <ul style="list-style-type: none"> • Types of tools for attaching locks • The importance of precise and detailed work while attaching locks Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions on fitting and attaching accessories • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Set of screw drivers • Workshop stools • Mask • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title	Unit Title	Elements (Learning	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making simple leather goods and footwear	3.6 Attaching fittings and accessories	(c) Fixing buckles	<p>Brainstorm: Guide the students to brainstorm the functions of buckles</p> <p>Demonstration: Demonstrate to the students how to fix buckles in products</p> <p>Activity: Organise the students in manageable groups and guide them to fix different types of buckles</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the right materials • Select appropriate tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate buckles according to designs • Punch leather pieces. • Attach and fix accessories • Mach buckles with leather colours • Clean material thoroughly • Observe safety • Clean tools and equipment thoroughly • Store materials 	Buckles are fixed to belts or straps properly	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark buckle positions • Punch fixing holes • Attach buckles • Clean finished leather goods and footwear <p>Principles: The student should correctly explain the principles of attaching and fixing buckles</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of buckles • Uses of different types of leather punches • Types of tools for attaching and fixing 	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Workbench • Revolving punch • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl • Set of screw drivers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				correctly • Store tools and equipment correctly		buckles • The importance of precise and detailed work while attaching and fixing buckles Circumstantial knowledge: Detailed knowledge of: • Safety precautions when attaching and fixing buckles • Safe handling of tools and equipment. • First aid • Waste disposal	<ul style="list-style-type: none"> • Workshop stools • Mask • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
3.0 Making simple	3.6 Attaching fittings and	(d) Fixing	Brainstorm: Guide the	The student should	Studs are fixed to belts, their	Knowledge Evidence: Detailed knowledge	The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
leather goods and footwear	accessories	studs	<p>students to brainstorm the functions of studs</p> <p>Demonstration: Demonstrate to the students how to fix studs</p> <p>Activity: Organise the students in manageable groups and guide them to fix studs</p>	<p>be able to appropriately:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate studs according to designs • Punch leather pieces • Attach studs • Mach studs with leather colours • Clean material • Observe safety • Clean tools and equipment • Store materials • Store tools and 	positions or straps properly	<p>of:</p> <p>Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark stud positions • Punch fixing holes correctly • Attach studs correctly • Clean finished leather goods and footwear <p>Principles: The student should correctly explain the principles of attaching and fixing studs</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of studs • Use of different types of leather punches • How to match 	<p>available:</p> <ul style="list-style-type: none"> • Workbench • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl • Set of screw drivers • Workshop stools • Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				equipment		leather with studs <ul style="list-style-type: none"> • Types of tools for attaching and fixing studs • The importance of precise and detailed work while attaching studs Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions when attaching studs • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title	Unit Title	Elements (Learning	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment		Suggested Resources	of Periods per Unit
3.0 Making simple leather goods and footwear	3.6 Attaching fittings and accessories	(e) Fixing rivets	<p>Questions and answers: Guide the students to explain the functions of rivets</p> <p>Demonstration: Demonstrate to the students how to fix a rivets</p> <p>Practical work: Guide the students to practise fixing of rivets of different materials</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate rivets according to the designs • Punch leather pieces • Attach rivets • Mach rivets with leather colours • Clean material • Observe safety • Clean tools and equipment • Store materials correctly • Store tools and 	Rivets are fixed to belt, their positions or straps properly	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark rivets positions • Punch fixing holes • Attach rivets • Clean finished leather goods and footwear <p>Principles: The student should explain the principles of attaching rivets</p> <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Types of rivets • Use of different types of leather punches • Types of tools for attaching rivets • The importance of 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Riveting tool or machine • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl • Set of screw drivers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				equipment		<p>precise and detailed work while attaching rivets</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions when fittings rivets attaching • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Workshop stools • Mask • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
3.0 Making simple leather goods and	3.6 Attaching fittings and accessories	(f) Fixing press buttons	Brainstorm: Guide the students to brainstorm the functions of	The student should be able to: <ul style="list-style-type: none"> • Select the right 	Press buttons are fixed to their position properly	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The</p>	The following tools, safety gears and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
footwear			pressing buttons Demonstration: Demonstrate to students how to fix press buttons Practical work: Guide the students to fix press buttons	materials <ul style="list-style-type: none"> • Select appropriate tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate press buttons according to designs • Punch leather pieces correctly • Attach press buttons correctly • Mach press buttons with leather colours • Clean material thoroughly • Observe safety • Clean tools and equipment thoroughly • Store materials 		student should correctly explain how to: <ul style="list-style-type: none"> • Mark press buttons positions • Punch fixing holes • Attach press buttons • Clean finished leather goods and footwear Principles: The student should correctly explain the principles of attaching press buttons Theories: The student should correctly explain <ul style="list-style-type: none"> • The types of press buttons • The use of different types of leather punches • How to match leather with press 	<ul style="list-style-type: none"> • Workbench • Riveting tool or machine • Plastic block • Set of hole punches • Hammers • Set of crew punches • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl • Set of screw drivers • Workshop stools • Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				correctly <ul style="list-style-type: none"> • Store tools and equipment correctly 		buttons <ul style="list-style-type: none"> • The types of tools for attaching press buttons • The importance of precise and detailed work while attaching press buttons Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions when attaching press buttons • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Safety gloves • Safety boots • Overall or dust coats • Plastic containers 	

Module Title	Unit Title	Elements (Learning)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making simple leather goods and footwear	3.6 Attaching fittings and accessories	(g) Attaching zippers	<p>Discussion: Group and guide the students to discuss the functions of zipper</p> <p>Demonstration: Demonstrate to the students how to attach and fix zippers</p> <p>Practical activity: Organise the students in manageable groups and guide them to practise attaching zippers</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select the right materials • Select appropriate tools and equipment • Mark leather pieces according to patterns and designs • Select the appropriate zipper according to designs and colours • Punch leather pieces correctly • Attach zippers correctly • Clean material thoroughly • Observe safety • Clean tools and equipment thoroughly 	<p>Zippers are attached to materials according to their specifications</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Mark zipper positions. • Attach zippers correctly • Clean finished leather goods and footwear thoroughly <p>Principles: The student should correctly explain the principles of attaching zippers</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of zippers • Uses of different types of leather punches • How to match 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Plastic block • Hammers • Measuring tape • Dividers • Scissors • Cutting knife • Wooden mallet or plastic • Hammer • Leather markers • Patterns • Awl • Set of screwdrivers • Workshop stools • Mask • Silver pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store materials correctly • Store tools and equipment correctly 		leathers with zippers <ul style="list-style-type: none"> • Types of tools for attaching zippers • The importance of precise and detailed work while attaching zippers Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions when attaching zippers • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Safety boots • Overall or dust coats • Plastic containers 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
4.0 Designing simple leather goods and footwear	4.1 Making simple designs of footwear	(a) Designing a simple derby shoe	<p>Brainstorm: Guide the students to brainstorm ideas for derby shoe</p> <p>Demonstration: Demonstrate to the students how to design a simple derby shoe</p> <p>Activity: Organise the students in manageable groups and guide them design a simple derby shoe</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret different designs correctly • Select appropriate tools and equipment. • Take measurements of derby shoes. • Select materials. • Produce a basic sketch. • Transfer sketches into soft manilla sheets • Cut master patterns from hard manilla sheets • Grade patterns • Label patterns • Identify marking points • Analyse patterns 	A simple derby shoe is designed in accordance with the standards	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should clearly :</p> <ul style="list-style-type: none"> • Explain the concept of derby shoe design • Make patterns for simple derby shoe • Interpret measurements <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching and making patterns • Cutting patterns • Grading patterns • Labeling patterns <p>Theories: The student should</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Plastic cutting board • Plastic Shoe last (different types and sizes) • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm. • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches 	254

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				and sort them out. • Store patterns • Clean tools, equipment, and machines thoroughly • Observe safety precautions • Store tools and equipment		explain: • Types of footwear designs • Types of pattern materials • Classification of shoe lasts Circumstantial knowledge: Detailed knowledge of: • Safe handling of work tools and equipment • Safety precautions when making simple derby shoe	• Hammer • Mathematical set • Divider • Grading machine • Cutting board • Square	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.1 Making simple designs of footwear	(b) Designing a simple Oxford shoe	<p>Brainstorm: Guide the students to brainstorm the concept of Oxford shoe</p> <p>Demonstration: Demonstrate to the students how to design a simple Oxford shoe</p> <p>Practical Activity: Organise the students in manageable groups and guide them to design a simple Oxford shoe</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret different designs correctly • Select the right tools and equipment • Take measurements of Oxford shoes • Select the right materials • Produce basic sketches • Transfer a sketch into a soft manilla sheet • Cut master patterns from hard manilla sheets • Grade patterns correctly • Label patterns 	Simple oxford shoes are designed according to their specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should: explain correctly:</p> <ul style="list-style-type: none"> • Correctly explain the concept of the Oxford shoe • Make patterns for simple Oxford shoe • Interpret measurements <p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching and making patterns • Cutting patterns • Grading patterns 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Plastic cutting board • Plastic Shoe last (different types and sizes) • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>correctly</p> <ul style="list-style-type: none"> • Identify marking points clearly • Analyse the patterns and sort them out • Store patterns correctly • Clean tools, equipment and machines thoroughly • Observe safety precautions • Store tools and equipment correctly 		<ul style="list-style-type: none"> • Labeling patterns <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of Oxford shoe designs • Types of pattern materials • Classification of shoe lasts <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of work tools and equipment • Safety precautions when making simple oxford shoes 	<ul style="list-style-type: none"> • Set of hole punches • Hammer • Mathematical set • Divider • Grading machine • Cutting board • Square 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
4.0 Designing simple leather goods and footwear	4.1 Making simple designs of footwear	(c) Designing simple sandal	Group work: Organise the students in groups and guide them to explain the difference between sandals and derby shoes Demonstration: Demonstrate to the students how to design a simple sandal Practical activity: Organise the students in manageable groups and guide them to design a simple sandal	The student should be able to: <ul style="list-style-type: none"> • Interpret different designs correctly • Select appropriate tools and equipment • Take measurements of sandal designs correctly • Select the right materials • Produce basic sketches correctly • Transfer sketches into soft manilla sheets • Cut master pattern from hard manilla sheets • Grade patterns • Label patterns • Identify marking 	Sandals are designed to meet the standards specified	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain: <ul style="list-style-type: none"> • The concept of open shoe design • Make patterns for simple sandals • Interpret measurements correctly Principles: The student should explain correctly the principles of: <ul style="list-style-type: none"> • Taking measurements • Sketching and making patterns • Cutting patterns • Grading patterns • Labeling patterns 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Plastic cutting board • Plastic Shoe last (different types and sizes) • Measuring tape • Cutting knives • Scissors • Pencil. • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				points <ul style="list-style-type: none"> Analyse the patterns and sort them out Store patterns Clean tools, equipment and machines Observe safety precautions Store tools and equipment 		Theories: The student should correctly explain: <ul style="list-style-type: none"> Types of pattern materials Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safe handling of work tools and equipment Safety precautions when making simple shoes 	<ul style="list-style-type: none"> Hammer Mathematical set Divider Grading machine Cutting board Square 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.1 Making simple designs of footwear	(d) Designing a simple training shoe	Brainstorm: Guide the students to brainstorm ideas for training shoe Demonstration:	The student are to be able to corectly: <ul style="list-style-type: none"> Interpret different designs 	Training shoe are designed according to specifications	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> Workbench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstrate to the students how to design simple training shoes</p> <p>Practical work: Guide the students to design simple training shoes</p>	<ul style="list-style-type: none"> • Select tools and equipment • Take measurements of training shoe designs • Select materials • Produce basic sketches • Transfer sketches into soft manilla sheets • Cut master pattern from hard manilla sheet • Grade patterns • Label patterns • Identify marking points • Analyse the patterns and sort them out • Store patterns • Clean tools, 		<p>student should:</p> <ul style="list-style-type: none"> • Explain the concept of training shoe design • Make patterns for simple training shoes • Interpret measurements correctly <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching and making patterns • Cutting patterns • Grading patterns • Labeling patterns <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The types of pattern 	<ul style="list-style-type: none"> • Plastic cutting board • Plastic Shoe last (different types and sizes) • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches • Hammer • Mathematical set • Divider 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment and machines • Observe safety precautions • Store tools and equipment		materials Circumstantial knowledge: Detailed knowledge of: • Safe handling of work tools and equipment • Safety precautions when making simple training shoes	• Grading machine • Cutting board • Unit sample • Square	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.2 Making simple designs of leather goods	(a) Sketching a simple handbag	Brainstorm: Guide the students to brainstorm ideas for handbag Practical activity: Organise the	The student should be able to appropriately: • Interpret different designs • Select tools and	Simple hand bags are stitched according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly: • Make patterns for	The following tools, safety gears and equipment are to be available: • Workbench. • Measuring tape.	253

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>students in manageable groups and guide them to sketch different types of simple handbags</p>	<p>equipment</p> <ul style="list-style-type: none"> • Take measurements of handbags with goods designs • Select materials • Produce basic sketches • Transfer sketches into soft manilla sheet • Cut master patterns from hard manilla sheets • Grade patterns • Label patterns • Identify marking points • Analyse the patterns and sort them out. • Store patterns • Observe safety 		<p>simple handbag</p> <ul style="list-style-type: none"> • Interpret measurements • Make patterns • Grade patterns <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching patterns • Cutting patterns • Grading patterns • Labeling patterns <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The process of designing leather goods • Types of leather goods designs 	<ul style="list-style-type: none"> • Cutting knives. • Scissors. • Pencil. • Marker pen. • Steel ruler 50 cm. • Steel ruler 30 cm. • Manilla sheet (soft). • Manilla sheet (hard). • Cutting knives. • Rubber • Awl. • Set of hole punches. • Hammer. • Mathematical set. • Divider. • Grading machine. • Cutting board. • Cutting machine. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				precautions <ul style="list-style-type: none"> • Clean tools, equipment and machines • Store tools and equipment 		<ul style="list-style-type: none"> • Basic design techniques • Types of pattern materials • How to apply different tools and equipment • Classification of leather goods • The importance of precise and detailed work while making simples of handbag designs <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of work tools and equipment • Safety precautions for hand and machine cutting 	<ul style="list-style-type: none"> • Square. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.2 Making simple designs of leather goods	(b) Sketching simple wallets	<p>Brainstorm: Guide the students to brainstorm ideas for a simple wallet</p> <p>Demonstration: Demonstrate to the students how to sketch a simple wallet</p> <p>Practical work: Guide the students to sketch simple wallet designs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools and equipment • Take measurements of simple wallets • Select the right materials • Produce good basic sketches • Transfer sketches into soft manilla sheets • Cut master pattern from hard manilla sheets • Grade patterns • Label patterns • Identify marking points • Analyse the patterns and sort 	Simple wallet sketches are created based on the specifications provided	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain:</p> <ul style="list-style-type: none"> • How to make patterns for simple wallet • Interpret measurements correctly • Make patterns correctly • Grade patterns correctly <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching patterns • Cutting patterns 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches • Hammer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>them out</p> <ul style="list-style-type: none"> • Store patterns • Observe safety precautions • Clean tools, equipment, and machines • Store tools and equipment 		<ul style="list-style-type: none"> • Grading patterns • Labeling patterns <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The process of designing simple wallets • Basic design techniques • Types of pattern materials • Application of different tools and equipment • The importance of precise and detailed work while making simple wallets <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of work tools and 	<ul style="list-style-type: none"> • Mathematical set • Divider • Grading machine • Cutting board • Unit sample • Square 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						equipment <ul style="list-style-type: none"> • Safety precautions pertaining to hand and machine cutting 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.2 Making simple designs of leather goods	(c) Sketching simple folder	<p>Discussion: Guide the students to discuss the differences between folders and wallets</p> <p>Demonstration: Demonstrate to the students how to sketch simple folders</p> <p>Activity: Organise the students in manageable groups and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret different designs correctly • Select appropriate tools and equipment • Take measurements of folders with goods designs • Select the right materials • Produce basic 	Folder sketches are created based on the designs specified	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain:</p> <ul style="list-style-type: none"> • How to make patterns for simple folders • Interpret measurements correctly • Make patterns 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			guide them to sketch simple folders	sketches correctly <ul style="list-style-type: none"> • Transfer sketches into soft manilla sheets correctly • Cut master pattern from hard manilla sheets • Grade patterns correctly • Label patterns correctly • Identify marking points clearly • Analyse the patterns and sort them out. • Store patterns correctly • Observe safety precautions • Clean tools, equipment and machines thoroughly 		correctly <ul style="list-style-type: none"> • Grade patterns correctly <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements correctly • Sketching patterns correctly • Cutting patterns correctly • Grading patterns correctly • Labeling patterns clearly <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Basic design techniques • Types of pattern 	<ul style="list-style-type: none"> • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches • Hammer • Mathematical set • Divider • Grading machine • Cutting board • Unit sample • Square 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store tools and equipment correctly 		materials <ul style="list-style-type: none"> • Application of different tools and equipment • Classification of folders • The importance of precise and detailed work while making the simple design of folders Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of work tools and equipment • Safety precautions pertaining to hand and machine cutting 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
4.0 Designing simple leather goods and footwear	4.2 Making simple designs of leather goods	(d) Sketching simple traveling bags	<p>Brainstorm: Guide the students to brainstorm ideas for traveling bags</p> <p>Demonstration: Demonstrate to student how to sketch simple travelling bags</p> <p>Activity: Organise the students in manageable s and guide them to sketch simple traveling bags</p> <p>Presentation: Guide the students to present the sketches of simple travelling bags</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret different designs correctly • Select appropriate tools and equipment • Take measurements of traveling bags correctly • Select the right materials • Produce basic sketches • Transfer sketches into soft manilla sheets • Cut master patterns from hard manilla sheets • Grade patterns • Label patterns • Identify marking points 	Sketches of simple travelling bags are crated based on designs provided	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain:</p> <ul style="list-style-type: none"> • How to make patterns for traveling bags • Interpret measurements • Make patterns • Grade patterns <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching patterns • Cutting patterns • Grading patterns • Labeling patterns <p>Theories: The student</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches • Hammer • Mathematical set • Divider 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Analyse the patterns and sort them out Store patterns Observe safety precautions Clean tools, equipment and machines Store tools and equipment 		<p>should correctly explain:</p> <ul style="list-style-type: none"> Basic design techniques Types of pattern materials Application of different tools and equipment The importance of precise and detailed work while sketching simple traveling bags <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of work tools and equipment Safety precautions for hand and machine cutting 	<ul style="list-style-type: none"> Grading machine Cutting board Unit sample Square 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing simple leather goods and footwear	4.2 Making simple designs of leather goods	(e) Sketching a simple briefcase	<p>Brainstorm: Guide the students to brainstorm ideas for briefcase</p> <p>Demonstration: Demonstrate to the students how to sketch a simple briefcase</p> <p>Practical work: Guide the students to sketch a simple briefcase</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools and equipment • Take measurements of briefcase • Select materials • Produce basic sketches • Transfer sketches into soft manilla sheet • Cut master pattern from hard manilla sheet • Grade patterns • Label patterns • Identify marking points 	Sketches of briefcases are created according to the designing	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should be able to:</p> <ul style="list-style-type: none"> • Make patterns for briefcase correctly • Interpret measurements correctly • Make patterns correctly • Grade patterns correctly <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Taking measurements • Sketching patterns • Cutting patterns 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Cutting knives • Scissors • Pencil • Marker pen • Steel ruler 50 cm • Steel ruler 30 cm • Manilla sheet (soft) • Manilla sheet (hard) • Tracing paper • Rubber • Awl • Set of hole punches • Hammer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Analyse the patterns and sort out Store patterns Observe safety precautions Clean tools, equipment and machines Store tools and equipment 		<ul style="list-style-type: none"> Grading patterns Labeling patterns <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> Basic design techniques Types of pattern materials Application of different tools and equipment The importance of precise and detailed work while sketching simple briefcase <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of work tools and equipment Safety precautions for hand and machine 	<ul style="list-style-type: none"> Mathematical set Divider Grading machine Cutting board Unit sample Square 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						cutting		

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.1 Designing intermediate patterns for leather goods projects	(a) Making wallet patterns	<p>Brainstorm: Guide the students to define patterns and identify materials used in making wallet patterns</p> <p>Demonstration: Demonstrate to the students how to create wallet patterns</p> <p>Activity: Organise the students in manageable groups and guide them to make wallet patterns</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> Identify the required design Select tools and equipment Imagine the desired product Select prototype sample Identify materials Take measurements Interpret measurements into sketches Draw the main sketches on the tracing papers 	A wallet patterns is made as per design	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly:</p> <ul style="list-style-type: none"> Create a desired design Take measurements Trace the standard size Transform sketches correctly Produce a master pattern Develop patterns correctly Grade patterns correctly <p>Principles: The</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Work table Tape measure Rulers Draft paper Soft manilla paper Pencils Eraser Cutting board Hard manilla paper Tracing wheel Scissors Square 	305

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Trace master patterns on soft manilla papers. Cut master patterns on hard manilla papers Develop various parts of the design Transfer cut pattern parts into hard manilla papers Grade patterns Insert marking points Group patterns in pairs Observe safety Clean patterns Clean tools and equipment Store patterns Store equipment 		<p>student should clearly explain the principles of:</p> <ul style="list-style-type: none"> Designing Unit standard size chart Geometry <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> Types of leather goods Ways of designing leather goods The influence of patterns Grading techniques Importance of precise and detailed work while making <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of 	<ul style="list-style-type: none"> Set of punches Hammer Rasp file Cutting knife Tracing paper Stool Safety gloves Safety boots Overall / dust coat Plastic boxes Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						tools and equipment • Safe handling of patterns • First aid • Waste disposal		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.1 Designing intermediate patterns for leather goods projects	(b) Making folder patterns	Discussion: Group the students in a manageable groups and guide them to the discuss materials used in making folder patterns Practical activity: Organise the	The student should be able to correctly: <ul style="list-style-type: none"> • District different colours • Identify the required design • Select tools and equipment • Imagine the desired products • Select prototype 	A folder patterns made as per designs specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly: <ul style="list-style-type: none"> • Take measurements • Trace different designs • Trace standard size. • Transform sketches correctly • Produce master 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Work table • Tape measure • Rulers • Draft paper • Soft manilla paper • Pencils 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students in manageable groups and guide them to make folder patterns	<p>samples</p> <ul style="list-style-type: none"> Identify the required materials Prepare tracing papers Take measurements Interpret measurements into sketches Draw the main sketch on tracing papers Trace master patterns on soft manilla papers Cut master patterns on hard manilla papers Develop various parts of the designs Transfer cut pattern parts into hard manilla papers Grade patterns 		<p>patterns correctly</p> <ul style="list-style-type: none"> Develop patterns correctly Grade patterns correctly <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> Designing Unit standard size chart Geometry <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Ways of designing leather goods. The influence of patterns. Grading techniques Importance of precise and detailed work while making patterns <p>Circumstantial</p>	<ul style="list-style-type: none"> Eraser Cutting board Hard manilla paper Tracing wheel Scissors Square Set of punches Hammer Cutting knife Tracing paper Stool Mask Safety gloves Safety boots Overall / dust coat Plastic boxes Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Insert marking points • Group partners in pairs • Observe safety • Clean patterns • Clean tools and equipment • Store patterns • Store equipment 		knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling tools and equipment • Safe handling of patterns • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.1 Designing intermediate patterns for leather goods projects	(c) Making traveling bag patterns	Questions and answers: Guide the students to mention procedures for making patterns for traveling bags	The student should be able to: <ul style="list-style-type: none"> • Identify the required design • Select appropriate tools 	Travelling bag are designed according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain: <ul style="list-style-type: none"> • Create different 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Work table • Tape measure 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Demonstrate to the students how to make patterns for travelling bags Practical activity: Organise the students in manageable groups and guide them to make patterns for traveling bags	equipment <ul style="list-style-type: none"> • Imagine the desired product • Select the prototype sample • Identify the required materials • Prepare tracing papers • Take measurements • Interpret measurements into sketches correctly • Draw the main sketch on a tracing paper • Trace master patterns on soft manilla papers. • Cut master patterns on hard manilla papers • Develop various 		designs <ul style="list-style-type: none"> • Take measurements • Trace different designs • Trace standard size • Transform sketches • Produce master patterns • Develop patterns • Grade patterns Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Designing • Unit standard size chart • Geometry Theories: The student should clearly explain: <ul style="list-style-type: none"> • Types of leather goods • Types of pattern 	<ul style="list-style-type: none"> • Rulers • Draft paper • Soft manilla paper • Pencils • Eraser • Cutting board • Hard manilla paper • Tracing wheel • Square • Set of punches • Hammer • Scissors • Cutting knife • Tracing paper • Stool • Masks • Safety boots • Overall / dust coat 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				parts of the designs <ul style="list-style-type: none"> • Transfer cut pattern parts into hard manilla papers • Grade patterns correctly • Insert marking points • Group patterns in pairs • Observe safety • Clean patterns • Clean tools and equipment • Store patterns • Store equipment 		materials <ul style="list-style-type: none"> • Ways of designing leather goods • The influence of patterns • Grading techniques • The importance of precision and attention to details when making patterns Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of patterns • First aid • Waste disposal 	<ul style="list-style-type: none"> • Plastic boxes • Masking tape 	

