



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

DIRECTORATE OF INDUSTRIAL TRAINING



**Assessment and Training
Package
For**

SHOE MAKER

Qualification Level: 1

Occupational Cluster: ART AND DESIGN

JANUARY 2022

Developed by:
Qualifications Standards Department
Directorate of Industrial Training
DIT

Funded by:
Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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Under BTVET Act, 2008 the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment centres;
- (f) To determine fees payable under the Act;
- (g) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications defined in the UVQF;
- (h) To assess and award Uganda Vocational Qualifications;
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading; and
- (j) To prescribe the procedure for the making of training schemes

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for Modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning; and
- (f) Work place learning

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational education and training under the UVQF;
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council;
- (3) The Certificates and Diplomas awarded under the Act shall be recognized in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- a) Regulating Industrial training and trainers,
- b) Developing industrial training curricula,
- c) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organizes and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) in co-operation with the private sector and other stakeholders embarked on reforming Business, Technical and Vocational Education and Training (BTvet) in Uganda. The reform led to the establishment of a Uganda Vocational Qualifications Framework (UVQF) based on Competence-Based Education and Training (CBET) principles.

The advantages of CBET include improved access, equity and relevance of BTvet, reduced unit costs of training, and recognition of Prior Learning (or on-the-job- training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

Further to efforts to link Education and Training to the real world of work, the Ministry through the BTvet department set up the Uganda Vocational Qualifications Framework (UVQF) Secretariat in 2004 which was main-streamed into DIT in 2008 as the Qualifications Standards Department.

To achieve the set-out targets in the reform process, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Education and Training (CBET) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

1. Occupational/job Profile
2. Training modules and
3. Assessment instruments Banks

The ATP can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the "Assessment & Training Package (ATP)" for training, assessment and certification of **SHOE MAKER**.

Finally, I thank all individuals, organizations and development partners who have contributed and/or participated in the review of this noble document.

Ketty Lamaro
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

0.1 **PART I: The “Occupational Profile” (OP) of a Shoe maker.**

This Occupational Profile which was developed by Shoe maker practicing in the world of work mirrors the duties and tasks Shoe maker are expected to perform.

0.2 **PART II: “Training Modules”** in the form of guidelines to train Shoe maker both on the job as well as in training centers (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.

0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a SHOE MAKER. These assessment instruments were developed jointly by job practitioners (SHOE MAKER) and instructors based on the occupational profile and training modules.

0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**

0.5 The Modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more students in a given period of time.

0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile **January 2022**
- ii Part 2: Training Modules: **January 2022**
- iii Part 3: Assessment Instruments (initial bank): **January 2022**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Examination Specialists from UNEB
- The facilitators involved in guiding the development panel in their activities;
- The Government of Uganda for financing the development of this ATP

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
KOICA	Korea international Cooperation Agency

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	(Occupational) competence is understood as the ability to perform Tasks common to an occupation at an acceptable level.
CBET	Competence-based education and training means that programs: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in Modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles define WHAT a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing Modular curricular and assessment standards

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be Performed and measured. (see *also: Duty*)

1.0 ATP-PART I

Occupational Profile for SHOE MAKER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Shoe maker” below defines the **Duties** and **Tasks** a competent shoe maker is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile for Shoe maker are listed on the following page.

Job Expert Panel

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Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational
Education and Training (BTJET) Sub sector Reform

Occupational Profile
of a
SHOE MAKER

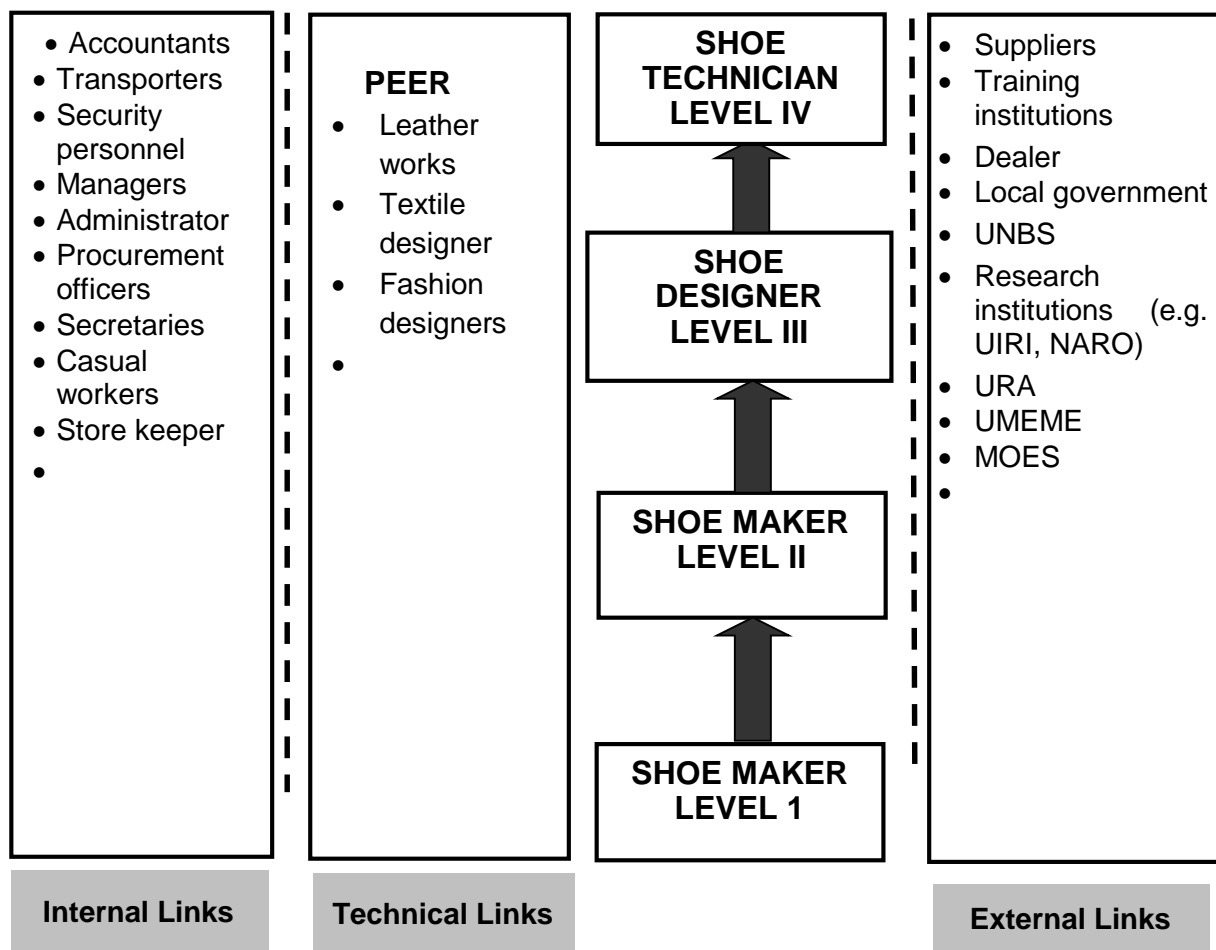
Developed by: **Qualifications Standards**
Department
Directorate of Industrial Training