Module Title	Unit Title	Elements (Learning	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
1.0 Designing intermediate patterns	1.1 Designing intermediate patterns for leather goods projects	(d) Making briefcase patterns	<p>Brainstorm: Guide the students to brainstorm the procedures for making briefcase patterns</p> <p>Demonstration: Demonstrate to students how to make briefcase patterns</p> <p>Practical work: Guide the students to make briefcase patterns</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Distinguish colours • Identify the required designs • Set a briefcase design • Select tools and equipment • Imagine the desired product • Select prototype samples • Identify the right materials • Prepare tracing papers • Take measurements • Interpret measurements into sketches • Draw main 	Briefcase patterns are designed according to briefcase specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should clearly:</p> <ul style="list-style-type: none"> • Create different designs • Take measurements • Trace different designs • Trace standard size • Transform sketches • Produce good master pattern • Develop patterns • Grade patterns <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Designing • Unit standard size chart <p>Theories: The student</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Work table • Tape measure • Rulers • Draft paper • Soft manilla paper • Pencils • Eraser • Cutting board • Hard manilla paper • Tracing wheel • Square • Set of punches • Hammer • Rasp file • Scissors • Cutting knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				sketches on tracing papers <ul style="list-style-type: none"> Trace master patterns on soft manilla papers Cut master patterns on hard manilla papers Develop various parts of the designs Transfer cut pattern parts into hard manilla papers Grade patterns Insert marking points Group partners in pairs Observe safety Clean patterns Clean tools and equipment Store patterns 		should explain: <ul style="list-style-type: none"> Types of leather goods The influence of patterns Grading techniques The importance of precise and detailed work while making patterns Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safe handling of tools and equipment Safe handling of patterns First aid Waste disposal 	<ul style="list-style-type: none"> Tracing paper Stool Mask Overall / dust coat Plastic boxes Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				• Store equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.1 Designing intermediate patterns for leather goods projects	(e) Making simple leather jacket patterns	Brainstorm: Guide the students to mention procedures of taking measurements of simple leather jackets Demonstration: Demonstrate to the students how to take body measurements Activity: Organise the students in manageable groups or pairs and guide them to take body	The student should be able to: <ul style="list-style-type: none"> • Distinguish colours • Identify the required design • Set a design brief • Select appropriate tools and equipment • Imagine the desired product • Select a prototype sample • Identify the required materials 	Patterns of simple leather jackets are designed based on their measurements	Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to: <ul style="list-style-type: none"> • Create designs correctly • Take measurements • Trace standard size • Transform sketches • Produce master pattern • Develop patterns • Grade patterns 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Work table • Tape measure • Rulers • Draft paper • Soft manilla paper • Pencils • Eraser • Cutting board • Hard manilla paper 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			measurements of their friends for making simple leather jacket patterns	<ul style="list-style-type: none"> • Prepare a tracing paper • Take measurements • Interpret measurements into sketches • Draw the main sketch on the tracing paper • Trace master patterns on soft manilla papers • Cut master patterns on hard manilla papers • Develop various parts of the design • Transfer cut patterns parts into hard manilla paper • Grade patterns • Insert marking points • Group patterns in 		<p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Designing • Unit standard size chart <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Types of pattern materials • Grading techniques • The importance of precision and detail when making patterns <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of patterns • First aid 	<ul style="list-style-type: none"> • Tracing wheel • Square • Set of punches • Hammer • Rasp file • Scissors • Cutting knife • Tracing paper • Stool • Safety gloves • Overall / dust coat • Plastic boxes • Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				pairs <ul style="list-style-type: none"> • Observe safety • Clean patterns • Clean tools and equipment • Store patterns correctly • Store equipment correctly 		<ul style="list-style-type: none"> • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.2 Designing intermediate patterns for footwear projects	(a) Making Oxford shoe patterns	Questions and answers: Guide the students to mention the types and number of patterns found in the Oxford shoe Demonstration: Demonstrate to	The student should be able to: <ul style="list-style-type: none"> • Select appropriate tools and equipment • Distinguish colours • Identify the 	Patterns of Oxford shoes are designed based on their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to: <ul style="list-style-type: none"> • Take foot 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Work table • Tape measure • Rulers • Draft paper 	250

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>the students how to make Oxford shoe patterns</p> <p>Activity: Organise the students in manageable groups and guide them to make Oxford shoe patterns</p>	<p>required design</p> <ul style="list-style-type: none"> • Select shoe lasts • Prepare masking tape • Prepare tracing paper • Cover shoe lasts with masking tape • Trace the shoe last based on their design • Draw main lines • Remove the traced masking tapes • Stick on draft paper • Sketch designs • Cut master patterns • Develop patterns • Cut different parts of footwear 		<p>measurements correctly</p> <ul style="list-style-type: none"> • Mask shoe lasts. • Trace different designs correctly • Trace standard pattern lines • Transform sketches • Produce correct master patterns • Develop patterns correctly • Grade patterns correctly <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Designing • Taking foot measurements • Pattern cutting • Standard size chart <p>Theories: The student</p>	<ul style="list-style-type: none"> • Manila sheets • Pencils • Eraser • Cutting board • Hard manilla • Tracing wheel • Scissors • Square • Set of punches • Hammer • Rasp file • Tracing paper • Stool • Safety gloves • Overall / dust coat • Plastic boxes • Shoe last • Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>patterns</p> <ul style="list-style-type: none"> • Transfer patterns into hand carton or manilla • Grade patterns • Insert marking points • Group patterns into sizes • Clean the work place • Observe safety • Clean the • Clean tools and equipment • Store patterns correctly • Store tools and equipment correctly 		<p>should explain:</p> <ul style="list-style-type: none"> • Types of footwear designs • Types of pattern materials • Imaginary lines the lasts • The units of measurements used in footwear making • Designing techniques • Foot anatomy • The importance of precision and detail in making patterns <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						patterns <ul style="list-style-type: none"> • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.2 Designing intermediate patterns for footwear projects	(b) Making sandal patterns.	Questions and answers: Guide the students to mention tools and equipment used in making sandal patterns Demonstration: Demonstrate to the student how to make patterns for sandals Practical work: Guide the students to practise making sandal patterns	The student should be able to: <ul style="list-style-type: none"> • Select appropriate tools and equipment • Distinguish different colours • Identify the required designs • Select shoe lasts • Prepare masking tapes • Prepare tracing papers 	A patterns of sandal are designed as per specifications.	Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to: <ul style="list-style-type: none"> • Take foot measurement correctly • Mask shoe lasts correctly • Trace different designs • Trace the standard line patterns 	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Work table • Tape measure • Rulers • Draft paper • Manila sheets • Pencils • Eraser 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			their size	<ul style="list-style-type: none"> • Cover shoe lasts with masking tapes • Trace the shoe last based on the designs • Draw the main lines correctly • Remove the traced masking tapes • Stick masking tapes on draft papers • Cut master patterns • Develop the patterns • Cut different parts of footwear patterns • Transfer patterns into hand carton or manillas • Grade patterns correctly 		<ul style="list-style-type: none"> • Transform sketches • Produce master patterns • Develop patterns correctly • Grade patterns correctly <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Designing • Taking foot measurements • Pattern cutting • Standard size chart <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Types of pattern materials. • Imaginary lines of lasts • The units of measurement used in 	<ul style="list-style-type: none"> • Cutting board • Hard manilla • Tracing wheel • Scissors • Square • Set of punches • Hammer • Rasp file • Tracing paper • Stool • Overall / dust coat • Shoe last • Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Insert marking points correctly • Group patterns into sizes • Clean the workplace thoroughly • Observe safety • Clean workplace thoroughly • Clean tools and equipment thoroughly • Store patterns correctly • Store tools and equipment correctly 		footwear making. <ul style="list-style-type: none"> • Designing techniques • The importance of precision and detail work when making patterns Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of patterns • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.2 Designing intermediate patterns for footwear projects	(c) Making training shoe patterns	<p>Discussion: Guide the students to discuss the methods of taking foot measurements for shoe size</p> <p>Demonstration: Demonstrate to the students how to take foot measurements for shoe sizes</p> <p>Activity: Organise the students in manageable groups and guide them to take foot measurements</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Select tools and equipment • Distinguish different colours • Identify the required designs • Select shoe lasts • Prepare masking tape • Prepare tracing papers • Cover the shoe last with masking tape • Trace the shoe last based on the design • Draw the main lines • Remove the traced masking tape • Stick on draft paper • Sketch the design 	A patterns for training shoe is designed according to shoe specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly:</p> <ul style="list-style-type: none"> • Take foot measurement • Mask shoe lasts • Trace different designs • Trace standard pattern lines • Transform sketches • Produce master patterns • Develop patterns • Grade patterns <p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Designing • Taking foot 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Work table • Tape measure • Rulers • Draft paper • Manila sheets • Pencils • Eraser • Cutting board • Hard manilla • Tracing wheel • Scissors • Square • Set of punches • Hammer • Rasp file • Tracing paper 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Cut master patterns • Develop the patterns • Cut different parts of footwear patterns • Transfer patterns into hand cartons or manilla. • Grade patterns • Insert marking points • Group patterns into sizes • Clean workplace • Observe safety • Clean workplace • Clean tools and equipment • Store patterns • Store tools and equipment 		<p>measurements</p> <ul style="list-style-type: none"> • Pattern cutting • Standard size chart <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Imaginary lines on the lasts • The units of measurements used in footwear making • Designing techniques • Importance of precise and detailed work while making training shoe patterns <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of patterns 	<ul style="list-style-type: none"> • Stool • Mask • CAM/CAD system • Overall / dust coat • Shoe last • Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Designing intermediate patterns	1.2 Designing intermediate patterns for footwear projects	(c) Making military boot patterns	Questions and answers: Guide the students to mention types of sizing systems used in worldwide Demonstration: Demonstrate to the students how to make of military boot patterns Practical	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment • Distinct different colours • Identify the required designs • Select shoe lasts • Prepare masking tape 	Military boot patterns are designed according to shoe specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student are to be able to : <ul style="list-style-type: none"> • Take foot measurement • Mask shoe lasts • Trace different 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Work table • Tape measure • Rulers • Draft paper • Manila sheets • Pencils 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			activity: Organise the students and guide them step by step to make military boot patterns	<ul style="list-style-type: none"> • Prepare tracing paper • Cover the shoe last with masking tape • Trace the shoe last as per design • Draw the main lines • Remove the traced masking tape • Stick on draft paper • Sketch the design • Cut master patterns • Develop the patterns • Cut different parts of footwear patterns • Transfer into hand carton or manilla • Grade patterns • Insert marking points • Group patterns into sizes 		designs <ul style="list-style-type: none"> • Trace standard pattern lines • Transform sketches • Produce master patterns • Develop patterns • Grade patterns Principles: The student should correctly explain the principles of: <ul style="list-style-type: none"> • Designing • Taking foot measurements • Pattern cutting Theories: The student should clearly explain: <ul style="list-style-type: none"> • Types of pattern materials • Imaginary lines on 	<ul style="list-style-type: none"> • Eraser • Cutting board • Hard manilla • Tracing wheel • Scissors • Square • Set of punches • Hammer • Rasp file • Tracing paper • Stool • Safety gloves • Overall / dust coat • Plastic boxes • Shoe lasts • Masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean workplace • Observe safety • Clean workplace • Clean tools and equipment • Store patterns • Store tools and equipment 		<p>the lasts</p> <ul style="list-style-type: none"> • The units of measurement used in footwear making • Designing techniques • Importance of precise and detailed work while making patterns <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of patterns • First aid • Waste disposal 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Making intermediate leather goods and footwear	2.1 Making intermediate leather goods	(a) Making wallets	<p>Brainstorm: Guide the students to brainstorm the materials used in making wallets</p> <p>Demonstration: Demonstrate to the students how to make wallets</p> <p>Practical work: Guide the students to make wallets</p>	<p>The student should be able to:</p> <p>correctly:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools and materials • Estimate the amount of leather required based on the design • Select materials • Lay patterns on leather and trace around them • Cut out leather • Assemble leather pieces using glue • Stitch the leather product • Insert lock • Clean the leather product • Spray and polish 	<p>Wallets are made according to the specifications</p>	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should clearly explain how to make leather wallet</p> <p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Adopting patterns into leather goods making • Operating tools, equipment and machines • Pattern making • Hand cutting • Machine cutting • Folding • Sewing <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Different types of leather work 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Knife • Dividers • Snap buttons • Locks • Leather/fabric • Awl • Set of hole punches • Hammer • silver pen • Cutting block • Edge binding materials • Upper glue • Measuring tape. • Coat lining • Cutting patterns 	280

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Pack into packing materials • Observe safety • Store finished leather products • Clean tools, equipment and machines • Store tools and equipment 		accessories and fittings <ul style="list-style-type: none"> • Different types of leather finishes • Proper use of tools, equipment and machines • Different designs and styles of leather products • Uses of different types of accessories and fillings • Importance of precision and attention to details when making leather goods Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for leather goods making • Safe handling of work tools, equipment 	<ul style="list-style-type: none"> • Marking patterns • Spray gun • Scissors 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						and machines <ul style="list-style-type: none"> • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Making intermediate leather goods and footwear	2.1 Making intermediate leather goods	(b) Making traveling bags	Brainstorm: Guide the students to explain the procedures for making travelling bags Demonstration: Demonstrate to the students how to make the travelling bags Activity: Organise the students in manageable groups and	The student should be able to: correctly: <ul style="list-style-type: none"> • Interpret different designs • Select tools and materials • Estimate the amount of leather required based on designs • Select fabric lining • Lay patterns on 	Travelling bags are made according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make travelling bag Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Adopting patterns into making leather goods • Operating tools, 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Sewing machine • Knife • Dividers • Snap buttons • Locks • Leather/fabric • Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			guide them to make traveling bags	leather and trace around them <ul style="list-style-type: none"> • Lay patterns on fabric and trace around them • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble leather pieces using glue • Stitch the leather product • Insert lock • Clean the leather product • Spray and polish • Pack into packing materials • Observe safety 		equipment, and machines <ul style="list-style-type: none"> • Making patterns • Hand cutting • Machine cutting • Folding • Sewing Theories: The student should explain correctly: <ul style="list-style-type: none"> • Different types of leather work accessories and fittings • Different types of leather finishes • Proper use of tools, equipment, and machines • Different designs and styles of travelling bags • Uses of different types of accessories 	<ul style="list-style-type: none"> • Set of hole punches • Hammer • silver pen • Cutting block • Zipper • Edge binding materials • Upper glue • Measuring tape • Coat lining • Cutting patterns • Marking patterns • Spray gun • Scissors 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store finished leather products • Clean tools, equipment, and machines • Store tools and equipment 		and fillings <ul style="list-style-type: none"> • The importance of precision and attention to details when making travelling bags Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for making leather goods • Safe handling of work tools, equipment, and machines. • First aid • Waste disposal 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Making intermediate leather goods and footwear	2.1 Making intermediate leather goods	(c) Making briefcase	<p>Discussion: Guide the students to discuss the differences between briefcases and travelling bags</p> <p>Demonstration: Demonstrate to the students on how to make a briefcase</p> <p>Practical work: Organise the students in groups and guide them step by step to make a briefcase</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools and materials • Estimate the amount of leather required based on their design • Select fabric lining • Lay patterns on leather and trace around them • Lay patterns on fabric and trace around them • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements 	Briefcases are made based on their design	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to make briefcases</p> <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Adopting patterns into leather goods making • Operating tools, equipment and machines • Making patterns • Hand cutting • Machine cutting • Folding • Sewing <p>Theories: The student should clearly explain:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Knife • Dividers • Snap buttons • Locks • Leather/fabric • Awl • Set of hole punches • Hammer • silver pen • Cutting block • Zipper • Edge binding materials • Upper glue • Measuring tape • Coat lining 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Assemble leather pieces using glue • Stitch a briefcase • Insert locks • Clean the leather product • Spray and polish • Pack into packing materials • Observe safety • Store finished leather products • Clean tools, equipment, and machines • Store tools and equipment 		<ul style="list-style-type: none"> • Different types of fabrics • Different types of leather work accessories and fittings • Different types of leather finishes • Proper use of tools, equipment, and machines • Uses of different types of accessories and fillings • Importance of precision and paying attention to details when making leather goods <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions for making leather briefcases 	<ul style="list-style-type: none"> • Cutting patterns • Marking patterns • Spray gun • Scissors • Thread • Fastening accessories • Safety boots • Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of work tools, equipment, and machines • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Making intermediate leather goods and footwear	2.1 Making intermediate leather goods	(d) Making jackets	Brainstorm: Guide the students to brainstorm the procedures for making jackets Demonstration: Demonstrate to the students how to make jackets Practical work: Guide the students to make jackets	The student should be able to correctly: <ul style="list-style-type: none"> • Interpret different designs • Select tools and materials • Estimate the amount of leather required based on their designs • Select fabric 	Jackets are made according to their specifications and measurements	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make leather jacket Principles: The student should clearly explain the principles of: <ul style="list-style-type: none"> • Adopting patterns into leather jackets • Operating tools, 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Sewing machine • Knife • Dividers • Greaser • Spirit lamp • Leather/fabric 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				lining <ul style="list-style-type: none"> • Lay patterns on leather and trace around them • Lay patterns on fabric and trace around them • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Assemble leather pieces using glue • Stitch the leather product • Insert locks • Clean the leather jackets • Spray and polish. • Pack into packing materials. • Observe safety. 		equipment, and machines <ul style="list-style-type: none"> • Pattern making • Hand cutting • Machine cutting • Folding • Sewing Theories: The student should clearly explain: <ul style="list-style-type: none"> • Different types of leather materials and their characteristics • Different types of fabrics • Different types of leather work accessories and fittings • Different types of leather finishes • Proper use of tools, equipment, and machines 	<ul style="list-style-type: none"> • Awl • Set of hole punches • Hammer • silver pen • Cutting block • Zipper • Set of brushes • Upper glue • Measuring tape • Coat lining • Cutting patterns • Marking patterns • Spray gun • Scissors • Thread • Fastening accessories. • Safety boots. • Overall or dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store finished leather products • Clean tools, equipment and machines. • Store tools and equipment 		<ul style="list-style-type: none"> • Different designs, styles of leather jacket • Uses of different types of accessories and fillings • The importance of precision and attention to details when making jackets <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions for making leather goods • Safe handling of work tools, equipment, and machines • First aid • Waste disposal 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Making intermediate leather goods and footwear	2.2 Making intermediate footwear projects	(a) Making safari boots	<p>Brainstorm: Guide the students to brainstorm ideas for safari boots</p> <p>Demonstration: Demonstrate to the students how to make safari boots</p> <p>Activity: Organise the students in manageable groups and guide them step by step to make safari boots</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret safari boot designs • Select tools, equipment, and materials • Select appropriate lasts • Estimate the amount of leather required as per design • Select materials for upper • Select materials for bottoms • Lay patterns onto leather and trace them • Lay patterns onto fabric and trace them • Lay patterns onto reinforcements and 	Safari boots are made as per design specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to make safari boots</p> <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Adopting readymade patterns into footwear making • Operating equipment and machines • Laying patterns • Safari boot drafting • Safari boot construction • Laying safari boots • Finishing shoe upper using different finishes • Handling finishes 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Work stool • Shoe lasts • Sewing machine • Skiving machine • Roughing machine • Splitting machine • Pressing machine • Cutting machine • Knives • Awls • Pincers • Hammer • Mallet • Scissors • Glue container • Cutting patterns or dies 	320

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				trace them <ul style="list-style-type: none"> • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble footwear upper using glue • Stitch footwear upper using glue • Assemble the bottom insole • Tack insole on the last • Pull the shoe upper on the last • Apply glue on the shoe bottom • Apply glue to the shoe upper • Draft the upper using shoe tacks • Hammer the 		and chemicals Theories: The student should clearly explain: <ul style="list-style-type: none"> • Types of leather materials and their characteristics • Types of leather work accessories and fittings • Proper use of tools, equipment, and machines • Uses of bottom components • Types of safari boot materials • Types of leather finishes • The importance of precision and attention to details when working footwear Circumstantial knowledge: Detailed knowledge	<ul style="list-style-type: none"> • Finishes • Spray gun • Set of brushes • Reinforcements materials • Workshop stool • Fabrics • Threads • Adhesives • Safety boots • Overall or dust coats • Patterns • Suede leather for safari boot • Lasting stand • Different types and sizes of needles • Hand needle • Nail puller 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				bottom <ul style="list-style-type: none"> • Remove shoe tacks • Hand stitch or machine stitch of the insole and upper • Rough shoe bottom • Prepare sole • Rough the sole • Apply glue to the sole • Apply glue to the insole • Attach sole • Press sole • Crease the edges • Hand stitch or machine stitch sole • Trim the sole • Rough the sole 		of: <ul style="list-style-type: none"> • Safety precautions for making shoes • Safe handling of work tools, equipment, and machines • Waste disposal 	<ul style="list-style-type: none"> • Lasting pincer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Polish and finish the bottom • Remove lasts • Insert soak lining • Finish and quality control • Pack into pairs • Observe workshop safety • Clean materials • Clean tools, equipment, and machines • Store materials • Store tools and equipment 				
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Making intermediate leather goods and footwear	2.2 Making intermediate footwear projects	(b) Making derby shoes	<p>Brainstorm: Guide the students to brainstorm the procedures for making derby shoes</p> <p>Demonstration: Demonstrate to the students step by step how to make derby shoes</p> <p>Practical activity: Organise the students in manageable groups and guide them to make derby shoes</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret different derby shoe designs • Select tools, equipment, and materials • Select appropriate lasts • Estimate the amount of leather required according to designs • Select materials for the upper • Select materials for the bottom • Lay patterns onto leather and trace them • Lay patterns onto fabric and trace them • Lay patterns onto 	Derby shoes are made according to their design specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should correctly explain how to make derby shoes</p> <p>Principles: The student should correctly explain the principles of:</p> <ul style="list-style-type: none"> • Operating equipment and machines • Pattern laying • Footwear drafting • Derby shoe construction • Footwear lasting • Finishing shoe upper using different finishes • Handling finishes 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Work stool • Shoe lasts • Sewing machine • Skiving machine • Roughing machine • Splitting machine • Pressing machine • Cutting machine • Knives • Awls • Pincers • Hammer • Mallet • Scissors • Glue container 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				reinforcements and trace them • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble footwear upper using glue • Stitch footwear upper using glue • Assemble the bottom insole • Tack insole on the last • Pull the shoe upper on the last • Apply glue on the shoe bottom • Apply glue to shoe upper • Draft the upper using shoe tacks		and chemicals Theories: The student should explain: • Types of leather work accessories and fittings • Types of footwear constructions • Proper use of tools, equipment and machines • Uses of bottom components • Types of footwear materials • Types of leather finishes • The importance of precision and paying attention to details when making footwear Circumstantial knowledge: Detailed knowledge	• Cutting patterns or dies • Finishes • Lining leather • Set of brushes • Reinforcements materials • Workshop stool • Fabrics • Threads • Adhesives • Safety boots • Overall or dust coats • Patterns • Upper leather • Lasting stand • Different types and sizes of needles • Hand needle • Nail puller	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Hammer the bottom • Remove shoe tacks • Rough shoe bottom • Prepare sole • Rough the sole • Apply glue to the sole • Apply glue to the insole • Attach sole • Press sole • Crease the edges • Rough the sole • Polish and finish the bottom • Remove last • Insert soak lining • Finish and control 		of: <ul style="list-style-type: none"> • Safety precautions for making shoes • Safe handling of work tools, equipment, and machines • Waste disposal 	<ul style="list-style-type: none"> • Lasting pincer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				quality <ul style="list-style-type: none"> • Pack into pairs • Observe workshop safety • Clean materials • Clean tools, equipment and machines • Store materials • Store tools and equipment 				
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Making intermediate leather goods and footwear	2.2 Making intermediate footwear projects	(c) Making Oxford shoe	Discussion: Guide the students to discuss different Oxford shoe designs Demonstration:	The student should be able to correctly: <ul style="list-style-type: none"> • Interpret different Oxford shoe designs 	Oxford shoes are made according to their specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to make oxford shoe	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Work stool • Shoe lasts 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstrate to the students how to make Oxford shoes</p> <p>Practical work: Guide the students to make Oxford shoes by following the procedures</p>	<ul style="list-style-type: none"> • Select tools, equipment and materials • Select appropriate lasts • Estimate the amount of leather required based on the design • Select materials for the upper • Select materials for the bottom • Lay patterns onto leather and trace them • Lay patterns onto fabric and trace them • Lay patterns onto reinforcements and trace them • Cut out leather • Cut out fabrics • Cut out 		<p>Principles: The student should clearly explain the principles of:</p> <ul style="list-style-type: none"> • Adopting readymade patterns to make Oxford shoe • Operating equipment and machines • Laying pattern • Drafting footwear • Making Oxford shoes • Footwear lasting • Finishing shoe upper using different finishes • Handling finishes and chemicals <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • Types of oxford 	<ul style="list-style-type: none"> • Sewing machine • Skiving machine • Roughing machine • Splitting machine • Pressing machine • Cutting machine • Knives • Awls • Pincers • Hammer • Mallet • Scissors • Glue container • Cutting patterns or dies • Finishes • Lining leather • Set of brushes • Reinforcements materials 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				reinforcements <ul style="list-style-type: none"> • Assemble footwear upper using glue • Stitch footwear upper using glue • Assemble the bottom insole • Tack insole on the last • Pull the shoe upper on the last • Apply glue to the shoe bottom • Apply glue to the shoe upper • Draft the upper using shoe tacks • Hammer the bottom • Remove shoe tacks • Rough shoe 		shoe designs <ul style="list-style-type: none"> • Types of leather work accessories and fittings • Proper use of tools, equipment, and machines • Uses of bottom components • Types of footwear materials • Types of leather finishes used in oxford shoe • The importance of precision and attention to details when making footwear Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining for shoe making 	<ul style="list-style-type: none"> • Workshop stool • Fabrics • Threads • Adhesives • Safety boots • Overall or dust coats • Patterns • Upper leather • Lasting stand • Different types and sizes of needles • Hand needle • Nail puller • Lasting pincer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				bottom <ul style="list-style-type: none"> • Prepare sole • Rough the sole • Apply glue to the sole • Apply glue to the insole • Attach the sole • Press the sole • Crease the edges • Trim the sole • Rough the sole • Polish and finish the bottom • Remove the last • Insert the soak lining • Finish and control quality • Pack into pairs • Observe 		<ul style="list-style-type: none"> • Safe handling of work tools, equipment, and machines • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				workshop safety • Clean materials • Clean tools, equipment and machines • Store materials • Store tools and equipment				
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Making intermediate leather goods and footwear	2.2 Making intermediate footwear projects	(d) Making training shoes	Brainstorm: Guide the students to brainstorm the characteristics of materials used for making training shoes Demonstration: Demonstrate to the students how to make	The student should be able to correctly: • Interpret different training shoe designs • Select tools, equipment, and materials	Training shoe is made as per shoe specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to make training shoes Principles: The student should correctly explain the principles of:	The following tools and equipment are to be available: • Work stool • Shoe lasts • Sewing machine • Skiving machine • Roughing machine	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			training shoes Practical activity: Organise the students into groups and guide them to make training shoes	<ul style="list-style-type: none"> • Select appropriate lasts • Estimate the amount of leather required according to the design • Select materials for the upper • Select materials for the bottom • Lay patterns onto leather and trace them • Lay patterns onto fabric and trace them • Lay patterns onto reinforcements and trace them • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble the training shoe upper 		<ul style="list-style-type: none"> • Adopting readymade patterns into making training shoes • Operating equipment and machines • Laying patterns • Drafting footwear drafting • Making training shoes • Footwear lasting • Finishing shoe upper using different finishes • Handling finishes and chemicals <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Types of leather work accessories and fittings • Proper use of tools, equipment, and 	<ul style="list-style-type: none"> • Splitting machine • Pressing machine • Cutting machine • Knives • Awls • Pincers • Hammer • Mallet • Scissors • Glue container • Cutting patterns or dies • Finishes • Lining leather • Set of brushes • Reinforcements materials • Workshop stool • Fabrics • Threads 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				using glue <ul style="list-style-type: none"> • Stitch footwear upper using glue • Assemble the bottom insole • Tack insole on the last • Pull the shoe upper on the last • Apply glue to the shoe bottom • Apply glue to shoe the upper • Draft the upper using shoe tacks • Hammer the bottom • Remove the shoe tacks • Rough shoe bottom • Prepare sole 		machines <ul style="list-style-type: none"> • Uses of bottom components • Types of materials used • Types of leather finishes • The importance of precision and attention to details when making footwear Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to shoe making • Safe handling of work tools, equipment, and machines • Waste disposal 	<ul style="list-style-type: none"> • Adhesives • Safety boots • Overall or dust coats • Patterns • Upper leather • Lasting stand • Different types and sizes of needles • Hand needle • Nail puller • Lasting pincer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Rough the sole • Apply glue to the sole • Apply glue to the insole • Attach the sole • Press the sole • Crease the edges • Trim the sole • Polish and finish the bottom • Remove the last • Insert the soak lining • Finish and quality control • Pack into pairs • Observe workshop safety • Clean materials • Clean tools, equipment and 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				machines • Store materials • Store tools and equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(a) Performing levelling of plastic cutting block	<p>Questions and answers: Guide the students to explain the principles of levelling plastic cutting block</p> <p>Demonstration: Demonstrate to the students how to perform levelling of the cutting block</p> <p>Practical work: Guide the</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Observe safety precautions of the machine • Adjust the height of the cutting head to get positions of the cutting block • Regulate hydraulic 	<ul style="list-style-type: none"> • Plastic cutting blocks are levelled according to the required specifications 	<p>Knowledge Evidence:</p> <p>Detailed knowledge of: Method used: The student should explain how to correctly:</p> <p>Perform levelling of the plastic cutting block of the cutting machine</p> <p>Principles: The student should clearly explain the principles</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Leather cutting machine (different types) • Set of fix spanners • Set of ring spanners • Socket spanners • Set of screw drivers • Hammer • Dust coats 	40

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students to perform levelling of plastic cutting blocks	pressure <ul style="list-style-type: none"> Place the cutting dies on the leather material Observe safety Clean tools, equipment, and machines Store tools and equipment 		of: <ul style="list-style-type: none"> Levelling of the plastic cutting block Theories: The student should explain clearly: <ul style="list-style-type: none"> Uses of plastic cutting block Circumstantial knowledge: <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of workshop facilities 	<ul style="list-style-type: none"> Industrial gloves First aid kit Load carrier trolleys 	

Module Title	Unit Title	Elements	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	(Learning Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(b) Re-setting the cutting pressure	<p>Brainstorm: Guide the students to brainstorm the principles of setting the cutting pressure</p> <p>Demonstration: Demonstrate to the students how to set the cutting pressure</p> <p>Practical work: Guide the students to perform setting of the cutting pressure</p>	<p>The student should be able to clearly:</p> <ul style="list-style-type: none"> • Observe the safety precautions of the machine • Identify and analyse the breakdowns of the machine • Adjust the height of the cutting head according to the size of the cutting dies • Regulate hydraulic pressure • Observe safety • Clean tools, equipment and machine • Store tools and equipment 	The cutting pressure is set according to the required specifications	<p>Knowledge Evidence:</p> <p>Detailed knowledge of: Method used: The student should clearly explain how to:</p> <p>Perform re-setting of the cutting pressure</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Re-setting the cutting pressure <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of setting the cutting pressure <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Minimizing downtime • Relevance of corrective maintenance 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Leather cutting machine (different types) • Set of fixed spanners • Set of ring spanners • Socket spanners • Set of screwdrivers • Cutting dies • Leather horses • Dust coats • Industrial gloves • First aid kit • Load carrier trolleys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(c) Plugging the travelling head-cutting machine into its recommended power source	<p>Discussion: Guide the students to discuss the principles of Plugging the travelling head-cutting machine into its recommended power source</p> <p>Demonstration: Demonstrate to the students how to conduct corrective maintenance of cutting machine</p> <p>Practical work: Guide the students to plug the travelling head cutting machine into its recommended power source</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Observe the safety precautions of the machine • Plug the travelling head-cutting machine into its recommended power source • Observe safety • Clean tools, equipment, and machines • Store tools and equipment 	Head cutting machine is plugged into its recommended power sources properly	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should clearly explain how to:</p> <p>Plug head cutting machine into its recommended power source</p> <p>Principles: The student should clearly explain the principles of:</p> <p>Plugging the travelling head cutting machine into its recommended power source</p> <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Operational procedures for plugging the travelling head cutting machine into its recommended power source • The importance of 	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Leather cutting machine (different types) • Set of fixed spanners • Set of ring spanners • Socket spanners • Set of screwdrivers • Cutting dies • Leather horses • Dust coats • Industrial gloves • First aid kit • Load carrier trolleys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						corrective maintenance Circumstantial knowledge: Detailed knowledge of: • Safe handling of cutting machine		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(d) Replacing the cutting block	Question and answers: Guide the students to explain the principles of replacing the cutting block Practical work: Guide the students to replace the	The students should be able to: • Observe the safety precautions of the machine • Adjust height of the Cutting head according to the sizes of the cutting dies • Replace the	The cutting block is replaced in its recommended position properly	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to replace the cutting block in its recommended position Principles: The student should explain the principles of replacing the cutting	The following tools and equipment are to be available: • Leather cutting machine (different types) • Socket spanners • Set of screw drivers • Dust coats • Industrial gloves	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			cutting block in its recommended position Activity: Organise the students in groups to replace the cutting block	cutting block • Observe safety • Clean tools, equipment, and machine • Store tools and equipment		block Theories: The student should explain: Safety precautions for replacing the cutting block Circumstantial knowledge: Detailed knowledge of: • Safe handling of workshop cutting block	<ul style="list-style-type: none"> • First aid kit • Load carrier trolleys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(e) Replacing electrical plugs	Study visit: Guide the students to visit a nearby electrical substation and learn how to	The student should be able to: • Observe the safety precautions for cutting	Electrical plugs are replaced in their recommended position properly	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain clearly how	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Set of fixing spanners • Set of ring spanners 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			replace electrical plugs Demonstration: Experts should demonstrate to the students how to replace electrical plugs Practical work: Guide the students to replace electrical plugs in the workshop	machines <ul style="list-style-type: none"> • Replace an electrical plug in its position • Observe safety • Clean tools, equipment, and machines • Store tools and equipment 		to: Replace electrical plugs in its recommended position Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Replacing electrical plugs Theories: The student should explain: <ul style="list-style-type: none"> • The effects of open electrical plugs Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of electrical plugs 	<ul style="list-style-type: none"> • Socket spanners • Set of screw drivers • Dust coats • Industrial gloves • First aid kit • Load carrier trolleys 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(f) Servicing and or/Replacing the circuit	<p>Brainstorm: Guide the students to brainstorm the principles of servicing or replacing the circuit</p> <p>Demonstration: Demonstrate to the students to service the circuit</p> <p>Practical work: Guide the students to service or replace the circuit</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Observe safety precautions of the electricity • Replace the circuit • Observe safety • Clean tools, equipment, and machines • Store tools and equipment 	The circuit is serviced or replaced according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to replace the cutting block to its recommended position</p> <p>Principles: The student should explain the principles of servicing and or/ replacing the circuit</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Operational procedures for servicing and or/ replacing the circuit <p>Circumstantial knowledge:</p> <p>Detailed knowledge of safe handling of workshop tools when servicing and or/ replacing the circuit</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Set of fixing spanners • Set of ring spanners • Socket spanners • Set of screwdrivers • Cutting dies • Dust coats • Industrial gloves • First aid kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.1 Conducting corrective maintenance of cutting machines	(g) Position the cutting machine on a balanced flat surface	<p>Brainstorm: Guide the students to explain the principles of positioning the cutting machine on a balanced flat surface</p> <p>Demonstration: Demonstrate to the students how to position the cutting machine on a balanced flat surface</p> <p>Practical work: Guide the students to position the cutting machine on a balanced flat surface</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Observe the safety precautions of the machine • Identify and analyse the breakdowns of the machine • Adjust the height of the cutting head according to the sizes of the cutting dies • Regulate hydraulic pressure • Observe safety • Clean tools, equipment, and machines • Store tools and equipment 	The cutting machine is positioned on a balanced flat surface according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <p>Position the cutting machine on a balanced flat surface</p> <p>Principles: The student should explain the principles of :</p> <ul style="list-style-type: none"> • Positioning a cutting machine on a balanced flat surface <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Various parts of the leather cutting machines and their functions • Operational procedures of the machine • The importance of corrective 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Leather cutting machine (different types) • Set of fix spanners • Set of ring spanners • Socket spanners • Set of screw drivers • Cutting dies • Leather horses • Dust coats • Industrial gloves • First aid kit • Load carrier trolleys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						maintenance Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Minimising downtime • Relevance of corrective maintenance • Safe handling of workshop facilities 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Product/Process Assessment	Product/Services Assessment			
3.0 Performing Maintenance	3.2 Corrective Maintenance of Sewing Machines	(a) Replacing the bobbin and bobbin case	Brainstorm: Guide the students to brainstorm the principles of replacing the bobbin and bobbin case Demonstration:	The student should be able to: <ul style="list-style-type: none"> • Select tools • Remove fluff, dust, dirt and tiny threads 	The bobbin and bobbin case are replaced in their correct positions according to the specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Replace the bobbin 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sewing machine • Spare parts for sewing machines • Scissors in assorted 	65

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Product/Process Assessment	Product/Services Assessment			
			<p>Demonstrate to the students how to replace the bobbin in a bobbin case</p> <p>Activity: Organise the students in groups and replace the bobbin and bobbin case</p>	<ul style="list-style-type: none"> • Remove a defective bobbin and bobbin case, and replace with new ones • Tighten or loosen screws • Wipe off excess oil and grease • Observe safety • Clean workplace 		<p>and bobbin case</p> <ul style="list-style-type: none"> • Develop a maintenance schedule for a sewing machine <p>Principles: The student should explain the principles of:</p> <p>Replacing the bobbin and bobbin case</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The structure of a sewing machine head • Different types of sewing machines • The functions of sewing machines <p>Circumstantial knowledge:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety procedures 	<p>sizes and use</p> <ul style="list-style-type: none"> • Screw drivers in assorted sizes and make • Spanners in assorted sizes • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File • Seam ripper • Hand needles • Needle grabber • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.2 Corrective Maintenance of Sewing Machines	(b) Replacing the needle bar and needle plate	<p>Questions and answers: Guide the students to explain the principles of replacing the needle bar and needle plate</p> <p>Demonstration: Demonstrate to the students how to perform corrective maintenance of the sewing machine</p> <p>Practical work: Guide the students to replace the needle bar and needle plate</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify faulty/worn out needle bar and needle plate Remove fluff, dust, dirt, and tiny threads Remove defective needle bar and needle plate and replace them with new ones Tighten or loosen screws Apply the correct lubricant for the sewing machine Wipe off excess oil and grease Observe safety Clean the 	The needle bar and needle plate are replaced in its correct position as per the specifications	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to replace the needle bar and needle plate</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Servicing of a sewing machine Restoring sewing machines Caring for sewing machines <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Different types of needle bars The functions of the needle bar and needle 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Sewing machine Spare parts for sewing machines Scissors in assorted sizes and use Screw drivers in assorted sizes and make Spanners in assorted sizes Allan key Lint brushes Pliers Dusters Spare parts or repair accessories File Seam ripper Hand needles 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				workplace		plate Circumstantial knowledge: Detailed knowledge of: • Safety procedures	<ul style="list-style-type: none"> • Needle grabber • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.2 Corrective maintenance of sewing machines	(c) Replacing the feed dog	Discussion: Guide the students to discuss the meaning of feed dog and explain the principles of replacing the feed dog Demonstration: Demonstrate to students how to replace the feed dog	The student should be able to: correctly: <ul style="list-style-type: none"> • Identify faulty/worn-out feed dog • Remove fluff, dust, dirt, and tiny threads • Remove a 	The feed dog is replaced in its correct position according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to replace the feed dog Principles: The student should explain the principles of replacing the feed dog Theories: The student should	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sewing machine • Spare parts for sewing machines (feed dog) • Scissors in assorted sizes and use • Screw drivers in assorted sizes and make • Spanners in assorted 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide the students to replace the feed dog	defective feed dog <ul style="list-style-type: none"> • Replace defective feed dogs with new ones • Tighten or loosen screws • Wipe off excess oil and grease • Observe safety • Clean the workplace 		explain: <ul style="list-style-type: none"> • The functions of feed dog Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety procedures 	sizes <ul style="list-style-type: none"> • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File • Seam ripper • Hand needles • Needle grabber • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing maintenance	3.2 Corrective maintenance of sewing	(d) Replacing the tension disc	Brainstorm: Guide the students to brainstorm the	The student should be able to	The tension discs are replaced in their correct positions	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	machines		<p>concept of tension disc and explain the principles of replacing the tension disc</p> <p>Demonstration: Demonstrate to the students how to replace the tension disc of a machine</p> <p>Activity: Organise the students in groups to replace the tension disc</p>	<p>correctly:</p> <ul style="list-style-type: none"> • Remove fluff, dust, dirt, and tiny threads • Remove a defective tension disc • Replace defective tension discs with new ones • Tighten or loosen screws • Apply the correct lubricant for the sewing machine • Wipe off excess oil and grease • Observe safety • Clean work place 	following the required specifications	<p>student should explain how to replace the tension disc</p> <p>Principles: The student should explain the principles of sewing machine tension disc</p> <p>Theories: The student should explain the functions of the tension disc</p> <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety procedures 	<ul style="list-style-type: none"> • Sewing machine • Spare parts for sewing machines (feed dog) • Scissors in assorted sizes and use • Screwdrivers in assorted sizes and make • Spanners in assorted sizes • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File • Seam ripper • Hand needles • Needle grabber • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
3.0 Performing maintenance	3.2 Corrective maintenance of sewing machines	(e) Setting the needle against hook timing	<p>Questions and answers: Guide the students to define tension disc and explain the principles of setting the needle against hook timing</p> <p>Demonstration: Demonstrate to the students how to set a needle against hook timing</p> <p>Activity: Organise the students in groups and guide them to set the needle against hook timing</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools • Loose tighten screws • Set the needle against hook timing • Tighten or loosen screws • Apply the correct lubricant for the sewing machine • Wipe off excess oil and grease • Observe safety • Clean work place 	The needle is set against hook timing according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to set the needle against hook timing</p> <p>Principles: The student should explain the principles of sewing machine hook timing</p> <p>Theories: The student should correctly explain:</p> <ul style="list-style-type: none"> • The structure of a sewing machine needle • The functions of hook <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety procedures 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Sewing machine • Spare parts for sewing machines (feed dog) • Scissors in assorted sizes and use • Screw drivers in assorted sizes and make • Spanners in assorted sizes • Allan key • Lint brushes • Pliers • Dusters • Spare parts or repair accessories • File 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
							<ul style="list-style-type: none"> • machine needle • Hand needles • Needle grabber • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing maintenance	3.3 Conducting corrective maintenance of lasting machines	(a) Performing maintenance and restoration of toe-lasting machine	Study visit: Guide the students to visit a production industry to learn about the restoration of toe-lasting machine Demonstration: An expert to demonstrate to the students how to restore the toe-lasting machine	The student should be able to: <ul style="list-style-type: none"> • Set the laminator • Set the injector block • Temperature regulation • Replace the Teflon band • Observe safety precautions and 	The toe lasting machine is restored and properly	Knowledge Evidence: Detailed knowledge of: Method used: The student should clearly explain how to: <ul style="list-style-type: none"> • Describe the process of restoring the toe lasting machine • Care and lubricate the toe lasting machine • Switch on machine 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Toe lasting machine • Workbench • Workshop stool • Scissors • Screw drivers (set) • Hammer • Safety gloves 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide the students to perform maintenance and restoration of the toe lasting machine	instructions <ul style="list-style-type: none"> Lubricate and service the toe lasting machines 		<ul style="list-style-type: none"> Maneuver with materials Adjust different sizes Principles: The student should explain the principles of: <ul style="list-style-type: none"> Electrically operated machine Pneumatic operated machines Servicing toe lasting machines Theories: The student should correctly explain: <ul style="list-style-type: none"> The typical lasting circle Procedures to be followed during service and repair of toe lasting machine Circumstantial knowledge: Detailed	<ul style="list-style-type: none"> Safety boots Mask Overall or dust coats Lubricants Set of spanners Set of Allan key Operation manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to lasting machines • Safe handling of lasting machines 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing maintenance	3.3 Conducting corrective maintenance of lasting machines	(b) Performing maintenance and restoration of heel seat lasting machine	Brainstorm: Guide the students to brainstorm ideas for heel-lasting machine Demonstration: Demonstrate to the students how to restore the heel lasting machine Activity:	The student should be able to: <ul style="list-style-type: none"> • Set the laminator • Set the injector block • Temperature regulation • Replace the 	The working heel seat lasting machine is restored properly	Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to perform maintenance and restoration of the heel seat lasting machine Principles: The student should	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Heel seat lasting machine • Workbench • Workshop stool • Scissors • Screw drivers (set) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Organise the students in groups and guide them to perform maintenance and restoration of the heel seat lasting machine	Teflon band <ul style="list-style-type: none"> Observe safety precautions and instructions Lubricate and service lasting machines 		explain the principles of maintaining and restoring of heel seat lasting machine Theories: The student should clearly explain the procedures for servicing and repairing the heel seat lasting machine Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safety precautions for the heel seat lasting machines Safe handling of lasting machines 	<ul style="list-style-type: none"> Hammer Safety gloves Safety boots Mask Overall or dust coats Lubricants Set of spanners Set of Allan key Operation manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Maintenance	3.3 Conducting corrective maintenance of lasting machines	(c) Performing maintenance and restoration of pounding machines	<p>Brainstorm: Guide the students to brainstorm ideas about the concepts of pounding machine</p> <p>Demonstration: Demonstrate to the students how to maintain and restore a pounding machine</p> <p>Practical work: Guide the students to perform maintenance and restoration of pounding machine</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Select tools • Remove dust and other debris • Replace sandpaper • Observe safety precautions and instructions • Lubricate and service lasting machines 	The pounding machine is properly restored	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should correctly explain how to:</p> <ul style="list-style-type: none"> • Care and lubricate a pounding machine • Switch on machine • Maneuver with materials <p>Principles: The student should explain the principles of maintaining and restoring pounding machines</p> <p>Theories: The student should explain the procedures to be followed when servicing and repairing pounding machines</p> <p>Circumstantial knowledge: Detailed</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Roughing machine • Pounding machine • Workbench • Workshop stool • Scissors • Screw drivers (set) • Hammer • Safety gloves • Safety boots • Mask • Overall or dust coats • Lubricants • Set of spanners • Set of Allan key • Operation manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to lasting machines • Safe handling of pounding machines 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing maintenance	3.3 Conducting corrective maintenance of lasting machines	(d) Performing service and maintenance of sole attaching and pressing machines	Brainstorm: Guide the students to brainstorm ideas for the concept of pressing the machine Demonstration: Demonstrate to the students how to service and maintain the	The student should be able to appropriately: <ul style="list-style-type: none"> • Select tools • Regulate air compressor • Observe safety precautions and instructions 	of The sole attaching and pressing machines are properly restored	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain clearly: <ul style="list-style-type: none"> • The process of pressing a sole • Caring and lubricating a sole 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Sole pressing machine • Workbench • Workshop stool • Scissors • Screw drivers (set) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			sole attaching machine Practical work: Guide the students to perform maintenance of sole attaching and pressing machines	<ul style="list-style-type: none"> Lubricate and service sole pressing machines 		pressing machine <ul style="list-style-type: none"> Switching a machine on Principles: The student should explain the principles of: <ul style="list-style-type: none"> Pneumatic operated sole pressing machines Servicing sole pressing machines Theories: The student should explain: <ul style="list-style-type: none"> Procedures to be followed during service and repair of the sole pressing machine Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safety precautions for pressing machines Safe handling of 	<ul style="list-style-type: none"> Hammer Safety gloves Safety boots Mask Overall or dust coats Shoe last Set of spanners Set of Allan key Operation manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						pressing machines • Maintenance tools and equipment		

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Making Leather Garments	1.1 Making Leather Jackets	(a) Making long leather jackets	<p>Brainstorm: Guide the students to brainstorm the procedures for making long leather jackets</p> <p>Demonstration: Demonstrate to the students how to make long leather jackets</p> <p>Practical work: Guide the students to make long leather jackets</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take measurements • Interpret patterns • Select and prepare tools, equipment, and machines • Select and prepare leather materials • Select and prepare fabric materials • Select and prepare accessories, fitting and reinforcements • Lay patterns onto leather and trace • Lay patterns onto 	Long jackets are made according to required specifications and measurements	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to make long leather jackets</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Adopting readymade patterns • Pattern laying • Leather finishing • Designing jackets • Operating different leather garment making tools and machine <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • How to interpret 	<p>The following tools and equipment are to be made available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Strap cutting machine • Cutting machine • Cutting knife • Clicking dies • Awls • Pincers • Hammer • Mallet • Scissors • Glue container • Set of brushes 	100

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabric and trace <ul style="list-style-type: none"> • Lay patterns on sponge foam and trace • Cut leather • Cut fabric lining • Cut foam sponge • Assemble leather parts using glue • Assemble fabric lining using glue • Stitch assembled leather parts • Stitch fabric lining • Join the stitched leather parts together (front and back, and sleeves) • Insert lining • Stitch lining • Attach fittings 		patterns <ul style="list-style-type: none"> • The structure of leather • Ironing techniques • Leather garment technologies • How to performing routine sewing and sequences while making leather jackets • Types of accessories and fitting used in the garment industry • Equipment and machines used in jackets making Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions pertaining to garment making • Safe handling of working tools, equipment and 	<ul style="list-style-type: none"> • Leather(soft) • Coat lining • Finishes • Workshop stool • Hem belt • Closing buttons • Zipper • Overall or dust coats • Measuring tape • Steel ruler • Patterns • Pattern markings • Ironing table • Iron • Thimble • Hand needles and machine needles • Button fixing machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Perform ironing • Perform neatening and finishing • Pack into packing materials • Observe workshop safety • Clean tools, equipment, and machines • Clean workplace • Store tools and equipment • Store leather garment 		machines <ul style="list-style-type: none"> • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Making leather garments	1.2 Making leather skirts and trousers	(a) Making leather skirts	<p>Brainstorm: Guide the students to brainstorm ideas for leather skirt</p> <p>Demonstration: Demonstrate to the students how to make leather skirts</p> <p>Practical work: Guide the students to make leather skirts</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take measurements • Interpret patterns • Select and prepare tools, equipment, and machines • Select and prepare leather materials • Select and prepare fabric materials • Select and prepare accessories, fitting and reinforcements • Lay patterns onto leather and trace • Lay patterns onto fabric and trace • Lay patterns on sponge foam and 	A leather skirt is made as per required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <p>make leather skirt</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Adopting readymade patterns • Pattern laying • Leather finishing • Designing skirts and • Operating different leather skirts making tools and machine <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Interpretation of patterns • Structure of leather • Ironing techniques 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Strap cutting machine • Cutting machine • Cutting knife • Clicking dies • Awls • Pincers • Hammer • Mallet • Scissors • Zipper • Set of brushes • Fabric • Soft leather 	152

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				trace <ul style="list-style-type: none"> • Cut leather • Cut fabric lining • Cut foam sponge • Assemble leather parts using glue • Assemble fabric lining using glue • Stitch assembled leather parts • Stitch fabric lining • Attach fittings • Perform ironing • Perform finishing • Pack into packing materials • Observe workshop safety • Clean tools, equipment and machines 		<ul style="list-style-type: none"> • Leather garment technologies • Performing routine sewing and sequences while making leather jackets • Types of accessories and fitting used in the garment industry • Equipment and machines used in making jackets <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to garment making • Safe handling of working tools, equipment and machines • Waste disposal 	<ul style="list-style-type: none"> • Spraying • Fastening buttons • Cloth lining materials • Safety gloves • Safety boots • Overall or dust coats • Measuring tape • Steel ruler • Patterns • Pattern markings • Ironing table • Iron • Thimble • Hand needles and machine needles • Button fixing machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean work place • Store tools and equipment • Store leather skirt 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
1.0 Making leather garments	1.2 Making leather skirts and trousers	(b) Making leather trousers	Brainstorm: Guide the students to brainstorm ideas for leather trousers Demonstration: Demonstrate to the students how to make leather trousers Practical work: Guide the students to make leather trousers Activity:	The student should be able to appropriately: <ul style="list-style-type: none"> • Take measurements • Interpret patterns • Select and prepare tools, equipment, and machines • Select and prepare leather materials • Select and 	Leather trousers are made according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make leather trousers Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Adopting readymade patterns • Laying patterns • Finishing leather 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Sewing machine • Skiving machine • Strap cutting machine • Cutting machine • Cutting knife • Clicking dies • Awls 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
			Organise the students in manageable groups to make leather trousers	prepare fabric materials <ul style="list-style-type: none"> • Select and prepare accessories, fitting and reinforcements • Lay patterns onto leather and trace • Lay patterns onto fabric and trace • Lay patterns on sponge foam and trace • Cut leather • Cut fabric lining • Cut foam sponge • Assemble leather parts using glue • Assemble fabric lining using glue • Stitch assembled leather parts • Stitch fabric 		<ul style="list-style-type: none"> • Designing skirts and • Operating different tools and machine for making leather trousers <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • How to interpret patterns • The structure of leather • Ironing techniques • Leather garment technologies • How to perform routine sewing and sequences when making leather jackets • Types of accessories and fitting used in the garment industry • The equipment and machines used in making jackets <p>Circumstantial</p>	<ul style="list-style-type: none"> • Pincers • Hammer • Mallet • Scissors • Zipper • Set of brushes • Fabric • Soft leather • Spra • Fastening buttons • Cloth lining materials • Safety gloves • Safety boots • Overall or dust coats • Measuring tape • Steel ruler • Patterns • Pattern markings 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				lining <ul style="list-style-type: none"> • Attach fittings • Perform ironing • Perform finishing • Pack into packing materials • Observe workshop safety • Clean tools, equipment and machines • Clean workplace • Store tools and equipment • Store leather trouser 		knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for garment making • Safe handling of working tools, equipment and machines • Waste disposal 	<ul style="list-style-type: none"> • Ironing table • Iron • Thimble • Hand needles and machine needles • Button fixing machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing Handcrafting of leather goods	2.1 Burnishing leather	(a) Treating leather	<p>Brainstorm: Guide the students to brainstorm the concept of burnishing</p> <p>Demonstration: Demonstrate to the students how to treat of leather</p> <p>Practical work: Guide the students to treat of leather</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Wash the leather surface 	Leather is treated according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to treat of leather</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Treating of leathers • The amount of dye staff proportional to cubic volume of water and size of leather <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The characteristics of vegetable leather • The differences between vegetable and chrome leather • The topographical structure of leather • The fiber directions of leather • Specific uses of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Plastic container • Sponge • Spraying gun • Safety gloves • Dust coat • Safety boot • Soft cloth • Tea spoon • Spraying bench • Wide brush • Workshop stool 	30

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>different parts of leather</p> <ul style="list-style-type: none"> • Quality of different types of leathers • Tensile strength • The fiber structure and direction of leather • The tension and the stretching side of leather • The importance of precise and detailed work while treating leather <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety handling of materials, • Safety and handling of work tools, equipment and machines • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment/product	Knowledge Assessment		
20 Performing hand crafting of leather goods	21 Burnishing leather	(b) Burnishing leather	<p>Brainstorm: Guide the students to brainstorm the importance of burnishing leather</p> <p>Demonstration: Demonstrate to the students how to burnish leather</p> <p>Practical work: Guide the students to perform the burnishing of leather</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select materials • Select tools and equipment • Wash the leather surface • Use a spraying gun • Determine types of leather dyes • Use burnishing materials 	Leather is burnished according to the required standards	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to burnish of leather</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Burnishing of leathers • Applying dyes to the leather • The amount of dye staff proportional to cubic volume of water and size of leather <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The characteristics of vegetable leather 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Boxwood burnisher • Plastic container • Sponge • Spraying gun • Safety gloves • Dust coat • Safety boot • Soft cloth • Tea spoon • Spraying bench • Wide brush • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment/product	Knowledge Assessment		
						<p>types of leather</p> <ul style="list-style-type: none"> • The difference between vegetable and chrome leather • The topographical structure of leather • The fiber directions of leather • Specific uses of different parts of leathers • Quality of different types of leather • Burnishing materials and their uses • The tension and the stretching side of leather • Types of herbs mixed before mixing • Importance of precise and detailed work while burnishing leather 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment/product	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety handling of materials, working tools, equipment and machinery • Safety and handling of working tools, equipment and machines • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing handcrafting of leather goods	2.1 Burnishing leather	(c) Cutting leather	Brainstorm: Guide the students to explain the importance of good cutting of leather	The student should be able to: <ul style="list-style-type: none"> • Select materials • Select tools and equipment 	Leather is cut according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Cut leather with a good cut	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Workbench • Scissors 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Demonstrate to the students how to cut leather with good cut Practical work: Guide the students to perform cutting of leather	<ul style="list-style-type: none"> • Prepare leather • Determine the required pressure • Perform cutting of leather 		Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Cutting leather Theories: The student should explain: <ul style="list-style-type: none"> • The topographical structure of leather • The fiber directions of leather • Specific uses of different parts of leathers • Quality of different types of leather • Tensile strength • The fiber structure and direction of leather • The tension and the stretching side of leather • The importance of precise and detailed work while cutting leather 	<ul style="list-style-type: none"> • Plastic container • Sponge • Cutting knife • Safety gloves • Dust coat • Safety boot • Cutting dies • Cutting machine • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety handling of materials, work tools, equipment and machinery • Safety and handling of work tools, equipment and machines • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing Hand Crafting of Leather Goods	2.2 Stamping and Decorating	(a) Arranging the format of stamps	Brainstorm: Guide the students to brainstorm the importance of arranging the format of stamps Demonstration:	The student should be able to: <ul style="list-style-type: none"> • Select tools • Select stamps • Arrange stamps with their specific 	Stamps are arranged according to the required format	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to arrange stamps in good format Principles: The	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Workbench • Assorted stamping tools • Set of steel rulers 	48

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstrate to the students to arrange the format of stamps</p> <p>Practical activity: Organise the students in manageable groups in the format of stamps</p>	<p>function</p> <ul style="list-style-type: none"> • Add new stamps if necessary • Conclude if stamps are complete • Observe workshop safety • Clean materials • Clean tools, equipment and machines • Store materials • Store tools and equipment 		<p>student should explain the principles of arranging stamps in the required format</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of leather for stamping • The importance of precise and detailed work while arranging the stamps in format <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while stamping tools • Safe handling of work tools and machinery • Waste disposal 	<ul style="list-style-type: none"> • Carbon papers • Wooden mullet • Hammers • Calculator • Wooden creaser • Safety skivers • Dust coat • Safety boot 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing hand crafting of leather goods	2.2 Stamping and Decorating	(b) Preparing stamping landscape	<p>Brainstorm: Guide the students to brainstorm the importance of preparing stamping landscape</p> <p>Demonstration: Demonstrate to the students how to prepare stamps in landscape</p> <p>Practical work: Guide the students to prepare stamping landscape</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools • Select stamps • Determine the locations to be stamped and decorated • Prepare a stamping landscape • Observe workshop safety • Clean materials • Clean tools, equipment, and machines • Store materials • Store tools and equipment 	Stamping landscapes are prepared as per the required standards	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to prepare stamping landscape</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Preparing stamping landscape <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of preparing stamping landscape • Procedures for preparing of stamping landscape • Importance of precise and detailed work while Preparing stamping landscape <p>Circumstantial knowledge: Detailed knowledge of:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Assorted stamping tools • Divider • Chisels • Marking awl • Set of steel rulers • Set of hole punches • Carbon papers • Wooden mullet • Hammers • Calculator • Wooden creaser • Safety skivers • Single creaser • Beeswax • Dust coat • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safety precautions while stamping tools • Safe handling of work tools and machinery • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing Hand Crafting of Leather Goods	2.2 Stamping and Decorating	(c) Marking uniform intervals	Brainstorm: Guide the students to brainstorm the importance of marking uniform intervals Demonstration: Demonstrate to the students how to mark uniform intervals Practical work: Guide the	The student should be able to: <ul style="list-style-type: none"> • Select tools • Determine the space intervals to be followed when stamping • Stamp the leather pieces • Make uniform intervals • Observe 	Intervals are marked in uniform according to the required standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to mark uniform intervals Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Marking uniform intervals • Designing different stamping styles 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Assorted stamping tools • Divider • Chisels • Marking awl • Set of steel rulers • Set of hole punches 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students to mark uniform intervals	workshop safety <ul style="list-style-type: none"> • Clean materials • Clean tools, equipment and machines • Store materials • Store tools and equipment 		Theories: The student should explain: <ul style="list-style-type: none"> • The importance of uniform intervals • The importance of precise and detailed work while marking uniform intervals Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while stamping tools • Safe handling of working tools and machinery • Waste disposal 	<ul style="list-style-type: none"> • Wooden mullet • Hammers • Calculator • Curving knife • Beveller • Wooden creaser • Safety skivers • Single creaser • Dust coat • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing Hand Crafting of Leather Goods	2.2 Stamping and Decorating	(d) Performing stamping	<p>Brainstorm: Guide the students to brainstorm the meaning of stamping</p> <p>Demonstration: Demonstrate to the students how to perform stamping</p> <p>Practical work: Guide the students to perform stamping</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Select tools • Select stamps • Determine the locations to be stamped and decorated • Determine the space intervals to be followed when stamping • Moisture the leather pieces • Stamp the leather pieces • Evaluate the stamped leather pieces • Add new stamps if necessary • Conclude if stamps are 	Leather is stamped according to the required designs and standards	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to perform stamping</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Handling hand craft tools • Designing handcrafts • Creating images • Leather stamping exercising • Decorating leather goods • Designing different stamping styles <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of leather for 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Assorted stamping tools • Divider • Chisels • Marking awl • Set of steel rulers • Stamp tool • Carbon papers • Wooden mullet • Hammers • Calculator • Curving knife • Beveller • Wooden creaser • Safety skivers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				complete <ul style="list-style-type: none"> • Assemble the stamped leather pieces • Pack stamped leather pieces • Observe workshop safety • Clean materials • Clean tools, equipment and machines • Store materials • Store tools and equipment 		stamping and decorating <ul style="list-style-type: none"> • Characteristics of vegetable tanned leather and its effects especially when stamping • Stamping procedures • The importance of precise and detailed work while stamping Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while stamping tools • Safe handling of working tools and machinery • Waste disposal 	<ul style="list-style-type: none"> • Single creaser • Beewax • Dust coat • Safety boot 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment		Suggested Resources	of Periods per Unit
2.0 Performing Hand Crafting of Leather Goods	2.2 Stamping and Decorating	(e) Performing decoration of leather	<p>Brainstorm: Guide the students to brainstorm the importance of decorating leather</p> <p>Demonstration: Demonstrate to the students how to decorate leather</p> <p>Practical work: Guide the students on how to perform decoration of leather</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret different designs • Select tools • Select stamps • Determine the locations to be stamped and decorated • Moisture the leather pieces • Decorate the leather pieces • Assemble the decorated leather pieces • Pack decorated leather pieces • Observe workshop safety • Clean materials • Clean tools, equipment and 	Leather is decorated according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to perform decorating of leather</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Handling hand craft tools • Designing handcrafts • Decorating leather goods • Designing different decorating styles <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of leather for decorating • Types of stamping procedures 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Assorted stamping tools • Divider • Chisels • Marking awl • Set of steel rulers • Set of hole punches • Carbon papers • Wooden mullet • Hammers • Calculator • Curving knife • Beveller • Wooden creaser • Safety skivers • Single creaser 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				machines <ul style="list-style-type: none"> • Store materials • Store tools and equipment 		<ul style="list-style-type: none"> • Importance of precise and detailed work while decorating Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while stamping tools • Safe handling of work tools and machinery • Waste disposal 	<ul style="list-style-type: none"> • Beewax • Dust coat • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
20 Performing Hand Crafting of Leather Goods	23 Lacing and Saddle Stitching	(a) Marking the allowances	Brainstorm: Guide the students to brainstorm the function of allowances Demonstration:	The student should be able to: <ul style="list-style-type: none"> • Select tools and materials • Determine the required 	The allowances are marked according to specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to mark the allowances	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Dividers 	48

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
			<p>Demonstrate to the students how to mark allowances</p> <p>Practical work: Guide the students to mark allowances</p>	<p>allowances</p> <ul style="list-style-type: none"> • Position the leather piece on the clam • Mark allowances • Observe workshop safety • Clean leather goods • Clean tools and equipment • Store leather goods and materials • Store tools and equipment 		<p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Marking the allowances • Handling handcraft tools <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Functions of allowances • Uses of divider tool • Different interlocking systems for creating new lacing styles • The importance of precise and detailed work while marking the allowances <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while performing marking of 	<ul style="list-style-type: none"> • Beeswax • Marking awl • Clam • Pricking iron • Pricking wheels • Plough gauge • Bulldog clips • Workshop stool • Scissors • Revolving punch • Set of steel rulers • Safety gloves • Dust coat • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
						allowances <ul style="list-style-type: none"> • Safe handling of work tools and machines • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.3 Lacing and saddle stitching	(b) Punching chisel	<p>Discussion: Guide the students to discuss the functions of the chisel</p> <p>Demonstration: Demonstrate to the students how to punch the chisel</p> <p>Practical work: Guide the students to</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Select tools and materials • Estimate the quantity of threads to be required • Determine the size of holes and stitching allowance • Position the 	The holes are punched according to specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to punch the chisel</p> <p>Principles: The student should explain :</p> <ul style="list-style-type: none"> • The principles of punching the chisel • The image of the product after 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Dividers • Marking awl • Scratch awl • Stitching awl • Clam • Heavy wooden mullet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
			<p>punch the chisel</p> <p>Activity: Organise the students in manageable groups to punch chisel</p>	<p>leather piece on the clam</p> <ul style="list-style-type: none"> • Observe workshop safety • Clean tools and equipment • Store leather goods and materials • Store tools and equipment 		<p>stamping</p> <ul style="list-style-type: none"> • Handling handcraft tools <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Functions of the chisel • The importance of precision and attention to details when punching the chisel <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while punching the chisel • Safe handling of work tools and machines • Waste disposal 	<ul style="list-style-type: none"> • Pricking iron • Pricking wheels • Punches • Chisel • Workshop stool • Scissors • Revolving punch • Set of steel rulers • Safety gloves • Dust coat • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.3 Lacing and saddle stitching	(c) Performing lacing	<p>Questions and answers: Guide the students to explain the importance of good lacing</p> <p>Demonstration: Demonstrate to the students how to perform lacing</p> <p>Practical work: Guide the students to perform lacing</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Interpret the design model • Select tools and materials • Estimate the number of threads to be required • Determine the size of holes and stitching allowance • Position the leather piece on the clam • Lace the edges • Lock the lace / or thread ends • Observe workshop safety • Clean leather goods 	Laced leather goods are stitched according to the required standards	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to perform lacing</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Lacing • Standardising sizes of lacing • Handling handcraft tools <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Uses of lace • Advantages of laced leather products over sewing stitches • Designs of lacings and saddle stitching • The hand strength 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Lacing needles • Dividers • Beewax • Marking awl • Scratch awl • Stitching awl • Clam • Heavy wooden mullet • Pricking iron • Pricking wheels • Range of oval and round punches • Plough gauge • Bulldog clips • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean tools and equipment • Store leather goods and materials • Store tools and equipment 		<p>when pulling and pushing needles through the holes</p> <ul style="list-style-type: none"> • Sources of laces • Different interlocking systems for creating new lacing styles • Determining linear sizes of lacing materials • The importance of precision and attention to details when lacing <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while performing lacings • Safe handling of working tools and machines • Waste disposal 	<ul style="list-style-type: none"> • Scissors • Kerosene lamp • Revolving punch • Set of steel rulers • Safety gloves • Dust coat • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.3 Lacing and saddle stitching	(d) Stitching saddle	<p>Brainstorm: Guide the students to define saddle stitch</p> <p>Demonstration: Demonstrate to the students on how to perform saddle stitching</p> <p>Practical work: Guide the students to perform saddle stitching</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Interpret the design model • Select tools and materials • Estimate the number of threads to be required • Determine the size of holes and stitching allowance • Insert laces/threads on lacing needle/saddle needle • Position the leather piece on the clam • Saddle stitches the prickled marks • Lock the lace / or 	Saddle is stitched to leather goods according to the required standards	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to perform saddle stitching</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Saddle stitching • Image of product after stamping • Handling hand craft tools <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Uses of saddle stitch • Uses of oval, prickling and round punched holes for stitching • Designs of lacings 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Saddle needles • Dividers • Beewax • Marking awl • Scratch awl • Stitching awl • Clam • Heavy wooden mullet • Pricking wheels • Plough gauge • Workshop stool • Scissors • Revolving punch • Set of steel rulers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				thread ends • Cut threads • Observe workshop safety • Clean leather goods • Clean tools and equipment • Store leather goods and materials • Store tools and equipment		and saddle stitching • The hand strength when pulling and pushing needles through the holes • Sources of laces • Importance of precise and detailed work while saddle stitching Circumstantial knowledge: Detailed knowledge of: • Safety precautions while performing saddle stitching • Safe handling of working tools and machines • Waste disposal	• Safety gloves • Dust coat • Safety boots	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing Hand Crafting of Leather Goods	2.4 Making Belts	(a) Determining the size	<p>Questions and answers: Guide the students to explain the standard sizes of waist belts</p> <p>Demonstration: Demonstrate to the students how to determine the size of the belt</p> <p>Practical work: Guide the students to determine the size of the belt</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and materials • Select belt measurements • Cut leather straps as per buckle width • Burnish the leather straps • Grease the edge of the strap • Glaze the edges • Stamp the strap • Observe workshop safety • Clean tools, equipment and machines • Store tools and equipment • Store leather 	A size of belt is determined according to the required design and specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to determine the standard size of the belt</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Undergoing specific processes • Knowing accurate body measurements • What must be kept in mind before measuring the size of the belt <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Various types of belts and their uses • Types of buckles used 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Steel cutting rulers • Prickling iron • Chisels • Heavy wooden mullet • Divider • Hammer • Tape measure • Revolving punch • Set of stamping tools • Glue brush • Wooden creaser • Marking awl • Scissors • Bee wax • Strap • Apron 	30

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				goods • Store tools and equipment		<ul style="list-style-type: none"> • Classification of belts • The importance of precise and detailed work while making belts <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of working tools, equipment and machines • Safety precautions while making belts • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing Hand	2.4 Making Belts	(b) Selecting the buckle	Group work: Guide the students to form	The student should be able to	A buckle selected, conforms to	Knowledge Evidence: Detailed knowledge of:	The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Crafting of Leather Goods			<p>groups and explain the importance of selecting a buckle</p> <p>Demonstration: Demonstrate to the students how to select a buckle according to the design</p> <p>Activity: Organise the students in manageable groups and select the buckle as per the designs</p>	<p>appropriately:</p> <ul style="list-style-type: none"> • Interpret belt design • Select tools and materials • Select belt measurements • Select the standard size of the belt buckle • Mark stamping spaces • Insert the buckle • Observe workshop safety • Clean tools, equipment and machines • Store tools and equipment • Store leather goods • Store tools and 	required design and specifications	<p>Method used: The student should explain how to select a buckle according to the design and specifications</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Knowing the best buckle according to belt designs <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of buckles used • Classification of buckle • The importance of precise and detailed work while selecting a buckle <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of 	<p>available:</p> <ul style="list-style-type: none"> • Workbench • Steel cutting rulers • Range of oval and round punches • Prickling iron • Chisels • Heavy wooden mullet • Divider • Hammer • Clam • Revolving punch • Glue brush • Wooden creaser • Single metal creaser • Marking awl • Scissors • Bee wax • Strop 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment		working tools, equipment and machines • Safety precautions while selecting a buckle • Wastes disposal	<ul style="list-style-type: none"> • Apron • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing handcrafting of leather	2.4 Making belts	(c) Determining the design	Brainstorm: Guide the students to brainstorm the	The student should be able to	A belt is designed according to the required design	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
goods			<p>meaning of a waist belt</p> <p>Demonstration: Demonstrate to the students how to determine the design of the belt</p> <p>Practical work: Group and guide the students to determine and design a belt</p>	<p>appropriately:</p> <ul style="list-style-type: none"> • Interpret belt design • Select tools and materials • Select belt measurements • Select the standard size of the belt buckle • Cut leather straps as per buckle width • Burnish the leather straps • Grease the edge of the strap • Mark stamping spaces • Glaze the edges • Stamp the strap • Punch buckle by oval punch 	and specifications	<p>student should explain how to design a waist belt</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Undergoing specific processes • Knowing accurate body measurements • What must be born in mind before starting making a belt <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Type of leather used in making belt • The various types of belts and their uses • Characteristics of leather • Types of buckles used 	<ul style="list-style-type: none"> • Workbench • Steel cutting rulers • Range of oval and round punches • Prickling iron • Chisels • Heavy wooden mullet • Plough gauge • Divider • Hammer • Clam • Revolving punch • Set of stamping tools • Glue container • Glue brush • Wooden creaser • Single metal creaser • Marking awl • Scissors 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Insert the buckle • Punch fastening holes • Insert studs • Polish the leather goods • Store finished leather goods • Observe workshop safety • Clean tools, equipment and machines • Store tools and equipment • Store leather goods • Store tools and equipment 		<ul style="list-style-type: none"> • Classification of belts • Importance of precise and detailed work while making belts <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of working tools, equipment and machines • Safety precautions while making belts • Wastes disposal 	<ul style="list-style-type: none"> • Saddle stitch • Bee wax • Strop • Apron • Safety boots 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing hand crafting of leather goods	2.4 Making belts	(d) Determining the user of belt	<p>Discussion: Guide the students to discuss the users of belt</p> <p>Demonstration: Demonstrate to the students how to determine the users</p> <p>Activity: Organise the students in groups to analyse a belt user</p>	<p>The student should be able to correctly:</p> <ul style="list-style-type: none"> • Interpret belt design • Select a sample of belt • Select the standard size of the belt buckle 	The groups of belt users are classified according to the types of belts	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to classify the users of waist belt</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Determine users of belt <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The various types of belts and their uses • Classification of belts <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Most favorable types of leather 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Tape measure • Apron • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing handcrafting of leather goods	2.5 Performing finishing	(a) Selecting dye staffs	Brainstorm: Guide the students to brainstorm the functions of dye staff Demonstration: Demonstrate to the student how to select a dye staff Practical work: Guide the students on how to select dye staffs	The student should be able to correctly: <ul style="list-style-type: none"> Decide the type of finishing Select tools and materials Estimate number of dyes and materials required Wear masking and rubber gloves Select a dye staffs related to the product and type of finishing Observe workshop safety Clean the product Store finished product 	Dye staffs are selected according to the product specification to be finished	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Select the right dye staff Spray Principles: The student should explain the principles of: <ul style="list-style-type: none"> Varieties of dye staff The importance of selecting dye staffs Theories: The student should explain: <ul style="list-style-type: none"> Sensitive parts of leather, goods and footwear for sensitive finishing Materials which 	The following tools and equipment are to be available:: <ul style="list-style-type: none"> Workbench Dyeing bench Varieties of dye staff Set of brushes Gray cloth Dye shelf Mask Rubber gloves Plastic overcoats Safety boots Cap Workshop stool 	39

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean tools and equipment • Store tools and equipment 		affect the finishing appearance Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of chemical liquids • First aid • Ventilated environment • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.5 Performing finishing	(b) Performing mixing	Brainstorm: Guide the students to brainstorm the ratios of mixing dye staffs related to their functions	The student should be able to appropriately: <ul style="list-style-type: none"> • Decide the type of finishing • Select tools and 	Dye staffs are mixed according to the technical requirements	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Select the right dye 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Dyeing bench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Demonstrate to the students how to mix a dye staff Practical work: Guide the students to mix dye staffs and other finishes	materials <ul style="list-style-type: none"> • Estimate the number of dyes and materials required • Wear masking and rubber gloves • Pour dyes in the container • Mix the dye staffs • Determine drying time • Observe workshop safety • Clean the product • Store finished product • Clean tools and equipment • Store tools and equipment 		staff <ul style="list-style-type: none"> • Mix appropriate ratios Principles: The student should explain the principles related to the mixing of dye staffs Theories: The student should explain: <ul style="list-style-type: none"> • Sensitive parts of leather, goods and footwear for sensitive finishing • Appropriate type of leather finishes • Materials which affect the finishing appearance • Challenges during performing mixing • Colours required for finishing purposes Circumstantial knowledge: Detailed	<ul style="list-style-type: none"> • Spraying gun • Set of brushes • Gray cloth • Dye containers • Leather soap • Dye shelf • Range of round punches • Stud fasteners • Mask • Rubber gloves • Plastic overcoats • Safety boots • Cap • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge of: <ul style="list-style-type: none"> • Safe handling of chemical liquids • First aid • Ventilated environment • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.5 Performing finishing	(c) Edgingdye	Brainstorm: Guide the students to brainstorm the principles edging dye Demonstration: Demonstrate to the students how to perform edge dying Practical work:	The student should be able to correctly: <ul style="list-style-type: none"> • Decide the type of finishing • Select tools and materials • Estimate the number of dyes and materials 	The edges dye is performed according to the requirements and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Preform spraying • Use various types of methods of finishing hand crafted products 	The following tools, safety gears and equipment are to be available:: <ul style="list-style-type: none"> • Workbench • Dyeing bench • Spraying gun • Set of brushes • Gray cloth 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide the students to perform dye edges	required <ul style="list-style-type: none"> • Position the product through ventilated directions • Wear masking and rubber gloves • Pour dyes into the spraying gun • Spray the product bolt side • Determine drying time • Insert locks and accessories • Observe workshop safety • Clean the product • Store finished product • Clean tools and equipment • Store tools and 		Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Edging dye Theories: The student should explain: <ul style="list-style-type: none"> • Sensitive parts of leather, goods and footwear for sensitive for finishing • Finishing environment • Challenges during finishing • Colours required for finishing purpose • Threads contrasts after finishing Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of chemical liquids 	<ul style="list-style-type: none"> • Dye containers • Leather soap • Dye shelf • Stud fasteners • Mask • Rubber gloves • Plastic overcoats • Safety boots • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment		<ul style="list-style-type: none"> • First aid • Ventilated environment • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Performing hand crafting of leather goods	2.5 Performing finishing	(d) Burnishing edge	<p>Brainstorm: Guide the students to explain the importance of burnishing edges</p> <p>Demonstration Demonstrate to the students how to burnish edges</p> <p>Practical: Organise the students in groups in</p>	<p>The student should be able to appropriately:</p> <ul style="list-style-type: none"> • Decide the type of finishing • Select tools and materials • Wear masking and rubber gloves • Pour dyes into the spraying gun • Perform burnishing of 	Edges are burnished to the requirements and specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Perform burnishing edge <p>Principles: The student should explain the principles:</p> <ul style="list-style-type: none"> • Burnishing edges <p>Theories: The student should explain:</p>	<p>The following tools, safety gears and equipment are to be available::</p> <ul style="list-style-type: none"> • Workbench • Dyeing bench • Set of brushes • Edge beveller • Gray cloth • Leather soap • Dye shelf • Range of round 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			burnishing edges	edge <ul style="list-style-type: none"> • Determine drying time • Observe workshop safety • Clean the product • Store finished product • Clean tools and equipment • Store tools and equipment 		<ul style="list-style-type: none"> • Challenges during burnishing of edge Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • First aid • Wastes disposal 	punches <ul style="list-style-type: none"> • Mask • Rubber gloves • Plastic overcoats • Safety boots • Workshop stool 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
2.0 Performing hand crafting of leather goods	2.5 Performing finishing	(e) Spraying or surface dye	<p>Questions and answers: Guide the students to explain the importance of spraying or surface dye</p> <p>Demonstration: Demonstrate to the students how to spray or surface dye of leather</p> <p>Practical work: Guide the students to spray or surface dye</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Decide the type of sprays • Select tools and materials • Estimate number of dyes and materials required • Position the product through ventilated directions • Wear masking and rubber gloves • Pour dyes in the spraying gun • Spray the product bolt side • Determine drying time • Observe workshop safety • Clean the product • Store finished 	The surface of leather is sprayed or dyed according to the specifications and requirements	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Select the right dye staff • Mix appropriate ratios • Spray <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Spraying or surface dye <p>Theories: The student should explain:</p> <p>Finishing environment</p> <ul style="list-style-type: none"> • Appropriate type of leather finishes • Materials which affect the finishing appearance • Challenges during 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Dyeing bench • Spraying gun • Set of brushes • Gray cloth • Dye containers • Leather soap • Dye shelf • Range of round punches • Mask • Rubber gloves • Plastic overcoats • Safety boots • Workshop stool 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				product <ul style="list-style-type: none"> • Clean tools and equipment • Store tools and equipment 		spraying <ul style="list-style-type: none"> • Threads contrasts after spraying Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of chemical liquids • First aid • Ventilated environment • Wastes disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.1 Preserving raw hides and skins	(a) Removing remnants	Brainstorm: Guide the students to explain the principles of removing	The student should be able to: <ul style="list-style-type: none"> • Inspect leather defects 	Raw hides and skins are clean and neat according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Plastic containers 	18

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			remnants Demonstration: Demonstrate to the students how to remove remains in skin or hides Activity: Organise the students in groups in perform removing of remnants in raw hide and skin	<ul style="list-style-type: none"> • Handle flying tools and equipment • Remove remains • Observe safety • Clean tools and equipment • Store raw hides and skins • Store tools and equipment 		<ul style="list-style-type: none"> • Handle flay knives • Remove remains Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Selecting raw hides and skins Theories: The student should explain: <ul style="list-style-type: none"> • History of rural tanning • Branding of life stocks • Type of preservation • Uses of raw hides and skins • Importance of precise and detailed work while removing remains into raw hide and skins Circumstantial	<ul style="list-style-type: none"> • Flaying knives • Gunny bags • Salt containers • Hammers • Wooden beams • Hard broom • Rubber gloves • Safety boots • Overall/Dust coats • Mask • Curved panga • Buckets • Tannery beams • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to remove remains of raw hides and skins • Safe handling of working tools and equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Rural Leather Tanning	3.1 Preserving Raw Hides and Skins	(b) Performing stage beams	Brainstorm: Guide the students to brainstorm the meaning of stage beams Demonstration: Demonstrate to the students how to perform stage beam	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment • Prepare bran solution • Use a tanning beam 	Raw hides and skins are soaked according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Use tannery beams Principles: The student should explain the principles related to:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Plastic containers • Hammers • Wooden beams • Hard broom 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical Activity: Organise the students in groups to perform the stage beam	<ul style="list-style-type: none"> • Observe safety • Use bran solution • Clean tools and equipment • Store raw hides and skins • Store tools and equipment 		Perform stage beams Theories: The student should explain: <ul style="list-style-type: none"> • History of rural tanning • Uses of tanning beams • Importance of precision and attention to details when performing stage beams Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to perform stage beams • Safe handling of working tools and equipment 	<ul style="list-style-type: none"> • Rubber gloves • Safety boots • Overall/Dust coats • Mask • Buckets • Tannery beams • Water horse • Kitchen knife 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing Rural Leather Tanning	3.1 Preserving Raw Hides and Skins	(c) Washing hides and skins	<p>Brainstorm: Guide the students to brainstorm the principles of washing hides and skins</p> <p>Demonstration: Demonstrate to the students on how to wash hide and skin</p> <p>Practical work: Guide the students on how to wash hides and skins</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Inspect leather defects • Prepare bran solution • Wash raw hide and skin • Stretch out hides and skins • Observe safety • Clean hides and skin • Clean tools and equipment • Store raw hides and skins • Store tools and equipment 	Raw hides and skins are clean and neat as per required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Wash hides and skins</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Wash hides and skin • Drying raw hides and skins • Folding raw hides and skins • Storing raw hides and skins <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of washing hides and skin • Uses of raw hides and skins • The importance of precise and detailed work while washing 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Plastic containers • Salt containers • Hammers • Wooden beams • Hard broom • Rubber gloves • Safety boots • Overall/Dust coats • Mask • Buckets • Leather horses • Water horse 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						raw hide and skins Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining when washing hides and skin • Safe handling of working tools and equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Rural Leather Tanning	3.1 Preserving raw hides and skins	(d) Salting raw hides and skins	Brainstorm: Guide the students to brainstorm the principles of salting raw hides and skins Demonstration: Demonstrate to	The student should be able to appropriately: <ul style="list-style-type: none"> • Inspect leather defects • Handle tools and equipment 	Salt is concentrated into raw hides and skins as per the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare salt solution • Salt raw hides and 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Plastic containers • Flaying knives 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>the students to salt a hide and skin</p> <p>Practical work: Guide the students to perform salting raw hides and skins</p>	<ul style="list-style-type: none"> • Prepare salt solution • soak raw hide and skin • Observe safety • Clean hides and skin • Clean tools and equipment • Store raw hides and skins • Store tools and equipment 		<p>skins</p> <p>Principles: The student should explain the principles related to:</p> <p>Salting raw hides and skins</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Differences between salting and dry methods <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions when salting raw hides and skin • Safe handling of working tools and equipment 	<ul style="list-style-type: none"> • Wooden stackers • Salt containers • Hammers • Salt • Rubber gloves • Safety boots • Overall/Dust coats • Mask • water • Buckets • Tannery beams • Leather horses • Water horse 	

Module Title	Unit Title	Elements (Learning	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing rural leather tanning	3.1 Preserving raw hides and skins	(e) Staking raw hides and skins	<p>Brainstorm: Guide the students to brainstorm the principles of stacking raw hides and skins</p> <p>Demonstration: Demonstrate to the students how to stack hides and skin</p> <p>Practical work: Guide the students perform stacking raw hides and skins</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Inspect leather defects • Prepare tools and materials • Stake raw hides and skins • Stretch out hides and skins • Observe safety • Clean tools and equipment • Store raw hides and skins • Store tools and equipment 	Raw hides and skin are staked properly according to the required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use stretching ropes • Use tannery beams <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Selecting raw hides and skins • Drying raw hides and skins • Folding raw hides and skins • Stake raw hides and skins • Storing raw hides and skins <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • History of rural 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Rope • Flaying knives • Wooden stackers • Hammers • Hard broom • Rubber gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						tanning <ul style="list-style-type: none"> • Branding of life stocks • Type of preservation • Uses of raw hides and skins • Importance of precise and detailed work while preserving raw hide and skins Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to handling of raw hides and skins • Safe handling of working tools and equipment 		

Module Title	Unit Title	Elements (Learning	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing rural leather tanning	3.2 Dehairing raw hides and skins	(a) Preparing lime solution	Brainstorm: Guide the students to define liming Demonstration: Demonstrate to the students how to prepare lime solution Practical work: Guide the students to prepare lime solution	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Set tannery beams • Inspect for quality • Estimate amount of water • Prepare lime solution • Steer and mix • Observe safety • Clean tools and equipment • Store tools and equipment 	The lime solution prepared is required according to the required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare lime solution Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Making lime solution • Handling lime solution • Handling various lime yard materials, tools and equipment Theories: The student should explain: <ul style="list-style-type: none"> • Importance of precise and detailed work while making lime solution Circumstantial knowledge: Detailed knowledge of:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Hammers • Rubber gloves • Buckets • Tannery beams • Safety boots • Rubber gloves • Musk • Leather horses • Overall/over coat • Kitchen knife 	24

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safety precautions pertaining to handling lime solution • First Aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.2 Dehairing raw hides and skins	(b) Dipping hides and skins	Brainstorm: Guide the students to explain the principles of dipping hides and skins in lime solution Demonstration: Demonstrate to the students how to dip a hide or skin in lime solution Practical work:	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Set tannery beams • Grade raw hides and skins • Wash hides and skins • Inspect for quality 	Raw hides and skin are soaked in lime solution and completely absorbed as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Perform dipping of hides and skins • Prepare pelt for next stages Principles: The student should explain the principles related to: Dipping hides and	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Drying boards • Gunny bags • Hammers • Hand brooms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide the students to dip hides and skins	<ul style="list-style-type: none"> • Estimate the amount of water • Prepare lime solution • Dip skins and hides into lime solution • Steer and mix • Wash the pelt • Clean the pelt • Observe safety • Clean tools and equipment • Store pelt • Store tools and equipment 		skins into lime solution Theories: The student should explain: <ul style="list-style-type: none"> • Types of leathers • Functions of lime in pelt • Importance of precise and detailed work while performing dipping hides and skins lime solution Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to handling materials 	<ul style="list-style-type: none"> • Rubber gloves • Curved panga • Buckets • Tannery beams • Safety boots • Rubber gloves • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.2 Dehairing raw hides and skins	(c) Performing stage beams	<p>Brainstorm: Guide the students to explain the principles of performing stage beam of raw hide and skin in lime solution</p> <p>Demonstration: Demonstrate to the students how to perform stage beam</p> <p>Practical work: Guide the students to perform stage beam</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select material • Select tools and equipment • Set tannery beams • Grade raw hides and skins • Determine liming time • Wash hides and skins • Inspect for quality • Estimate the amount of water • Steer and mix • Take out hides and skins • Use tannery beams 	Raw hides and skin are soaked in lime solution as per required time and temperature	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use tannery beams • Make tests for deliming process • Prepare pelt for next stages <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Perform dehairing <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of liming • Importance of precise and detailed work while performing stage beams of raw hides and skins 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Cooking pot • Stove • Drying boards • Gunny bags • Cooking passel • Hammers • Hand brooms • Rubber gloves • Curved panga • Buckets • Tannery beams • Safety boots • Rubber gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Wash the pelt • Check for liming completion • Clean the pelt • Observe safety • Clean tools and equipment • Store pelt • Store delimed hides and skins • Store tools and equipment 		Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining while performing stage beam 	<ul style="list-style-type: none"> • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.2 Dehairing raw hides and skins	(d) Scraping hair out	Brainstorm: Guide the students to explain the principles of	The student should be able to: <ul style="list-style-type: none"> • Select material 	The hair is scraped out on a pelt surface as per the required	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			scraping hair out Demonstration: Demonstrate to student on how to scrap hair out Practical work: Guide the students to scrap hair out	<ul style="list-style-type: none"> • Select tools and equipment • Grade raw hides and skins • Wash hides and skins • Inspect for quality • Scrap hair out • Observe safety • Clean tools and equipment • Store pelt • Store tools and equipment 	standards	how to: <ul style="list-style-type: none"> • Scrap hair out • Prepare pelt for next stages Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Scraping hair out on a pelt Theories: The student should explain: <ul style="list-style-type: none"> • Effects of remaining hair on pelt • Importance of precise and detailed work while scraping hair out Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to handling scraping tools 	<ul style="list-style-type: none"> • Working shade • Workbench • Drying boards • Hammers • Hand brooms • Rubber gloves • Curved panga • Buckets • Safety boots • Rubber gloves • Musk • Leather horses • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • First Aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.2 Dehairing raw hides and skins	(e) Removing lime	<p>Brainstorm: Guide the students to explain the process of removing lime in a pelt</p> <p>Demonstration: Demonstrate to student on how to remove lime in pelt</p> <p>Practical work: Guide the students to remove lime in the pelt</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select material • Select tools and equipment • Set tannery beams • Grade raw hides and skins • Wash hides and skins • Inspect for quality • Estimate 	The lime is removed in a pelt as per required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use tannery beams • Prepare deliming solution • Make tests for deliming process • Prepare pelt for next stages <p>Principles: The student should explain the principles</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Drying boards • Gunny bags • Cooking passel • Hammers • Hand brooms • Rubber gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>amount of water</p> <ul style="list-style-type: none"> • Perform dehairing • Wash the pelt • Prepare deliming solution • Dip the pelt into the deliming solution • Check for deliming completion • Wash and remove the deliming solution • Clean the pelt • Observe safety • Clean tools and equipment • Store pelt • <p>Store delimed hides and skins</p> <ul style="list-style-type: none"> • Store tools and 		<p>related to:</p> <ul style="list-style-type: none"> • Making deliming solution • Handling deliming solution • Handling various lime yard materials, tools and equipment <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Uses of materials and their properties • Types of deliming materials • Importance of precise and detailed work while performing dehairing raw hides and skins <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to handling 	<ul style="list-style-type: none"> • Curved panga • Buckets • Tannery beams • Safety boots • Rubber gloves • Musk • Water horses • Leather horses • Overall/over coat 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment		delimimg materials <ul style="list-style-type: none"> • First Aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather lanning	3.3 Performing Vegetable Tanning	(a) Performing stage beams	Brainstorm: Guide the students to define leather Demonstration: Demonstrate to the students how to perform beam in removing of lime Practical work: Guide the students to perform beam in removing lime	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Inspect the pelt for quality • Wash the pelt • Handle tanning knives • Estimate amount of water 	A pelt is Prepared as per specifications for the next stages	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Perform stage beams • Treat tanning pelt in containers Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Performing stage 	The following tools and equipment are to be made available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Cooking pot • Drying boards • Hammers • Rubber gloves • Buckets 	22

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Use tannery beams • Take measurement of tanning • Dip pelt onto tanning liquor • Observe tanning completion • Clean the pelt • Observe safety • Clean work place • Clean tools and equipment • Store pelt • Store tools and equipment 		beams knowledge: Detailed knowledge of:	<ul style="list-style-type: none"> • Tannery beams • Safety boots • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	
Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria			Training Requirements/	Number

(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing rural leather tanning	3.3 Performing vegetable tanning	(b) Preparing tanning liquor	<p>Brainstorm: Guide the students to define tanning liquor</p> <p>Demonstration: Demonstrate to the students how to prepare tanning liquor</p> <p>Practical work: Guide the students on how to Prepare tanning liquor</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select material • Identify tanning materials • Select tools and equipment • Estimate amount of water • Prepare tanning liquor • Observe safety • Clean work place • Clean tools and equipment • Store tools and equipment 	A tanning liquor prepared Prepared as per required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Prepare tanning liquor <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Making tanning solution • Handling tools and equipment <p>Theories: The student should explain:</p> <p>Relationship of tan liquor and lime</p> <ul style="list-style-type: none"> • Effects of metals with tanning liquor <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Gunny bags • Hammers • Rubber gloves • Tanning knives • Buckets • Tannery beams • Safety boots • Musk • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>pertaining to tanning liquor</p> <ul style="list-style-type: none"> Waste disposal 		
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.3 Performing vegetable tanning	(c) Dipping hides and skins	<p>Brainstorm: Guide the students to define Tanning</p> <p>Demonstration: Demonstrate to the students how to dip pelt in tanning liquor</p> <p>Practical work: Guide the students on how to dip pelt in tanning liquor</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select material Identify tanning materials Select tools and equipment Inspect the pelt for quality Wash the pelt Handle tanning knives Estimate amount of water 	A pelt is completely dipped in tanning liquor as per required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Prepare tanning liquor Conduct periodic tests Take precaution in the tan yard Treat tanning pelt in containers Prepare pelt <p>Principles: The student should</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Working shade Workbench Plastic containers Cooking pot Stove Drying boards Gunny bags Cooking pestle Hammers Hand brooms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Prepare tanning liquor • Start tanning process • Conduct frequent tests • Take measurement of tanning • Dip pelt onto tanning liquor • Check for penetration of tanning • Observe tanning completion • Clean the pelt • Observe safety • Clean work place • Clean tools and equipment • Store pelt • Store tools and 		<p>explain the principles related to:</p> <ul style="list-style-type: none"> • Handling tan yard • Handling vegetable tanned leather • Handling tools and equipment • Handling tannery chemicals and materials • Using tannery beams <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Ways of treating vegetable tanned leather <p>Importance of precise and detailed work while performing vegetable tanning</p> <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to tanning process of vegetable 	<ul style="list-style-type: none"> • Rubber gloves • Tanning knives • Buckets • Tannery beams • Safety boots • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment		tanning <ul style="list-style-type: none"> • Safe handling of tanning materials, tools and equipment • First Aid • Waste disposal 		
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.3 Performing vegetable tanning	(d) Scraping hair side and flesh side	Brainstorm: Guide the students to explain the principles of scraping hair side and flesh side Demonstration: Demonstrate to the students how to scrap hair side and flesh side Practical work:	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Inspect the pelt for quality • Wash the pelt • Handle tanning knives • Use scraping 	A pelt is scraped hair side and flesh side as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Use scraping knife Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Scraping hair side and flesh side of the pelt Theories: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Drying boards • Gunny bags • Cooking pestle • Hammers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide the students to scraping hair side and flesh side	knife <ul style="list-style-type: none"> • Scrap hair side and flesh side of the pelt • Observe safety • Clean work place • Clean tools and equipment • Store pelt • Store tools and equipment 		student should explain: <ul style="list-style-type: none"> • Importance of Scraping hair side and flesh side Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining while scraping hair side and flesh side • Safe handling of tools and equipment • First Aid • Waste disposal 	<ul style="list-style-type: none"> • Hand brooms • Rubber gloves • Tanning knives • Curved panga • Buckets • Safety boots • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.3 Performing vegetable tanning	(e) Washing leather	Brainstorm: Guide the students to explain the principles of	The student should be able to:	A leather is clear and neat as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			washing leather after tanning Demonstration: Demonstrate to the students how to wash leather Practical Activity: Organise the students in washing leather after tanning	<ul style="list-style-type: none"> • Select material • Select tools and equipment • Wash the pelt • Observe safety • Clean work place • Clean tools and equipment • Store pelt • Store tools and equipment 		explain how to: <ul style="list-style-type: none"> • Washing leather Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Washing leather Theories: The student should explain: Importance of washing a pelt Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while washing pelt • First Aid • Waste disposal 	<ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Rubber gloves • Tanning knives • Curved panga • Buckets • Safety boots • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.3 Performing vegetable tanning	(d) Fixing leather	<p>Brainstorm: Guide the students to explain the principles of fixing leather</p> <p>Demonstration: Demonstrate to the students how to fix leather</p> <p>Practical work: Guide the students to fix leather</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select material • Select tools and equipment • Wash the pelt • Handle tanning knives Use scraping knife • Perform fixing • Observe safety • Clean work place • Clean tools and equipment • Store pelt • Store tools and equipment 	A pelt is fixed as per the required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use a scraping knife • Treat tanning pelt in containers • To perform fixing <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Fixing leather <p>Theories: The student should explain:</p> <p>Importance of retanning of vegetable tanned</p> <p>Circumstantial knowledge: Detailed knowledge of:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Cooking pot • Stove • Drying boards • Gunny bags • Cooking pestle • Hammers • Hand brooms • Rubber gloves • Tanning knives • Curved panga • Buckets • Tannery beams • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • Musk • Water horses • Leather horses • Overall/over coat • Kitchen knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.4 Fat liquoring of leather	(a) Making fat oil	Brainstorm: Guide the students to explain the principles of making fat oil Demonstration: Demonstrate to the students how	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Estimate the amount of water 	Fat oil with quality as per required standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare fat liquor Principles: The student should explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Drying boards 	18

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to make fat oil Practical work: Guide the students to make fat oil	<ul style="list-style-type: none"> • Estimate the amount of liquid oil • Prepare fat liquor • Observe safety • Clean work place • Clean tools and equipment • Store tools and equipment 		<p>the principles of:</p> <ul style="list-style-type: none"> • Preparing fat oil <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of fat liquor • Characteristics of fat liquor oil • Importance of precise and detailed work while preparing fat oil <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to fat liquoring • Safe handling of tanning materials, tools and equipment • First Aid • Waste disposal 	<ul style="list-style-type: none"> • Gunny bags • Cooking passel • Hammers • Rubber gloves • Curved panga • Buckets • Tannery beams • Safety boots • Rubber gloves • Musk • Overall/over coat • Scraping plate • Water horse • Leather horses • Nylon sheet • Kitchen knife 	

Module Title	Unit Title	Elements	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	(Learning Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Performing rural leather tanning	3.4 Fat Liquoring of Leather	(b) Apply fat liquor	Brainstorm: Guide the students to explain the principles of apply fat liquor Demonstration: Demonstrate to the students how to apply fat liquor Practical work: Guide the students to apply fat liquor in pelt	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Inspect the pelt for quality • Wash the pelt • Scrap leather • Estimate amount of water • Estimate amount of liquid oil • Estimate quantity of bar soap • Prepare fat liquor • Set tanning beams • Use tanning knife • Apply fat liquoring techniques • Apply fat liquor on the flesh side of leather pelt • Fold the leather 	A pelt is wet with fat oil with good penetration as per required standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Conduct penetration test • Take precautions in the tan yard • Treat the pelt • Prepare pelt Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Handling tan yard, chemicals and materials • Fat liquoring • Handling tannery tools and equipment • Using tannery beams Theories: The student should explain: <ul style="list-style-type: none"> • Ways of applying fat liquor • Time required to 	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Cooking pot • Stove • Drying boards • Gunny bags • Cooking passel • Hammers • Hand brooms • Rubber gloves • Buckets • Tannery beams • Safety boots Rubber gloves • Musk • Overall/over coat 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				pelt <ul style="list-style-type: none"> • Wrap the leather with plastic sheet • Insert the pelt into wet gunny bag • Observe fat penetration • Observe safety • Clean work place • Clean tools and equipment • Store leather and materials • Store tools and equipment 		complete fat liquoring process <ul style="list-style-type: none"> • Characteristics of vegetable tanned leather • Uses of vegetable tanned leather • Effects of fat liquoring leather • Importance of precise and detailed work while fat liquoring leather Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to fat liquoring • Safe handling of tanning materials, tools and equipment • First Aid • Waste disposal 	<ul style="list-style-type: none"> • Scraping plate • Water horse • Leather horses • Nylon sheet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.4 Fat liquoring of Leather	(c) Performing conditioning of the pelt	Brainstorm: Guide the students to explain the principles of Perform Conditioning of the pelt Demonstration: Demonstrate to the students how to condition of pelt Practical work: Guide the students to Perform Conditioning of the pelt	The student should be able to: <ul style="list-style-type: none"> • Select material • Select tools and equipment • Inspect the pelt for quality • Scrap leather • Estimate amount of water • Estimate quantity of bar soap • Use tanning knife • Fold the leather pelt • Stake a leather and dry it • Clean the pelt 	A pelt is conditioned and dried as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Scrap leather • Perform conditioning of the pelt Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Conditioning of the pelt Theories: The student should explain: <ul style="list-style-type: none"> • Importance of conditioning of the pelt Circumstantial knowledge: Detailed knowledge of:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Working shade • Workbench • Plastic containers • Drying boards • Hammers • Hand brooms • Rubber gloves • Curved panga • Buckets • Safety boots • Rubber gloves • Musk • Overall/over coat • Scraping plate • Water horse 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Observe safety • Clean work place • Clean tools and equipment • Store leather and materials • Store leather • Store tools and equipment 		<ul style="list-style-type: none"> • Safety precautions pertaining to conditioning of the pelt 	<ul style="list-style-type: none"> • Leather horses 	
Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Rural Leather Tanning	3.5 Dryg and dress	(a) Performing hand tanned leather	Brainstorm: Guide the students to explain the principles of performing hand-tanned leather Demonstration: Demonstrate to	The student should be able to: <ul style="list-style-type: none"> • Identify materials • Identify tools and equipment • Spread leather on the drying 	Dried and dressed crust conform to leather technology set specifications and procedures	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Identify materials • Stretch leather for drying 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Roofing nails • Drying boards • Hammers 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>the students how to perform hand-tanned leather</p> <p>Practical work: Guide the students on how to Perform hand tanned leather</p>	<p>board</p> <ul style="list-style-type: none"> • Stretch and nail leather • Dry the leather • Observe safety • Clean materials • Clean tools and equipment • Store materials • Store tools and equipment 		<ul style="list-style-type: none"> • Determine drying time <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Stretching leather • Air drying leather • Nailing leather • Leather dressing <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Drying time • Importance of handing leather <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while performing drying of leather 	<ul style="list-style-type: none"> • Wooden beams • Hard brooms • Plastic containers • Plastic buckets • Water horse • Safety boots • Safety gloves • Overall or dust coats • Mask • Leather horses 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.5 Dry and dress	(b) Performing trimming of tanned leather	<p>Brainstorm: Guide the students to explain the principles of trimming of tanned leather</p> <p>Demonstration: Demonstrate to the students how to perform trimming of tanned leather</p> <p>Practical Activity: Organise the students in groups in trimming of tanned leather</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify materials • Identify tools and equipment • Trim the leather • Observe safety • Clean materials • Clean tools and equipment • Store materials • Store tools and equipment 	The crust is trimmed in excess edges as per required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Trim dried leather <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Trimming of tanned leather <p>Leather dressing</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • How to trim leather • Importance of Trimming of tanned leather <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while trimming of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Trimming knife • Hammers • Wooden beams • Hard brooms • Tanning knives • Plastic containers • Plastic buckets • Curved panga • Safety boots • Safety gloves • Overall or dust coats • Mask • Leather horses 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						tanned leather • Waste disposal		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.6 Performing leather surface finishing	(a) Glazing leather	Brainstorm: Guide the students to define glazing Demonstration: Demonstrate to the students how to perform glazing Practical work: Guide the students to glaze a leather crust	The student should be able to: <ul style="list-style-type: none"> Identify materials Identify tools and equipment Spread leather on the drying board Stretch and nail leather Dry the leather Observe safety Clean materials 	Leather is glazed as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Perform Glazing Principles: The student should explain the principles of: Leather glazing Theories: The student should explain: <ul style="list-style-type: none"> Importance of glazing 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Workbench Roofing nails Drying boards Hammers Wooden beams Hard brooms Plastic containers Plastic buckets 	19

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean tools and equipment • Store materials • Store tools and equipment 		<ul style="list-style-type: none"> • How to grade leather • Drying time • Importance of precise and detailed work while performing drying and dressing Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining a glazing of leather • Safe handling of tanning materials, tools and equipment • First Aid • Waste disposal 	<ul style="list-style-type: none"> • Curved panga • Waterhorse • Safety boots • Safety gloves • Overall or dust coats • Mask • Leather horses 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing	3.6 Performing	(b) Performing measuring of	Brainstorm: Guide the	The student should be able	Finished leather is measured and	Knowledge Evidence: Detailed	The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
rural leather tanning	leather surface finishing	leather	<p>students to explain the principles of measuring a surface of leather</p> <p>Demonstration: Demonstrate to the students how to measure leather surface</p> <p>Practical work: Guide the students to measure a leather surface</p>	<p>to:</p> <ul style="list-style-type: none"> • Identify tools and equipment • Inspect for quality • Take surface measurements • Observe safety • Clean leather and materials • Clean tools and equipment • Store leather and materials • Store tools and equipment 	recorded its surface area as per required specifications	<p>knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Take surface area measurements <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Leather surface measurements <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Characteristics of leather • Treatment of leather • Importance of vegetable tanning • Environmental impact • Measuring techniques • Importance of 	<p>available:</p> <ul style="list-style-type: none"> • Workbench • Leather horses • Sanding machine • Leather horses • Mask • Measuring patterns • Marking pen • Safety gloves • Safety boots • Overcoat / or overall • Marking pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						leather surface measurements Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to leather finishing techniques • Safe handling of tanning materials, tools and equipment • First Aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing rural leather tanning	3.6 Performing leather surface	(c) Performing grading of leather	Brainstorm: Guide the students to explain the principles of	The student should be able to: <ul style="list-style-type: none"> • Identify tools 	Pieces of leather are graded according to the required	Knowledge Evidence: Detailed knowledge of: Method used: The student should	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	finishing		grading leather Demonstration: Demonstrate to the students how to grade of leather Practical work: Guide the students to Perform grading of leather	and equipment <ul style="list-style-type: none"> • Inspect for quality • Grade the leather • Take surface measurements • Observe safety • Clean tools and equipment • Store leather and materials • Store tools and equipment 	standards	explain how to: <ul style="list-style-type: none"> • Differentiate various uses of materials • Grade leather Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Quality control • Leather measurements • Grading leather Theories: The student should explain: <ul style="list-style-type: none"> • Importance of quality control • Importance of grading Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Waste disposal 	<ul style="list-style-type: none"> • Workbench • Leather horses • Leather measuring gauge • Measuring patterns • Marking pen • Safety gloves • Safety boots • Overcoat / or overall • Marking pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Performing Rural Leather Tanning	3.6 Performing leather surface finishing	(d) Performing packing of leather	Brainstorm: Guide the students to explain the principles of performing packing of leather Demonstration: Demonstrate to the students how to pack leather Practical work: Guide the students to pack pieces of leather	The student should be able to: <ul style="list-style-type: none"> • Identify tools and equipment • Inspect for quality • Grade the leather • Perform packing of leather • Store tools and equipment 	Leather is packed according to their grades	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Perform packing of leather Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Packing of leather Theories: The student should explain: <ul style="list-style-type: none"> • Importance of packing of leather Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while packing 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Leather horses • Leather horses • Mask • Marking pen • Safety gloves • Safety boots • Overcoat / or overall • Marking pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.1 Designing and making patterns for advanced footwear	(a) Making pattern alterations and upgrading	<p>Brainstorm: Guide the students to explain the principles of making pattern alterations and upgrading</p> <p>Demonstration: Demonstrate to the students how to perform pattern alteration</p> <p>Practical work: Guide the students to make pattern alterations and upgrading</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify different footwear designs • Identify materials • Select tools and equipment • Plan footwear collections • Conduct research to determine fashion trends • Create original style and sketch preliminary designs • Determine a theme for collections • Determine matching fittings 	Patterns upgraded as per required product specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify different footwear designs • Take measurements • Trace different designs and styles • Trace standard sizes • Transform sketches • Produce master patterns • Grade patterns <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Footwear designing 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Shoe last • Steel ruler • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors 	300

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				and accessories <ul style="list-style-type: none"> • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master patterns • Cut patterns from hard manilla • Grade patterns • Label patterns • Observe safety • Clean pattern • Clean tools and 		techniques <ul style="list-style-type: none"> • Fashion trends • Taking footwear measurements Theories: The student should explain: <ul style="list-style-type: none"> • Types of pattern materials • Types of footwear designs • The influence of colours and fashion trends • The researching techniques • Fashion designing • Designing techniques • Use artistic design knowledge • Importance of precise and detailed work while making pattern alterations and 	<ul style="list-style-type: none"> • Footwear catalog • Computer • Masking tapes • DVDs • 10mm gluing brush • Glue container • Videos • Fashion magazines • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • CAM/CAD system • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment <ul style="list-style-type: none"> • Store patterns • Store tools and equipment 		up grading Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to pattern cutting • First aid • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
40 Designing advanced leather goods and footwear	41 Designing and making patterns for advanced footwear	(b) Making patterns for orthopaedic footwear	Brainstorm: Guide the students to explain the meaning of orthopaedic footwear Demonstration: Demonstrate to the students how to make patterns	The student should be able to: <ul style="list-style-type: none"> • Identify different orthopedic footwear designs • Identify materials • Select tools and equipment 	Patterns for orthopedic footwear designs conform to required product specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Identify materials • Take measurements • Trace different 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Measuring tape • Shoe last • Steel ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			for orthopedic footwear Practical Activity: Organise the students in groups to make pattern for orthopaedic footwear	<ul style="list-style-type: none"> • Identify end users • Create original style and sketch preliminary designs • Determine matching fittings and accessories • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master patterns • Cut patterns from hard manilla 		designs and styles <ul style="list-style-type: none"> • Trace standard sizes • Transform sketches • Produce master patterns • Grade patterns Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Attend a person who require orthopedic footwear • Making sketches • Taking foot measurements Theories: The student should explain: <ul style="list-style-type: none"> • Types of footwear designs • The research techniques for foot disorders 	<ul style="list-style-type: none"> • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Footwear catalog • Computer (CAM/CAD) • Masking tapes • Projector • 10mm gluing brush • Glue container • Videos • Stool • Hammer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Grade patterns • Label patterns • Insert marking points • Arrange patterns into sets • Observe safety • Clean pattern • Clean tools and equipment • Store patterns • Store tools and equipment 		<ul style="list-style-type: none"> • Importance of precise and detailed work while making patterns for orthopaedic footwears <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to pattern cutting • Safe handling of designs and patterns • First aid • Waste disposal 	<ul style="list-style-type: none"> • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.1 Designing and making patterns for advanced footwear	(c) Making patterns for high-boot shoe	<p>Brainstorm: Guide the students to define high-boot shoes</p> <p>Demonstration: Demonstrate to the students how to make patterns for high-boot</p> <p>Practical work: Guide the students to make patterns for high-boot shoe</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the high-boot designs • Identify materials • Select tools and equipment • Identify end users • Create original style and sketch preliminary designs • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various 	Patterns for high boot shoes designs conform to required product specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Making pattern for high boot shoe <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Making pattern for high boot shoe <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The different between high boot and other shoes • Importance of precise and detailed work while making pattern for high boot shoe <p>Circumstantial knowledge: Detailed knowledge of:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Shoe last • Steel ruler • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Footwear catalog • Computer (CAD/CAM) • Masking tapes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				parts of master patterns <ul style="list-style-type: none"> • Cut patterns from hard manilla • Grade patterns • Label patterns • Insert marking points • Arrange patterns into sets • Observe safety • Clean pattern • Clean tools and equipment • Store patterns • Store tools and equipment 		<ul style="list-style-type: none"> • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • 10mm gluing brush • Glue container • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
4.0 Designing advanced leather goods and footwear	4.1 Designing and making patterns for advanced footwear	(d) Making patterns for military boot	<p>Brainstorm: Guide the students to explain the principles of making military boot patterns</p> <p>Demonstration: Demonstrate to the students how to make patterns for military boot</p> <p>Practical work: Guide the students to make patterns for military boot</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the designs • Identify materials • Select tools and equipment • Create original style and sketch preliminary designs • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master patterns • Cut patterns from 	Patterns for military boot designs conform to required product specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Take measurements • Calculate the sizes according to sizing system • Transform sketches • Produce master patterns • Grade patterns <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Making military boot patterns <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of material used in making military boot patterns • Importance of precise and detailed work while pattern for 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Shoe last • Steel ruler • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Footwear catalog • Computer • Masking tapes • DVDs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				hard manilla <ul style="list-style-type: none"> • Grade patterns • Label patterns • Insert marking points • Arrange patterns into sets • Observe safety • Clean pattern • Clean tools and equipment • Store patterns • Store tools and equipment 		military boot Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to pattern cutting • Safe handling of tools and equipment • First aid • Waste disposal 	<ul style="list-style-type: none"> • Gluing brush • Glue container • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing	4.1 Designing and making	(e) Making patterns for	Brainstorm: Guide the	The student should be able to:	Patterns for football shoe	Knowledge Evidence: Detailed	The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
advanced leather goods and footwear	patterns for advanced footwear	football shoe	<p>students to explain the principles of making patterns for a football shoe</p> <p>Demonstration: Demonstrate to the students how to make patterns for football shoes</p> <p>Practical work: Guide the students to make patterns for football shoe</p>	<ul style="list-style-type: none"> • Identify the designs • Identify materials • Select tools and equipment • Create original style and sketch preliminary designs • Determine matching dresses • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master 	designs conform to required product specifications	<p>knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Making pattern for football shoe <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Making pattern for football shoes <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The differences between football and derby shoes <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to pattern cutting 	<p>available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Shoe last • Steel ruler • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Footwear catalog • Computer • Masking tapes • Gluing brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>patterns</p> <ul style="list-style-type: none"> • Cut patterns from hard manilla • Grade patterns • Label patterns • Insert marking points • Arrange patterns into sets • Observe safety • Clean pattern • Clean tools and equipment • Store patterns • Store tools and equipment 			<ul style="list-style-type: none"> • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.1 Designing and making patterns for advanced footwear	(f) Making pattern for moccasin	<p>Discussion: Guide the students to discuss the features of moccasin</p> <p>Demonstration: Demonstrate to the students how to make patterns for moccasin shoes</p> <p>Practical work: Guide the students to make patterns for moccasin</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the designs Identify materials Select tools and equipment Plan footwear collections Create original style and sketch preliminary designs Determine matching dresses Take measurements Interpret measurements into sketches Develop master patterns Trace master 	Patterns for football shoe designs conform to required product specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Make pattern for moccasin <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> Making pattern for moccasin <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Importance of sketch in pattern designing Designing techniques <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Measuring tape Shoe last Steel ruler Soft manilla Tracing papers Eraser Pencil Pen Hard manilla Cutting knife Cutting block Scissors Footwear catalog Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>patterns</p> <ul style="list-style-type: none"> • Transfer master pattern into a hard manilla • Develop various parts of master patterns • Cut patterns from hard manilla • Grade patterns • Label patterns • Arrange patterns into sets • Observe safety • Clean pattern • Clean tools and equipment • Store patterns • Store tools and equipment 		tools and equipment	<ul style="list-style-type: none"> • Masking tapes • Glue container • Videos • Fashion magazines • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.2 Designing and making patterns for advanced leather goods	(a) Making patterns for solid bag	<p>Question and answers: Guide the students to explain the principle of making patterns for solid bag</p> <p>Demonstration: Demonstrate to the students how to make patterns for solid bag</p> <p>Practical work: Guide the students to make patterns for solid bag</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify the designs of the bag • Identify materials • Select tools and equipment • Identify end users • Create original style/ sketch preliminary designs • Determine theme for collections • Determine matching fitting and accessories • Take measurements • Interpret measurements into sketches • Develop master 	Patterns for solid bag conform to required product design and specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Take measurements • Trace different designs and styles • Standardize patterns • Transfer sketches • Produce master pattern • Grade patterns • Use artistic design knowledge <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Leather goods designing techniques • Fashion designing 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Measuring tape • Steel ruler • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Computer • Masking tapes • Glue brush 10mm 	210

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>patterns</p> <ul style="list-style-type: none"> • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of the master pattern • Cut patterns from hard carton • Grade patterns • Label patterns • Arrange patterns into sets • Observe safety • Clean patterns • Clean tools and equipment • Store patterns • Store tools and equipment 		<ul style="list-style-type: none"> • Making sketches • Taking measurements <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The influence of colours and fashion trends • Fashion designing • Designing techniques • Importance of precise and detailed work while solid bag patterns <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment • Safe handling of designs and patterns • First aid 	<ul style="list-style-type: none"> • Glue container • Videos • Fashion magazines • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.2 Designing and making patterns for advanced leather goods	(b) Making patterns for ladies hand bag	<p>Brainstorm: Guide the students to define hand bag</p> <p>Demonstration: Demonstrate to the students how to make patterns for ladies handbag</p> <p>Practical work: Guide the students to make patterns for ladies hand bag</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify designs Identify materials Select tools and equipment Plan for leather goods collections Identify end users Create original style/sketch preliminary designs Take measurements Interpret 	Patterns for ladies hand bag conform to required product design and specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Make patterns for ladies hand bag <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Making patterns for ladies hand bag <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The influence of colours and fashion 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Measuring tape Steel ruler Soft manilla Tracing papers Eraser Pencil Pen Hard manilla 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master pattern • Cut patterns from hard carton • Grade patterns • Label patterns • Arrange patterns into sets • Observe safety • Clean patterns • Clean tools and equipment		trends • Importance of precise and detailed work while making patterns for ladies hand bag Circumstantial knowledge: Detailed knowledge of: • Safe handling of tools and equipment • First aid • Waste disposal	• Cutting knife • Cutting block • Scissors • Computer • Masking tapes • Glue container • CAM/CAD sytem • Videos • Fashion magazines • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store patterns • Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.2 Designing and making patterns for advanced leather goods	(c) Making patterns for purses/wallet et	Brainstorm: Guide the students to explain principles of making patterns for purses / wallet Demonstration: Demonstrate to the students how to make patterns for purse or	The student should be able to: <ul style="list-style-type: none"> • Identify designs • Identify materials • Select tools and equipment • Plan for leather goods collections • Create original style/ sketch 	Patterns for patterns for purses / wallet conform to required product design and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Take measurements • Trace different designs and styles • Standardize patterns • Use artistic design 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Measuring tape • Magazines • Steel ruler • Soft manilla 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>wallets</p> <p>Practical work: Guide the students to make patterns for purses / wallet</p> <p>Activity: Organise the students in groups in making patterns for purses / wallet</p>	<p>preliminary designs</p> <ul style="list-style-type: none"> • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master pattern • Cut patterns from hard carton • Grade patterns • Label patterns • Arrange patterns into sets • Observe safety 		<p>knowledge</p> <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Making patterns for purses / wallet <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Function of purses / wallet <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Computer • Masking tapes • Glue container • CAM/CAD sytem • Videos • Fashion magazines • Stool • Hammer • Set of hole punches • Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean patterns • Clean tools and equipment • Store patterns • Store tools and equipment 			<ul style="list-style-type: none"> • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.2 Designing and making patterns for advanced leather goods	(d) Making patterns for computer bags	Brainstorm: Guide the students to explain the principles of making computer bags Demonstration: Demonstrate to the students how to make patterns for computer bag Practical work:	The student should be able to: <ul style="list-style-type: none"> • Identify bag designs • Identify materials • Select tools and equipment • Identify end users • Create original sketch 	Patterns for computer bags designed to conform to required product design and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Design computer bags patterns Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Computer bags 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Measuring tape • Steel ruler • Soft manilla • Tracing papers • Eraser 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide the students to make patterns for computer bags	<p>preliminary designs</p> <ul style="list-style-type: none"> • Determine theme for collections • Determine matching fitting and accessories • Take measurements • Interpret measurements into sketches • Develop master patterns • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master pattern • Cut patterns from hard carton • Grade patterns 		<p>patterns making</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Function of patterns materials • The importance of precision and attention to details when making computer bag patterns <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Leather goods catalogue • Computer • Masking tapes • Stool • Hammer • Set of hole punches • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Label patterns • Arrange patterns into sets • Observe safety • Clean patterns • Clean tools and equipment • Store patterns • Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Designing advanced leather goods and footwear	4.3 Designing and making patterns for advanced leather goods	(e) Making pattern for camping bags	Brainstorm: Guide the students to explain principles of making camping bags Demonstration:	The student should be able to: <ul style="list-style-type: none"> • Identify the designs • Identify 	Patterns for camping bags designed to conform to required product design and specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Measuring tape • Steel ruler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Demonstrate to the students how to patterns for campaign bag</p> <p>Practical work: Guide the students to make patterns for camping bags</p>	<p>materials</p> <ul style="list-style-type: none"> • Select tools and equipment • Conduct research to determine fashion trends • Identify end users • Create original style/sketch preliminary designs • Determine matching fitting and accessories • Take measurements • Interpret measurements into sketches • Develop master 		<ul style="list-style-type: none"> • Make pattern for camping bags <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Making pattern for camping bags <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The uses of camping bag <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Soft manilla • Tracing papers • Eraser • Pencil • Pen • Hard manilla • Cutting knife • Cutting block • Scissors • Leather goods catalogue • Computer • Masking tapes • Glue brush 10mm • Glue container • Fashion magazines • Stool • Hammer • Set of hole punches 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>patterns</p> <ul style="list-style-type: none"> • Trace master patterns • Transfer master pattern into hard manilla • Develop various parts of master pattern • Cut patterns from hard carton • Grade patterns • Label patterns • Arrange patterns into sets • Observe safety • Clean 			<ul style="list-style-type: none"> • Mask • Safety gloves • Overall / dust coats • Plastic boxes • Safety boots 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Implement project	Design and carry out a project work	Carry out project works		<p>patterns</p> <ul style="list-style-type: none"> • Clean tools and equipment • Store patterns • Store tools and equipment 				

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
1.0 Managing a safe work environment	1.1 Managing hazards	(a) Controlling mechanical hazards	<p>Brainstorm: Guide the students to discuss the applications of OSHA rules and regulations</p> <p>Demonstration: Demonstrate to the students how to control mechanical hazards</p> <p>Activity: Organise the students in groups to practice controlling mechanical Hazards</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Use OSHA rules and regulations • Prepare workshop inspection report • Prepare workshop color code and safety signs • Identify any safety hazard material • Prepare maintenance schedule • Identify and 	Mechanical Hazards are managed according to OSHA'S rules and regulations	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Interpret OSHA rules and regulations • Use safety gears • Prepare preventive maintenance schedule and inspection report • Conduct assessment • Carry out accident investigation • Manage uses of safety gears <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Preparing inspection check lists • Preparing warning signs and safety 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Electrical equipment • Mechanical equipment • Power machine • Measuring tools • Cutting tools First aid kit • Fire extinguisher • Service manuals • OSHA rules and regulations • Gloves • Mask • Overcoats/apron • Videos • Projector 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
				apply all emergency equipment • Conduct safety awareness training to sub-ordinates • Monitor safety environment • Manage uses of safety gears • Cleaning tools and equipment • Storing tools and e • Handle hazards materials		instructions • Identifying hazards materials • Preparing and conducting training • Handling hazard materials Theories: The student should explain: • Handling hazardous materials correctly • Disposing of hazardous materials Circumstantial knowledge: Detailed knowledge of: • Function of inspection check list • Importance of posting warning sign and safety instructions • Advantages of risk		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessments		
						assessment • Importance of carry out accident investigation • Importance of monitoring at safety at working place		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing a safe work environment	1.1 Managing hazards	(b) Controlling chemical hazards	Brainstorm: Guide the students to explain the principles of controlling chemical Hazards Demonstration: Demonstrate to the students how to control chemical	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Prepare workshop inspection report • Prepare workshop color 	Chemical Hazards are managed according to OSHA'S rules and regulations	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare warning signs and safety instruction • Monitor safe working environment Principles: The student should	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Electrical equipment • Mechanical equipment • Power machine • Measuring tools • Cutting tools First aid kit • Fire extinguisher 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			hazards Practical work: Guide the students control chemical Hazards Activity: Organise the students in groups in controlling chemical Hazards	code and safety signs <ul style="list-style-type: none"> Identify any safety hazard material Prepare maintenance schedule Identify and apply all emergency equipment And supplies Monitor safety environment Manage uses of safety gears Cleaning tools and equipment Storing tools and e Handle hazards materials 		explain the principles related in: <ul style="list-style-type: none"> Controlling chemical Hazards Theories: The student should explain: <ul style="list-style-type: none"> Control classes of hazardous materials Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Importance of posting warning sign and safety instructions Importance of carry out accident investigation Importance of monitoring at safety at working place 	<ul style="list-style-type: none"> Service manuals OSHA rules and regulations Gloves Mask Overcoats/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing a safe work environment	1.1 Managing hazards	(c) Controlling physical hazards	<p>Presentation: Guide the students to present ways of controlling physical Hazards</p> <p>Practical work: Guide the students to control physical Hazards in workshop</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Prepare workshop inspection report • Identify any safety hazard material • Identify and apply all emergency equipment • Conduct safety awareness training to sub-ordinates • Monitor safety environment • Manage uses of safety gears related to physical 	Physical Hazards are managed according to OSHA'S rules and regulations	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use and manage of safety gears <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Controlling physical Hazards <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of controlling physical Hazards <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Importance of monitoring at safety at working place 	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Electrical equipment • Mechanical equipment • Power machine • Measuring tools • Cutting tools First aid kit • Fire extinguisher • Service manuals • OSHA rules and regulations • Gloves • Mask • Overcoats/apron 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				hazards <ul style="list-style-type: none"> • Cleaning tools and equipment • Storing tools and e • Handle hazards materials 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing a safe work environment	1.2 Caring out risk assessment	(a) Controlling risk	Brainstorm: Guide the students to define risk Demonstration: Demonstrate to the students how to control risk Activity: Organise the students in	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Supervise practice safe workshop 	Risk assessment carried out as per OSHA and workshop regulations	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Control risk Principles: The student should explain the principles	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Service manuals • OSHA regulations • Workshop rules • Camera • Risk assessment sheet 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			groups in controlling risk	<p>practices to protect yourself, other and properties</p> <ul style="list-style-type: none"> • React correctly and safely when faced with an emergency • Identify and apply correctly all emergency equipment and supplies • Make periodic inspections of workshop area and all equipment and prepare report • Conduct safety training • Identify any safety hazard material • Handle hazard material correctly • Prepare 		<p>of:</p> <ul style="list-style-type: none"> • React correctly and safely when faced an emergency • Identifying and applying correctly all emergency equipment and supplies <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Carryout risk assessment • Conducting safety training • Inspecting workshop areas, tools and equipment • Handling hazard material correctly <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions while carrying out 	<ul style="list-style-type: none"> • Mask • Ear plug • Gloves • Overcoat/overall /apron • Safety boots/rubber sole • Safety glasses/goal 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				universal and know what the color represents • Be aware of the dangerous of compressed air • Ensure availability of personal protective equipment • Monitor good environmental practices • Clean tools and equipment		risk management		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing a safe work environment	1.2 Caring out risk assessment	(b) Managing safety gear	Brainstorm: Guide the students to explain the	The student should be able to: • Select tools and	Safety gears are applied correctly as per OSHA and workshop	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain	. The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			principles of managing safety gear Activity: Organise the students in groups in managing safety gear	equipment <ul style="list-style-type: none"> • Supervise practice safe workshop practices to protect yourself, other and properties • Identify and apply correctly all emergency equipment and supplies • Make periodic inspections of workshop area and all equipment and prepare report • Conduct safety training about uses of safety gears • Identify any safety hazard material • Handle hazard material correctly • Ensure availability of personal protective 	regulations	how to: <ul style="list-style-type: none"> • Conduct safety training and correct uses of safety gears Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Manage safety gears Theories: The student should explain: <ul style="list-style-type: none"> • Conducting safety training • Inspecting workshop areas, tools and equipment Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of safety gears 	<ul style="list-style-type: none"> • Service manuals • OSHA regulations • Workshop rules • Camera • Risk assessment sheet • Mask • Ear plug • Gloves • Overcoat/overall /apron • Safety boots/rubber sole • Safety glasses/goal 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment <ul style="list-style-type: none"> • Monitor good environmental practices • Clean tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing safe work environment	1.2 Caring out risk assessment	(c) Managing workshop safety rules	Brainstorm: Guide the students to explain the principles of managing workshop safety rules Demonstration: Demonstrate to the students how to manage workshop safety rules	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Supervise practice safe workshop practices to protect yourself, other and 	Workshop safety rules are followed as per OSHA and workshop regulations	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Manage workshop safety rules • Prepare inspection report Principles: The student should explain the principles	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Service manuals • OSHA regulations • Workshop rules • Camera • Risk assessment sheet • Mask • Ear plug 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Activity: Organise the students in groups in managing safety gears	properties <ul style="list-style-type: none"> • React correctly and safely when faced with an emergency • Identify and apply correctly all emergency equipment and supplies • Make periodic inspections of workshop area and all equipment and prepare report • Conduct safety training • Handle hazard material correctly • Monitor good environmental practices • Clean tools and equipment 		related to: <ul style="list-style-type: none"> • Manage Workshop safety Rules Theories: The student should explain: <ul style="list-style-type: none"> • Inspecting workshop areas, tools and equipment Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Importance of manage Workshop safety Rules 	<ul style="list-style-type: none"> • Gloves • Overcoat/overall /apron • Safety boots/rubber sole • Safety glasses/goal 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing safe work environment	1.3 Managing environmental	(a) Managing air pollution	<p>Questions and answers: Guide the students to define air pollution</p> <p>Demonstration: Demonstrate to the students how to manage pollution</p> <p>Activity: Organise the students in groups to manage air pollution</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant safety gears • Prepare preventive maintenance schedule • Control air pollution • Maintaining a safe environment • Managing a safe personal environment • Control tools, equipment and safety gears • Control different of wastes as per OSHA • Conduct safety awareness training to 	Workshop environment managed to prevent air pollution as per OSHA rules and regulations	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Interpret OSHA rules and regulations • Prepare preventive maintenance schedule and inspection report • Monitor safe working environment • Control air pollution • Control different types of wastes • Manage uses of safety gears <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Manage air Pollution <p>Theories: The student should</p>	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Tool kit • Safety boots/rubber • Gloves • Cleaning materials • Hoe • Overcoats/overalls/apron • Brooms • Brush 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				subordinates <ul style="list-style-type: none"> • Clean tools and equipment • Store tools and equipment 		explain: <ul style="list-style-type: none"> • Explain importance of safe work environment • Advantage of monitoring air pollution • Importance of preparing environmental schedule • Importance of controlling different types of wastes Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety knowledge while managing air pollution • Safe handling of tools and equipment • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing safe work environment	1.3 Managing environmental	(b) Managing water pollution	<p>Brainstorm: Guide the students to define air pollution</p> <p>Demonstration: Demonstrate to the students how to manage water pollution</p> <p>Practical work: Guide the students to manage water pollution</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant safety gears • Prepare a preventive maintenance schedule • Control water pollution • Maintaining a safe environment • Managing a safe personal environment • Control tools, equipment and safety gears • Control different of wastes as per OSHA • Conduct safety awareness training to 	Workshop environment managed to prevent water pollution as per rules and regulations	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Manage water Pollution <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Managing water pollution • Handling environment safety work • Prepare and conducting training • Handling different types of wastes <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Explain importance managing water pollution 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Tool kit • Safety boots/rubber • Gloves • Cleaning materials • Hoe • Overcoats/overalls/apron • Brooms • Brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				subordinates <ul style="list-style-type: none"> • Clean tools and equipment • Store tools and equipment 		<ul style="list-style-type: none"> • Importance of preparing environmental schedule • Importance of controlling different types of wastes <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety knowledge while managing water pollution • Safe handling of tools and equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Managing a safe work	1.3 Managing environmental	(c) Managing land pollution	Brainstorm: Guide the students to define land	The student should be able to:	Workshop environment managed to prevent land	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools, safety gears and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
environment			<p>pollution</p> <p>Demonstration: Demonstrate to the students how to manage land pollution</p> <p>Activity: Organise the students in groups in managing land pollution at school environments</p>	<ul style="list-style-type: none"> • Select relevant safety gears • Prepare preventive maintenance schedule • Control land pollution • Maintaining safety environment • Managing safety personal environment • Control tools, equipment and safety gears • Control different of wastes as per OSHA • Conduct safety awareness training to subordinates • Clean tools and 	pollution as per rules and regulations	<p>student should explain how to:</p> <ul style="list-style-type: none"> • Land pollution <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Managing land pollution • Handling environment safety work <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Explain importance of safe work environment • Advantage of monitoring land pollution <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety knowledge while managing land 	<p>available:</p> <ul style="list-style-type: none"> • Tool kit • Spirit level • Safety boots/rubber • Gloves • Cleaning materials • Hoe • Overcoats/overalls/apron • Brooms • Brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment • Store tools and equipment		pollution		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Managing Maintenance	2.1 Planning preventive maintenance	(a) Preparing schedules for Preventive Maintenance of tools, Machines and Equipment	<p>Questions and answers: Guide the students to define a preventive maintenance schedule</p> <p>Practical work: Guide the students to Prepare schedules of preventive maintenance of tools, machines and equipment</p> <p>Activity: Organise the students in groups in preparing schedules of Preventive maintenance of tools,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret service manuals • Read and apply workshop rules and regulations • Select tools and equipment • Prepare workshop inspection report of tools and equipment • Prepare preventive maintenance programs • Prepare workshop preventive maintenance schedule • Prepare and use workshop color codes court and safety signs • Clean tools and 	Preventive maintenance is planned as workshop standards	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Prepare workshop color code and safety signed • Plan and prepare preventive maintenance schedule <p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> • Preparing preventive maintenance schedule <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of interpret service manuals • Important of preparing workshop inspection and 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • General hand kit tools • Workshop tools, equipment and machines • Service manuals • Workshop rules and rules and regulations • Gloves • Overall/overcoats/ap ron • Safety boots • Safety gear glasses • Mask • Ear plugs 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			machines and equipment	equipment <ul style="list-style-type: none"> • Store tools and equipment 		maintenance schedule report Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions while planning preventive maintenance • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Managing maintenance	2.1 Planning preventive maintenance	(b) Preparing inspection check list of tools, equipment and machine	Brainstorm: Guide the students to define inspection Check list Practical work: Guide the students to prepare	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Read and apply workshop rules and regulations • Select tools and 	Inspection Check list is prepared a as workshop tools and equipment specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare workshop inspection report • Prepare workshop color code and safety 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • General hand kit tools • Workshop tools, equipment and machines • Service manuals • Workshop rules and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			inspection check list of tools, equipment and machines Activity: Organise the students in groups in preparing inspection Check list of tools, Equipment and Machine	equipment <ul style="list-style-type: none"> • Make periodic inspection of workshop area and equipment • Prepare workshop inspection report of tools and equipment • Prepare workshop inspection check list of tools, equipment and machine • Prepare and use workshop color codes court and safety signs • Plan and prepare workshop inventory • Clean tools and equipment • Store tools and equipment 		signed <ul style="list-style-type: none"> • Plan and prepare workshop inventory • Plan and prepare preventive maintenance training Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Prepare inspection Check list of tools, Equipment and Machine Theories: The student should explain: <ul style="list-style-type: none"> • Importance of interpret service manuals • Important of inspection check list of tools, equipment and machine Circumstantial knowledge: Detailed knowledge of:	rules and regulations <ul style="list-style-type: none"> • Gloves • Overall/overcoats/ap ron • Safety boots • Safety gear glasses • Mask • Ear plugs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of tools and equipment • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Managing maintenance	2.2 Supervising corrective and preventive maintenance	(a) Performing preventive maintenance of machines and equipment	Brainstorm: Guide the students to explain the principles of performing preventive maintenance of machines and equipment Practical work: Guide the students to perform preventive maintenance of machine and	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Read and apply rules and regulations • Prepare and apply workshop inspection report • Prepare and use safety signs and color code • Prepare and apply workshop preventive 	Preventive maintenance of tools, equipment, machines are performed as per workshop standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Prepare and apply workshop preventive maintenance schedule • Plan and conduct preventive maintenance training • Prepare safety signs and color code • Correct handle tools and equipment safety 	The following tools and equipment are to be made available: <ul style="list-style-type: none"> • General hand kit tools • Workshop tools, equipment and machines • Service manuals • Workshop rules and rules and regulations • Gloves • Overall/overcoats/apron • Safety boots • Safety gear glasses 	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			equipments	<p>maintenance schedule</p> <ul style="list-style-type: none"> Plan and conduct preventive maintenance training Clean tools and equipment Store tools and equipment accordingly 		<p>Principles: The student should explain the principles related to:</p> <ul style="list-style-type: none"> Perform preventive maintenance of machines and equipment <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The meaning of maintenance Types of maintenance Importance of preparing and applying preventive maintenance schedule Importance of preparing and use safety signs and color code <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> Safety precautions while planning 	<ul style="list-style-type: none"> Mask Ear plugs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						preventive maintenance <ul style="list-style-type: none"> • Safe handling of tools and equipment • Waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0 Managing maintenance	2.2 Supervising corrective and preventive maintenance	(b) Performing corrective maintenance of workshop machines	Brainstorm: Guide the students to define corrective maintenance Practical work: Guide the students to perform corrective maintenance of workshop machines Presentation: Organise the	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Read and apply rules and regulations • Prepare and apply workshop inspection report • Prepare and use safety signs and 	Corrective maintenance of workshop machines is performed as per workshop standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Perform corrective maintenance of workshop machines Principles: The student should explain the principles related to: <ul style="list-style-type: none"> • Perform Corrective maintenance of 	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • General hand kit tools • Workshop tools, equipment and machines • Service manuals • Workshop rules and rules and regulations • Gloves • Overall/overcoats/apr on 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students in groups to present reports of corrective maintenance of workshop machines	color code <ul style="list-style-type: none"> Practice corrects heavy tools/equipment safely Practice good electrical safety Monitor good and environmental practices Clean tools and equipment Store tools and equipment accordingly 		workshop machines Theories: The student should explain: <ul style="list-style-type: none"> Importance of planning and conducting corrective maintenance training Importance of follow good environmental practices Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safety precautions while conducting corrective maintenance Safe handling of tools and equipment Waste disposal 	<ul style="list-style-type: none"> Safety boots Safety gear glasses Mask 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(a) Making orthopaedic footwear	<p>Brainstorm: Guide the students to explain features of orthopedic footwear</p> <p>Demonstration: Demonstrate to the students how to make orthopaedic footwear</p> <p>Practical work: Guide the students to make orthopedic footwear</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining • Select bottom materials • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and 	Orthopedic footwear produced conforms to design and specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Make orthopedic footwear <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Making orthopedic footwear <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Materials used in making orthopedic footwear and their characteristics • Identify different type of deformed feet • Shapes of shoe lasts • Ways of designing orthopedic footwear • Uses of footwear materials 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer • Mallet • Spray gun • Glue container • Measuring tape • Scissors • Reinforcement 	350

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				trace <ul style="list-style-type: none"> • Cut out leather • Cut out fabrics • Cut out reinforcements • Skive and assemble shoe upper using glue • Stitch shoe upper using sewing machine • Assemble bottom insole • Tack insole on last • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the 		<ul style="list-style-type: none"> • Nature of orthopedic footwear • Anatomy of human foot • The importance of precision and attention to details while making orthopedic footwear Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to orthopedic footwear making • Safe handling of tools and equipment • Waste disposal 	<ul style="list-style-type: none"> • Gluing container • 10mm Gluing brush • Adhesives • Cutting patterns • Marking patterns • Leather and Fabric • Gluing container • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				shoe bottom <ul style="list-style-type: none"> • Apply glue on the outsole • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining • Finished and quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(b) Making high boot	<p>Discussion: Guide the students to discuss characteristic of high boot</p> <p>Practical work: Guide the students to make high boot</p> <p>Presentation: Organise the students and guide them to present a final products</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining • Select bottom 	High boot produced conforms to design and required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Make orthopedic footwear <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> • Taking foot measurements for high boot <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Characteristics of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				materials <ul style="list-style-type: none"> • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and trace • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble shoe upper using glue • Stitch shoe upper using sewing machine • Assemble bottom insole • Tack insole on last 		high boot <ul style="list-style-type: none"> • Shapes of high boot shoe lasts • Ways of designing high boot • Uses of footwear materials • The importance of precision and attention to details while making high boot Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to making high boot • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Awl • Hammer • Mallet • Spray gun • Leather and Fabric • Measuring tape • Scissors • Shoe bone • Gluing container • 10mm Gluing brush • Workshop stool • Cutting patterns • Marking patterns • Adhesives • Gluing container • Steel ruler • Divider • Cutting knife 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the shoe bottom • Apply glue on the outsole • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining • Finished and 			<ul style="list-style-type: none"> • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(c) Making military boot	Brainstorm: Guide the students to explain characteristic of military	The student should be able to: • Interpret designs • Select tools and	A military boot produced conforms to design and required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools and equipment are to be available: • Workbench	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			boot Practical work: Guide the students to make military boot Discussion: Organise the students to discuss the difference between high boot and military boot	materials <ul style="list-style-type: none"> • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining • Select bottom materials • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and trace • Cut out leather • Cut out fabrics • Cut out 		<ul style="list-style-type: none"> • Make military boot Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Making military boot Theories: The student should explain: <ul style="list-style-type: none"> • Specific characteristics of military boot • The importance of precision and attention to details while making high boot Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to making military boot • Safe handling of tools and equipment • Waste disposal 	<ul style="list-style-type: none"> • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer • Mallet • Spray gun • Leather and Fabric • Measuring tape • Scissors • Shoe bone • Gluing container • 10mm Gluing brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				reinforcements <ul style="list-style-type: none"> • Assemble shoe upper using glue • Stitch shoe upper using sewing machine • Assemble bottom insole • Tack insole on last • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the shoe bottom • Apply glue on the outsole 			<ul style="list-style-type: none"> • Workshop stool • Cutting patterns • Marking patterns • Adhesives • Gluing container • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining • Finished and quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and equipment 				

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(d) Making moccasin	<p>Brainstorm: Guide the students to explain features of moccasin</p> <p>Demonstration: Demonstrate to the students how to make moccasin</p> <p>Practical work: Guide the students to make moccasin shoes</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining • Select bottom materials • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and trace 	Moccasin shoes produced conforms to design and required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Make moccasin <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Making moccasin shoes <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Ways of designing making moccasin • Types stitches used in making moccasin • The importance of precision and attention to details while making moccasin <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to footwear 	<p>. The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Workbench • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer • Mallet • Spray gun • Leather and Fabric • Measuring tape • Scissors 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble shoe upper using glue • Stitch shoe upper using sewing machine • Assemble bottom insole • Tack insole on last • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the 		making <ul style="list-style-type: none"> • Safe handling of tools and equipment • Waste disposal 	<ul style="list-style-type: none"> • Shoe bone • Gluing container • 10mm Gluing brush • Workshop stool • Cutting patterns • Marking patterns • Adhesives • Gluing container • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				shoe bottom <ul style="list-style-type: none"> • Apply glue on the outsole • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining • Finished and quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(e) Making safety boot	Brainstorm: Guide the students to define safety boot Practical work: Guide the students to make safety boot Presentation: Organise the students in groups and present the safety boot final product	The student should be able to: <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining 	Safety boot produced conforms to design and required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Make safety boot Principles: The student should explain the principles related in: <ul style="list-style-type: none"> • Making safety boot Theories: The student should explain: <ul style="list-style-type: none"> • Specific features of safety boot 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Select bottom materials • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and trace • Cut out leather • Cut out fabrics • Cut out reinforcements • Assemble shoe upper using glue • Stitch shoe upper using sewing machine • Assemble bottom insole 		<ul style="list-style-type: none"> • The importance of precision and attention to details while making safety boot <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to footwear making • Safe handling of tools and equipment • Waste disposal 	<ul style="list-style-type: none"> • Strap cutting machine • Awl • Hammer • Mallet • Spray gun • Leather and Fabric • Measuring tape • Scissors • Shoe bone • Gluing container • 10mm Gluing brush • Workshop stool • Cutting patterns • Marking patterns • Adhesives • Gluing container • Steel ruler • Divider 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Tack insole on last • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the shoe bottom • Apply glue on the outsole • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining 			<ul style="list-style-type: none"> • Cutting knife • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Finished and quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.1 Making advanced footwear	(f) Making football shoes	Brainstorm: Guide the students to explain features of football shoes	The student should be able to: <ul style="list-style-type: none"> • Interpret designs • Select tools and 	Football shoes produced conforms to design and required	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Demonstrate to the students how to make football shoes Practical Activity: Organise the students in groups to make football shoes	materials <ul style="list-style-type: none"> • Select standard lasts • Select patterns or dies • Estimate amount of leather required as per design • Select fabric lining • Select bottom materials • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on fabrics and trace • Lay patterns on reinforcements and trace • Cut out leather 	specifications	how to: <ul style="list-style-type: none"> • Make football shoes Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Making football shoes Theories: The student should explain: <ul style="list-style-type: none"> • Characteristics of football shoes Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of tools and equipment • Waste disposal 	<ul style="list-style-type: none"> • Shoe last • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer • Mallet • Spray gun • Leather and Fabric • Measuring tape • Scissors • Shoe bone • Gluing container • 10mm Gluing brush 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Cut out fabrics • Cut out reinforcements • Assemble the shoe upper using glue • Stitch shoe upper using a sewing machine • Assemble bottom insole • Tack insole on last • Pull on the shoe upper • Cement the shoe bottom • Last the upper • Rough shoe bottom • Clean outsole and rough it • Apply glue on the 			<ul style="list-style-type: none"> • Workshop stool • Cutting patterns • Marking patterns • Adhesives • Gluing container • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats • Needles / machine and hammers needles • Pincers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				shoe bottom <ul style="list-style-type: none"> • Apply glue on the outsole • Attach the sole • Press the footwear • Clean the footwear • Spray the footwear • Remove last • Insert soak lining • Finished and quality control • Pack into pairs • Observe safety • Clean footwear • Clean tools and equipment • Store footwear • Store tools and 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(a) Making trunks	Brainstorm: Guide the students to explain principles of making trunk Demonstration: Demonstrate to the students how to make trunks Practical work: Guide the students to make trunk	The student should be able to: <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select patterns or dies • Estimate amount of leather required as per design • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on 	Finished trunk produced conforms to design and required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Take measurements • Finish leather goods Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Laying out patterns and cut leather • Laying out patterns and cut fabrics • Laying out patterns and cut reinforcements 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer 	250

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		<ul style="list-style-type: none"> • Colour combination • Hand stitching • Machine stitching Theories: The student should explain: <ul style="list-style-type: none"> • Casual and special leather goods • Materials used in making trunk and their characteristics • Importance of colour matching • The importance of precision and attention to details while making trunk Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to trunk making • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products 			<ul style="list-style-type: none"> • Needles / machine and hammers needles • Leather 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(b) Making solid bags	<p>Brainstorm: Guide the students to explain principles of making solid bags</p> <p>Demonstration: Demonstrate to the students how to make solid bag</p> <p>Practical work: Guide the students to make solid bags</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret designs Select tools and materials Select patterns or dies Estimate amount of leather required as per design Select required accessories and fittings Lay patterns on leather and trace Lay patterns on 	Finished solid bags produced conforms to design and required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Making solid bags <p>Principles: The student should explain the principles related in:</p> <ul style="list-style-type: none"> Making solid bags <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of tools and equipment 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Moulds Sewing machines Skiving machines Roughing machine Plating machine Cutting machine Strap cutting machine Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		<ul style="list-style-type: none"> • Waste disposal 	<ul style="list-style-type: none"> • Hammer • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products 			<ul style="list-style-type: none"> • Overall / dust coats • Needles / machine and hammers needles • Leather 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(c) Making purses and wallets	<p>Brainstorm: Guide the students to explain principles of making purses and wallets</p> <p>Activity: Organise the students in groups to make purses and wallets</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret designs Select tools and materials Select patterns or dies Estimate amount of leather required as per design Select required accessories and fittings Lay patterns on leather and trace Lay patterns on 	A purses and wallets produced conforms to design and required specifications	<p>Knowledge Evidence: The student should explain how to:</p> <ul style="list-style-type: none"> Making purses and wallets <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Performing hand stitching Performing machine stitching <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Uses of purses or 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Moulds Sewing machines Skiving machines Roughing machine Plating machine Cutting machine Strap cutting machine Awl Hammer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		wallet <ul style="list-style-type: none"> • The importance of precision and attention to details while Making purses and wallets Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to leather goods making • Safe handling of tools and equipments • Waste disposal 	<ul style="list-style-type: none"> • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products • Store tools and 			<ul style="list-style-type: none"> • Needles / machine and hammers needles • Leather 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(d) Making computer bags	Brainstorm: Guide the students to explain principles of making computer bags Demonstration: Demonstrate to the students how to computer bag Practical work: Guide the students to make computer bags	The student should be able to: <ul style="list-style-type: none"> • Interpret designs • Select tools and materials • Select patterns or dies • Estimate amount of leather required as per design • Select required accessories and fittings • Lay patterns on leather and trace • Lay patterns on 	A computer bags produced conforms to design and required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Make computer bags Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Making computer bags Theories: The student should explain: <ul style="list-style-type: none"> • The difference between computer bag and trunk Circumstantial	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Workbench • Moulds • Sewing machines • Skiving machines • Roughing machine • Plating machine • Cutting machine • Strap cutting machine • Awl • Hammer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions pertaining to make computer bag • Safe handling of tools and equipments • Waste disposal 	<ul style="list-style-type: none"> • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Leather and Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot • Overall / dust coats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products 			<ul style="list-style-type: none"> • Needles / machine and hammers needles • Plastic boxes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(e) Making pilot bags	<p>Questions and answers: Guide the students to explain principles of making pilot bags</p> <p>Demonstration: Demonstrate to the students how to make pilot bag</p> <p>Practical work: Guide the students to make pilot bags</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret designs Select tools and materials Select patterns or dies Estimate amount of leather required as per design Select required accessories and fittings Lay patterns on leather and trace Lay patterns on 	A pilot bags produced conforms to design and required specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Take measurements of pilot bag <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Making pilot bags <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The difference between pilot and wallet/purse 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Moulds Sewing machines Skiving machines Roughing machine Plating machine Cutting machine Strap cutting machine Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe handling of tools and equipments • Waste disposal 	<ul style="list-style-type: none"> • Hammer • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Leather and Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products 			<ul style="list-style-type: none"> • Overall / dust coats • Needles / machine and hammers needles • Plastic boxes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store tools and equipment 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
3.0 Making advanced leather goods and footwear	3.2 Making special advanced leather goods	(f) Making diplomatic bags	<p>Brainstorm: Guide the students to explain principles of making diplomatic bags</p> <p>Demonstration: Demonstrate to the students how to make diplomatic bags</p> <p>Practical work: Guide the students to make diplomatic bags</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret designs Select tools and materials Select patterns or dies Estimate amount of leather required as per design Select required accessories and fittings Lay patterns on leather and trace Lay patterns on 	A diplomatic bag produced conforms to design and required specifications	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> make diplomatic bags <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Making diplomatic bags <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Uses of diplomatic bags 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Workbench Moulds Sewing machines Skiving machines Roughing machine Plating machine Cutting machine Strap cutting machine Awl 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				fabrics and trace <ul style="list-style-type: none"> • Lay patterns on reinforcements • Cut out leather • Cut out fabrics • Cut out reinforcements • Make hand carton as per design • Pare the tuning allowances • Pare the turnover binding allowances • Glue reinforcements • Prepare straps • Mark stitching allowances • Prepare gussets • Prepare inside pockets • Prepare flaps 		<ul style="list-style-type: none"> • The importance of precision and attention to details while making diplomatic bags <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safety precautions pertaining to leather goods making • Safe handling of tools and equipments • Waste disposal 	<ul style="list-style-type: none"> • Hammer • Mallet • Spray gun • Glue container • Gluing brushes • Measuring tape • Scissors • Shoe bone • Gluing container • Leather and Fabric • Workshop stool • Cutting patterns • Marking patterns • Steel ruler • Divider • Cutting knife • Safety gloves • Safety boot 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Edge bevel and grease • Mark for stitching • Skive accessory holders • Assemble the body by using glue • Mark for stitching • Stitch the body • Cut thread ends • Spray leather goods • Finish and pack • Observe safety • Clean work place • Clean tools and equipment • Store materials • Store leather products • Store tools and 			<ul style="list-style-type: none"> • Overall / dust coats • Needles / machine and hammers needles • Plastic boxes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.1 Initiating a workshop	(a) Selecting the proper site selection	Brainstorm: Guide the students to explain methods of selecting the proper site Discussion: Guide the students to discuss proper site for footwear workshop	The student should be able to: <ul style="list-style-type: none"> Identify type of workshop Identify workshop location Determine marketing Consider environmental factors 	A site selected for workshop is qualify as per required footwear workshop specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Assess environments for workshop Principles: The student should explain the principles of: <ul style="list-style-type: none"> Site selection Theories: The student should explain: <ul style="list-style-type: none"> Production planning Factors to consider when selecting a site Circumstantial	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> Layout of workshop Workshop/premises Business plan 	70

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe precautions in the leather goods and footwear workshop • Effluent and waste disposal 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.1 Initiating a workshop	(b) Consulting authorities for approver	Brainstorm: Guide the students to explain methods of selecting the proper site Study visit: Guide the students to visit the authorities	The student should be able to: <ul style="list-style-type: none"> • Consult the local authorities for approver • Determine tools and equipment required 	Small-scale leather goods and footwear workshops initiated as per legal laws and regulations of the country	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Consult authorities for approver Principles: The student should explain the principles of:	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Certificate from authorities • Business plan 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			for approver			<ul style="list-style-type: none"> • Approval from local authority <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Country laws and ordinances governing factory establishment • Registration process <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Legal consultation and approver from authorities 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
40 Managing leather	41 Initiating a	(c) Designing a workshop	Brainstorm: Guide the	The student	The workshop layout is	Knowledge Evidence: Detailed	The following tools, safety gears and	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
goods and footwear workshop	workshop	layout	<p>students to define the workshop layout</p> <p>Demonstration: Demonstrate to the students how to design a workshop layerout</p> <p>Practical work: Guide the students to design a workshop layout</p>	<p>should be able to:</p> <ul style="list-style-type: none"> Identify the type of workshop Identify workshop location Determine tools and equipment required Determine availability of raw materials Consider environmental factors 	designed as per Specifications and OSHA rules	<p>knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Prepare a list of tools and equipment Design a leather goods and footwear workshop lay out <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Setting up a workshop layout <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Production planning Designing of workshop layout <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe precautions in 	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Layout of workshop Workshop / premises List of tools and equipment List of different types of sewing machines List of different types of cutting machines List of skiving machines List of pressing machines List of roughing machines List of pressing machines List of stamping machines Skilled personnel Business plan 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						the leather goods and footwear workshop • Effluent and waste disposal		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.1 Initiating a workshop	(d) Constructing and hiring the premises	Brainstorm: Guide the students to define the premises Discussion: Guide the students to discuss on ways of hiring the premises	The student should be able to: <ul style="list-style-type: none"> Identify type of workshop Identify workshop location Determine manpower requirement Determine tools and equipments required Determine 	The premise is constructed or hired as per specifications of a business	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Constructing and hire the premises Principles: The student should explain the principles of: <ul style="list-style-type: none"> Constructing and hire the premises 	The following tools and equipment are to be available: <ul style="list-style-type: none"> List of building materials Source of capital Skilled personnel Business plan 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				marketing <ul style="list-style-type: none"> • Determine availability of raw materials • Consider source of capital • Determine space of a building • Consider environmental factors 		<ul style="list-style-type: none"> • Marketing Theories: The student should explain: <ul style="list-style-type: none"> • Production planning Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Legal consultation and approver from authorities • Safe precautions in the leather goods and footwear workshop premise • Effluent and waste disposal • Safe handling of factory tools, equipment and machines 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
4.0 Managing leather goods and footwear workshop	4.2 Managing stock	(a) Preparing the list of essential tools, equipment and machines	Brainstorm: Guide the students to explain the principles of prepare the list of essential tools, equipment and machines Presentation: Organise the students in groups to present the list of essential tools, equipment and machines they prepared	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment • Identify types of machines • Determine manpower requirement • Determine workshop capacity • Report material stock levels • Determine availability of raw materials • Consider source of capital • Determine space of a building • Consider environmental safety 	Detailed report of essential, tools and equipment stock are prepared as per specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Assess environments for workshop • Prepare the list of essential tools, equipment and machines Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Prepare the list of essential tools, equipment and machines Theories: The student should explain: <ul style="list-style-type: none"> • Production planning • Arrangement of tools and equipment • Setting up of machines • Routine management of a workshop 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Layout of workshop • List of tools and equipment • List of different types of sewing machines • List of different types of cutting machines • List of skiving machines • List of pressing machines • List of roughing machines • List of pressing machines • List of stamping machines • Fixed assets • Calculator • Working capital 	65

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Country laws and ordinances governing factory establishment <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> Safe handling of factory tools, equipment and machines 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.2 Managing Stock	(b) Registering workshop facilities	<p>Brainstorm: Guide the students to explain the steps of Registering workshop facilities</p> <p>Study visit: Guide the students to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment Identify types of machines Determine manpower requirement 	A workshop facilitates registered as per required law and regulations	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Register workshop facilities Acquire working capital 	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> Layout of workshop Business plan Budget Business license 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>visit the authority to learn how to register workshop facilities</p> <p>Activity: Organise the students in groups in registering of workshop facilities</p>	<ul style="list-style-type: none"> • Determine workshop capacity • Report material stock levels • Determine availability of raw materials • Consider source of capital • Determine space of a building • Consider environmental 		<p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Registering workshop facilities <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Country laws and ordinances governing factory establishment • Registration process <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Legal consultation and approver from authorities 	<ul style="list-style-type: none"> • TIN number • Registration certificate • Fixed assets • Calculator • Working capital 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.2 Managing stock	(c) Arranging tools, materials and equipment onto families	<p>Brainstorm: Guide the students to explain ways of arranging tools, materials and equipment into families</p> <p>Demonstration: Demonstrate to the students how to arrange the materials, tools and equipment</p> <p>Practical work: Guide the students to arrange tools, materials and equipment onto families</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment • Identify types of machines • Determine manpower requirement • Determine workshop capacity • Report material stock levels • Determine space of a building • Consider environmental 	Tools, materials and equipment are arranged onto families as per required standards	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • arrange of tools, materials and equipment onto families <p>Principles: The student should explain the principles of: arranging of tools, materials and equipment onto families</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Arrangement of tools and equipment • Setting up of machines • Routine management of a workshop 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Layout of workshop • Workshop / premises • List of tools and equipment • List of different types of sewing machines • List of different types of cutting machines • List of skiving machines • List of pressing machines • List of roughing machines • List of pressing machines • List of stamping machines • Fixed assets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Legal consultation and approver from authorities • Safe precautions in the leather goods and footwear workshop arrangement 	<ul style="list-style-type: none"> • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
4.0 Managing leather goods and footwear workshop	4.2 Managing stock	(d) Beginning trial production	Brainstorm: Guide the students to define production Demonstration: Demonstrate to the students how to begin production	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment • Identify types of machines • Determine manpower 	All steps required in beginning a production are arranged as per required specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Assess environments for workshop • Determine man 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Layout of workshop • Workshop / premises • List of tools and equipment • List of different types 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical work: Guide the students to begin production	requirement <ul style="list-style-type: none"> • Determine workshop capacity • Report material stock levels • Determine the space of a building • Consider environmental 		power and space <ul style="list-style-type: none"> • Consult authorities for approver • Prepare a list of tools and equipment • Design a leather goods and footwear workshop • Acquire working capital Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Setting up a workshop • Installation of machines • Source of capital • Demand of customers • Marketing Theories: The student should explain:	of sewing machines <ul style="list-style-type: none"> • List of different types of cutting machines • List of skiving machines • List of pressing machines • List of roughing machines • List of pressing machines • List of stamping machines • Skilled personnel • Business plan • Budget • Business license • TIN number • Registration certificate • Fixed assets • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Production planning • Arrangement of tools and equipment • Setting up of machines • Routine management of a workshop • Country laws and ordinances governing factory establishment • Registration process <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Legal consultation and approver from authorities • Safe precautions in the leather goods and footwear workshop • Effluent and waste disposal • Safe handling of factory tools, 	<ul style="list-style-type: none"> • Working capital 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						equipment and machines		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing production	5.1 Establishing a small-scale leather goods and footwear enterprise	(a) Setting up a workshop	<p>Brainstorm: Guide the students to brainstorm ideas for small-scale enterprise</p> <p>Demonstration: Demonstrate to the students how to set up a workshop</p> <p>Practical work: Guide the students to establishing a small-scale leather goods and footwear enterprise</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify types of industries • Identify business sites • Prepare legal documents • Prepare organisation chart • Determine manpower requirements • Prepare factory safety regulations and rules 	Leather goods and footwear workshop is set up following the laws and regulations of the country	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Design a leather goods footwear factory • Organise factory production • Staff the enterprise • Acquire work capital • Procure materials tools and equipment and machinery • Assess the 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Office desk • Workshop/premises • List of tools and equipment • List of different types of sewing machines • List of different types of cutting machines • List of skiving machines • List of pressing machines • List of roughing 	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Prepare a sequence of activities • Make purchases and procurements • Prepare a list of tools, equipment, and machinery • Make factory tools, equipment, and machine layout • Prepare financial regulations • Prepare a source of work capital 		<p>production process</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Setting up a factory • Registering companies • Accounting • Procurements • Production management <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Production planning • Designing of workshop layout • Country laws and ordinances governing factory establishment • The registration process • Administration and personnel 	<p>machines</p> <ul style="list-style-type: none"> • List of pressing machines • List of stamping machines • Skilled personnel • Business plan • Business license • TIN number • Registration certificate • Fixed assets • Calculator • Working capital • Computer sets • Stationery • Cash book • Receipt book • Delivery note book • Ledger book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						management <ul style="list-style-type: none"> • Inventory and workshop safety Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Legal documents required to set up a factory • Safe precautions in the leather goods and footwear industry • Safe handling of factory tools, equipment and machines 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing production	5.1 Establishing a small-scale leather goods	(b) Establishing tools and equipment profile for the	Brainstorm: Guide the students to brainstorm the	The student should be able to:	Tools and Equipment profiles are prepared	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	and footwear enterprise	work	<p>importance of tools and equipment profile for the work</p> <p>Demonstration: Demonstrate to the students how to establish tools and equipment profiles for work</p> <p>Practical work: Guide the students in establishing tools and equipment profiles for the work</p>	<ul style="list-style-type: none"> • Prepare a list of tools and equipment • Prepare factory safety regulations and factory rules • Make tools and equipment profile for the work • Prepare a list of tools, equipment and machinery • Make tools and equipment profile for the work • Identify source for work capital 	following the required specifications	<p>student should explain how to:</p> <ul style="list-style-type: none"> • Procure materials tools and equipment and machinery • Assess the production process <p>Principles: The student should explain the principles of procurements</p> <p>Theories: The student should explain the importance of tools and equipment profiles in the footwear workshop</p> <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe precautions in the leather goods and footwear industry • Effluent and waste disposal 	<ul style="list-style-type: none"> • Office desk • Workshop / premises • List of tools and equipment • List of different types of sewing machines • List of different types of cutting machines • List of skiving machines • List of pressing machines • List of roughing machines • List of pressing machines • List of stamping machines • Skilled personnel • Business plan • Business license • TIN number 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe handling of factory tools, equipment and machines 	<ul style="list-style-type: none"> • Registration certificate • Fixed assets • Calculator • Working capital • Computer sets • Stationery • Cash book • Receipt book • Delivery note book • Ledger book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
5.0 Managing Production	5.2 Performing staff supervision	(a) Preparing work schedules	Brainstorm: Guide the students to explain the importance of work schedules	The student should be able to: <ul style="list-style-type: none"> • Provide guidance 	A work schedule is prepared by adhering to the rules and regulations of the company	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to	The following tools and equipment are to be available: machines	47

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
			<p>Demonstration: Demonstrate to the students how to prepare a work schedule</p> <p>Practical work: Guide the students to prepare work schedules</p>	<ul style="list-style-type: none"> • Manage time • Interpret a work schedule 		<p>prepare work schedules</p> <p>Principles: The student should explain the principles of preparing work schedules</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of work schedules • Performance appraisal • Labour laws <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Time consideration when preparing work schedules 	<ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Marker pens • Writing pens • Draft pads • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.2 Performing staff supervision	(b) Preparing organisation charts	<p>Brainstorm: Guide the students to brainstorm ideas for organisation charts</p> <p>Demonstration: Demonstrate to the students to prepare organisation chart</p> <p>Practical work: Guide the students to prepare organisation charts</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare staff ranks • Interpret an organisation chart 	The organisation chart is prepared as per rules and regulations of the company	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to prepare work schedules</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Prepare organisation charts <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Skills qualities of employees • Human behavior • Gender concerns and sensitivity • Performance appraisal • Labour laws 	<p>The following tools and equipment are to be available:</p> <p>machines</p> <ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Attendance registers • Marker pens • Writing pens • Draft pads • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safety precautions for performing supervision • Safe work environment • Occupational health and safety regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing production	5.2 Performing staff supervision	(c) Preparing motivation schemes	<p>Brainstorm: Guide the students to brainstorm ideas for motivation schemes</p> <p>Demonstration: Demonstrate to the students to prepare a motivation scheme</p> <p>Practical work: Guide the students to prepare motivation schemes</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Solve accidents and emergencies • Evaluate daily production performances • Observe safety 	Motivation schemes are prepared in alignment with the mission and vision of a company	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Prepare motivation schemes <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Managing complicated personalities • Conflict management • Communicating effectively • Staff motivation issues <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Gender concerns and sensitivity • Performance 	<p>The following tools and equipment are to be available:</p> <p>machines</p> <ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Attendance registers • Marker pens • Writing pens • Draft pads • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						appraisal <ul style="list-style-type: none"> • Labour laws • Importance of motivation to staff Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Occupational health and safety regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.2 Performing staff supervision	(d) Training on work performance	Brainstorm: Guide the students to brainstorm the importance of training on work performance Practical work: Guide the students to prepare a training programme for work performance	The student should be able to appropriately: <ul style="list-style-type: none"> • Provide guidance • Manage time • Evaluate daily production performances • Inspect production processes • Inspect and assess finished products • Observe safety • Clean the workplace • Store tools and equipment 	Staff workers and are trained according to rules and regulations of the company	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Training on work performance Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Training on work performance Theories: The student should explain: <ul style="list-style-type: none"> • The health status of an employees • Skills and qualities of employees • Performance appraisal • The importance of training on work performance Circumstantial knowledge: Detailed	. The following tools and equipment are to be available: machines <ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Attendance registers • Marker pens • Writing pens • Draft pads • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge of: <ul style="list-style-type: none"> • Safety precautions when performing supervision • Safe work environment • Occupational health and safety regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.2 Performing staff supervision	(e) Assessing work performance	<p>Brainstorm: Guide the students to brainstorm the principles of assessing work performance</p> <p>Practical work: Guide the students to prepare motivation schemes</p> <p>Presentation: Organise the students in groups to prepare and present work schedules</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Provide guidance to staff • Manage time • Evaluate daily production performances • Inspect production processes • Inspect and assess the finished products 	The work performance is assessed according to the requirements	<p>Knowledge Evidence:</p> <p>Detailed knowledge of: Method used: The student should explain how to assess work performance</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Assessing work performance <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • Skills qualities of employees • Human behavior • Performance appraisal • The importance of assessing work performance <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Occupational health 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Attendance registers • Marker pens • Writing pens • Draft pads • Vehicle • Job cards • In and out tray • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						and safety regulations		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.2 Performing Staff Supervision	(f) Writing performance reports	Brainstorm: Guide the students to brainstorm ideas for performance reports Activity: Organise the students in groups and guide them to prepare performance reports	The student should be able to: <ul style="list-style-type: none"> • Prepare important document • Prepare all essential information • Write a report 	Reports of work performance are prepared to the following required standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to write performance reports Principles: The student should explain the principles of writing performance reports Theories: The student should explain: <ul style="list-style-type: none"> • The importance of writing performance reports Circumstantial knowledge: Detailed knowledge of:	The following tools and equipment are to be available:: <ul style="list-style-type: none"> • Office desk • Office chairs • Computer set • Attendance registers • Marker pens • Writing pens • Draft pads • Vehicle • Notice board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Occupational health and safety regulations 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
5.0 Managing Production	5.3 Performing Cost and Estimating	(a) Analysing labour costs	<p>Brainstorm: Guide the students to brainstorm the concept of labour cost</p> <p>Demonstration: Demonstrate to the students how to analyse labour costs</p> <p>Practical work: Guide the students to analyse labour costs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Obtain the cost of materials Prepare materials specification sheet Prepare cost sheet Determine direct costs Determine indirect costs Determine overhead cost Record all 	Labour cost is done according to the financial principles, rules and regulations	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Analyse labor costs <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Indirect and direct costing Labour cost calculations Target cost management <p>Theories: The</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer set Office desk Office chair Calculator Mobile phone Fax Writing pens Draft pads 	41

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				business transactions <ul style="list-style-type: none"> • Observe safety • Clean workplace • Clean work tools 		student should explain: <ul style="list-style-type: none"> • The relevance of costing information • The internal and external dimensions of costing • The integrated advanced cost management system features • The importance of precision and attention to details when performing costing and estimating Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.3 Performing cost and estimating	(b) Analysing material costs	<p>Brainstorm: Guide the students to brainstorm the methods of analysing material cost</p> <p>Demonstration: Demonstrate to the students how to analyse materials cost</p> <p>Practical work: Guide the students to analyse labor costs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Obtain the cost of materials • Prepare materials specification sheet • Prepare cost sheet • Determine direct costs • Determine indirect costs • Determine overhead cost • Perform book keeping • Determine cost base • Make alterations on prices 	The costs of materials are analysed according to financial principles, rules and regulations	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Analyse material costs <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Indirect and direct costing • Challenging product costing in the market • Product costing and standard costing • Target cost management <p>Theories: The student should clearly explain:</p> <ul style="list-style-type: none"> • The relevance of 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer set • Office desk • Office chair • Calculator • Mobile phone • Fax • Writing pens • Draft pads 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store accounting records safely • Observe safety • Clean work place • Clean tools 		costing information <ul style="list-style-type: none"> • The internal and external dimensions of costing • Objectives and methods of costing • The integrated advanced cost management system features • The importance of precision and attention to details when performing costing and estimating Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 		

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment	Knowledge Assessment	Suggested Resources	of Periods per Unit
5.0 Managing Production	5.3 Performing cost and estimating	(c) Preparing a budget	<p>Brainstorm: Guide the students to brainstorm the concept of budget</p> <p>Demonstration: Demonstrate to the students how to prepare a budget</p> <p>Practical work: Guide the students to prepare budget</p> <p>Presentation: Organise the students in groups to present prepared budget</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Obtain cost of materials • Prepare materials specification sheet • Prepare cost sheet • Determine direct costs • Determine indirect costs • Determine overhead cost • Set product price • Perform book keeping • Record all transactions of the business • Determine cost base • Store accounting records safely 	The budget is prepared according to business capital	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Prepare budget <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Preparing budget <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of budget in production system <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 	<p>The following tools and equipment are to be available::</p> <ul style="list-style-type: none"> • Computer set • Office desk • Office chair • Calculator • Mobile phone • Fax • Writing pens • Draft pads 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Activity/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.3 Performing cost and estimating	(d) Preparing prices	Brainstorm: Guide the students to explain methods of pricing Practical work: Guide the students to prepare price of product Presentation: Organise the students in groups to present product	The student should be able to: <ul style="list-style-type: none"> Obtain cost of materials Determine operation cost Prepare cost sheet Determine direct costs Determine indirect costs Determine overhead cost 	The prices of product are prepared according to the operations cost	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to analyse material costs Principles: The student should explain the principles of: <ul style="list-style-type: none"> Pricing of individual products Indirect and direct costing Product cost calculations 	The following tools and equipment are to be made available: <ul style="list-style-type: none"> Computer set Office desk Office chair Calculator Mobile phone Fax Writing pens Draft pads 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Activity/Services Assessment	Knowledge Assessment		
			pricing	<ul style="list-style-type: none"> • Set product price • Put price tags • Perform book keeping • Record all transactions of the business • Determine cost base • Make alterations on prices • Store accounting records safely • Observe safety • Clean work place • Clean tools 		<ul style="list-style-type: none"> • Challenging product costing in the market • Product costing and standard costing • Target cost management <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The relevance of costing information • The internal and external dimensions of costing • Objectives and methods of costing • The integrated advanced cost management system features • The importance of precision and attention to details while performing costing and estimating <p>Circumstantial knowledge: Detailed</p>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Activity/Services Assessment	Knowledge Assessment		
						knowledge of: <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.4 Marketing and Advertisement	(a) Maintaining promotion	Brainstorm: Guide the students to brainstorm the importance of promotion in marketing Practical work: Guide the students	The student should be able to: <ul style="list-style-type: none"> • Market research • Prepare a marketing plan • Promote products to existing and 	Promotion to sales of products are done according to the marketing standards	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to Perform promotion Principles: The student should explain the principles of:	The following tools and equipment are to be made available: <ul style="list-style-type: none"> • Office desk • Office chair • Computer set • Files 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to prepare promotion for products Presentation: Organise the students in groups to present promotion of products	<p>potential customers</p> <ul style="list-style-type: none"> • Manage public relations to enhance the company's positive public image • Develop an advertising idea/concept the headline and product picture • Make a body copy of the advertisement • Layout images, schedules and body copy • Make designs and posters and billboards • Balance deadline and visual • Plan advertising and publicity 		<ul style="list-style-type: none"> • Marketing • Advertising <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of marketing skills in advertisement • Communication skills needed for public relations • Creativity approaches needed for designing advertisements • The importance of precision and attention to details while marketing and advertising <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe work environment 	<ul style="list-style-type: none"> • Telephone • Transport facilities • Camera • Brochures • Posters • Catalogues • Fliers • Product samples 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				campaigns <ul style="list-style-type: none"> • Negotiate for the best spaces and advertising rates • Advertise internationally and locally • Conduct sales • Write reports • Disseminate reports • Evaluate • Document all events • Store all documents safely • Perform workshop cleanliness 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing production	5.4 Marketing and advertisement	(b) Appointing media	<p>Brainstorm: Guide the students to brainstorm the importance of using media</p> <p>Study visit: Organise the students in groups to visit a nearby media and perform promotion</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Market research • Prepare a marketing plan • Promote products to existing and potential customers • Develop an advertising idea/concept with a headline and product picture • Balance headline and visual • Research targeted media • Plan advertising and publicity campaigns • Negotiate for the best spaces and advertising rates • Write effective press releases for 	Marketing of products is done according to the marketing standards using media	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to appointing media</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Advertising <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of marketing skills in advertisement • Creativity approaches needed for designing advertisements <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe systems of work • Safe working 	<p>The following tools and equipment are to be made available:</p> <ul style="list-style-type: none"> • Office desk • Office chair • Computer set • Files • Telephone • Transport facilities • Camera • Brochures • Posters • Catalogues • Fliers • Product samples 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				additional coverage <ul style="list-style-type: none"> • Perform data processing system procedures and management • Write reports • Disseminate reports • Evaluate • Document all events • Observe safety • Store all documents safely 		environment		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing	5.4 Marketing and	(c) Appointing distributors	Brainstorm: Guide the	The student should be able	Marketing of products is	Knowledge Evidence: Detailed	. The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Production	Advertisement		<p>students to define distributors in marketing</p> <p>Demonstration: Demonstrate to the students how to appoint distributors in marketing</p> <p>Practical work: Guide the students to use distributors in marketing</p>	<p>to:</p> <ul style="list-style-type: none"> • Market research • Prepare a marketing plan • Promote products to existing and potential customers • Manage public relations to enhance the company's positive public image • Plan advertising and publicity campaigns • Negotiate for the best spaces and advertising rates • Plan advertising and publicity campaigns • Negotiate for 	<p>done using distributors according to the marketing standards</p>	<p>knowledge of:</p> <p>Method used: The student should explain how to appoint distributors</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Public relations • Publicity • Sales <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of marketing skills in advertisement • Communication skills needed for public relations • Creativity approaches needed for designing advertisements • The importance of 	<p>available:</p> <ul style="list-style-type: none"> • Office desk • Office chair • Computer set • Files • Telephone • Transport facilities • Camera • Brochures • Posters • Catalogues • Fliers • Product samples 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<p>the best spaces and advertising rates</p> <ul style="list-style-type: none"> • Design a website • Conduct fundraising • Perform data processing system procedures and management • Conduct sales • Write reports • Disseminate reports • Evaluate • Document all events • Observe safety • Store all documents safely • Perform workshop 		<p>precision and attention to details during marketing and advertising</p> <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe systems of work • Safe work environment • First aid 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				cleanliness • Store tools and equipment				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.4 Marketing and advertisement	(d) Making brochures and profiles	Brainstorm: Guide the students to brainstorm ideas for brochures and profile Demonstration: Demonstrate to the students how to make brochures and profile Practical work: Guide the students to make brochures and profiles	The student should be able to: <ul style="list-style-type: none"> • Market research • Prepare • Manage public relations to enhance the company's positive public image • Develop an advertisement idea/concept with the headline and product picture • Make a body copy of the 	Brochures and profiles are created according to products specifications	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Make brochures and profile Principles: The student should explain the principles of making brochures and profile Theories: The student should explain: <ul style="list-style-type: none"> • The importance of 	The following tools and equipment are to be made available: <ul style="list-style-type: none"> • Office desk • Office chair • Computer set • Files • Telephone • Transport facilities • Camera • Brochures • Posters 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				advertisement <ul style="list-style-type: none"> Layout images, schedules and body copy design and posters and billboards <ul style="list-style-type: none"> Conduct fundraising Store all documents safely Perform workshop cleanliness Store tools and equipment 		brochures and profiles <ul style="list-style-type: none"> Creativity in creating brochures and profiles Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Safe systems of work Safe work environment 	<ul style="list-style-type: none"> Catalogues Fliers Product samples 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.4 Marketing and advertisement	(e) Establishing a website	Brainstorm: Guide the students to brainstorm	The student should be able to: <ul style="list-style-type: none"> Market research 	Websites established are established and named	Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be made available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			the concept of website Study visit: Guide the students to visit the nearby authorities to learn how to establish a website	<ul style="list-style-type: none"> • Prepare a marketing plan • Design website • Write effective press releases for additional coverage • Conduct fundraising • Perform data processing system procedures and management • Conduct sales • Write reports • Disseminate reports 	appropriately	<p>student should explain how to:</p> <ul style="list-style-type: none"> • Establish a website <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Establishing a website <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The importance of establishing a website in marketing <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 	<ul style="list-style-type: none"> • Office desk • Office chair • Computer set • Files • Telephone • Transport facilities • Camera • Brochures • Posters • Catalogues • Fliers • Product samples 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competences)	Activities)	Teaching and Learning Methods	Process Assessment	Product/Services Assessment		Suggested Resources	of Periods per Unit
5.0 Managing Production	5.5 Performing quality control	(a) Performing packing and labelling	<p>Brainstorm: Guide the students to brainstorm the importance of packing and labelling</p> <p>Demonstration: Demonstrate to the students how to perform packing and labelling</p> <p>Practical work: Guide the students to pack and label the products</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Check the quality of raw materials • Perform product inspections • Enhance production quality and efficiency • Meet quality tolerance needs • Maintain proper standards of manufactured goods • Perform quality control practices • Conduct benchmarking processes of measuring products, services and practices against the strongest 	Products are packed and labelled according to their specifications and grades	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Perform packing and labelling <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Performing quality control • Writing inspection report • Packaging and labelling products <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Labeling as a process in quality control • Meaning of franchising and how to comply with the franchising code of 	<p>The following tools and equipment are to be made available:</p> <ul style="list-style-type: none"> • Computer • Printer • Fax machines • Inspection card • Company labels • Price tags • Boxes • Small scissors • Pins 	30

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment			
				competitors <ul style="list-style-type: none"> • Monitor the quality of finished products • Attach labels on products to convey technical information about the products • Observe safety • Clean the workshop • Store tools and equipment used 		conduct and how to resolve franchising disputes <ul style="list-style-type: none"> • Categories of benchmarking • Quality assurance measures • Inspection of manufactured leather products • The importance of putting labels on manufactured goods • The importance of precision and attention to details while performing quality controlling Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe systems of work • Safe work environment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.5 Performing quality control	(b) Performing storage	<p>Brainstorm: Guide the students to brainstorm the importance of storage</p> <p>Demonstration: Demonstrate to THE studentS how to perform storage of products</p> <p>Practical work: Guide the students to perform storage</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Check the quality of raw materials • Meet quality tolerance needs • Perform product storage • Observe safety • Clean the workshop • Store tools and equipment used 	Products are packed, labelled and stored in specific places according to instructions	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Perform storage <p>Principles: The student should explain the principles of performing storage</p> <p>Theories: The student should explain the importance of storing products in a proper place</p> <p>Circumstantial knowledge: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Safe systems of work • Safe work 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Shelves • Price tags • Boxes • Small scissors • Pins 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						environment • First aid		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
5.0 Managing Production	5.5 Performing Quality Control	(c) Performing distributions	<p>Brainstorm: Guide the students to brainstorm the ways of performing distributions</p> <p>Demonstration: Demonstrate to the students how to distribute the products</p> <p>Practical work: Guide the students to perform the distribution</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Check the quality of raw materials • Perform product inspection • Enhance production quality and efficiency • Conduct benchmarking processes of measuring products, services and practices against strongest competitors • Conduct product delivery and distribution 	Products are distributions related to orders or marketing	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Perform distributions <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Delivery and distribution <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The meaning of franchising, how to comply with the franchising code of conduct and how to resolve franchising disputes • The process of importing and 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Printer • Telephone • Fax machines • Flip chart stands • Inspection card • Company labels • Price tags • Boxes • Small scissors • Pins 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Implement project	Design and Carry out project work	Carry out project work		<ul style="list-style-type: none"> • Observe safety • Clean the workshop • Store tools and equipment used 		exporting of goods <ul style="list-style-type: none"> • Categories of benchmarking • Quality assurance measures • Inspection of manufactured leather products Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> • Safe systems of work • Safe work environment • First aid 		

References

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