Dates of workshop: 3rd-7th January 2022

NOMENCLATURE FOR THE OCCUPATION OF A SHOE MAKER

A **SHOE MAKER** is a person who designs, makes and repairs foot wear.

JOB ORGANISATION CHART FOR AN SHOE MAKER



A level I

Is a person who makes plain closed shoes, open strapped sandals and mends them based on given patterns under supervision.

A level II

Is a person who can make, design and repair different types of open and closed blogged shoes except welted shoes under minimum supervision.

A level III

Is a person who can make, design and repair all types of shoes using different techniques without supervision.

A level IV

Is a person who modifies all shoe designs. manages resource related to shoe making and makes new designs based on purpose

Duties and Tasks

A. PLAN WORK	A1 Make business plan	A2 Prepare budget	A3 Determine workshop location
	A4 Prepare work schedules	A5 Determine resources	A6 Identify sources of capital
	A7 Design workshop set up		
B. DESIGN SHOE FASHION	B1 Conceive ideas	B2 Develop sketches	B3 Develop formes
	B4 Draft patterns	B5 Develop master patterns	B6 Prepare working patterns
	B7 Grade patterns		
C. MAKE UPPERS	C1 Interpret designs	C2 Prepare materials	C3 Cut materials
	C4 Treat edges	C5 Join parts	C6 Emboss parts
	C7 Prepare accessories	C8 Fix fasteners	C9 Finish Uppers
D. LAST UPPERS	D1 Prepare insoles	D2 Prepare stiffeners/Toe puffs	D3 Prepare shank support
	D4 Fix shanks	D5 Attach insoles	D6 Close uppers
E. MAKE SOLES	E1 Develop sole design	E2 Select materials	E3 Prepare soles materials
	E4 Assemble soles parts	E5 Trim sole edges	E6 Pair soles
F. SOLE UPPERS	F1 Prepare soles	F2 Scour upper	F3 Apply adhesives
	F4 Activate sole	F5 Activate uppers	F6 Attach sole
	F7 Delast shoe		

G. FINISH SHOES	G1 Prepare sock lining	G2 Fix sock lining	G3 Fix accessories
	G4 Spray shoes	G5 Polish shoes	G6 Grade shoes

H. MARKET SHOES	H1 Survey market	H2 Brand shoes	H3 Package shoes
	H4 Label shoes	H5 Price shoes	H6 Perform customer care service
	H7 Sell shoes	H8 Perform advertisement	H8 Perform advertisement
	H9. Participate exhibition	H10. Store shoes	

I. MANAGE TOOLS AND EQUIPMENT	I1 Purchase tools and equipment	I2 Fabricate tools	I3 Store tools and equipment
	I5 Make maintenance schedule	I6 Participate in repair and replacement of parts	I7 Service tools and equipment
	I8 Dispose unwanted tools and equipment		

J. PERFORM ADMINISTRATIVE TASKS	J1 Recruit workers	J2 Assign work	J3 Communicate to stakeholders
	J4 Appraise staff	J5 Prepare payment schedules	J6 Mentor workers
	J7 Conduct meetings	J8 Offer professional guidance to customers	J9 Motivate staff
	J10 Manage conflicts	J11 Supervise staff	J12 Discipline staff
	J13 Guide and counsel staff		

K. PERSUE PROFESSIONAL DEVELOPMENT	K1 Carry out research	K2 Network with stakeholders	K3 Obtain membership in professional association
	K4 Train interns	K5 Attend professional training	K6 Participate in trade fairs and shows
	K7 Participate in Professional apprenticeship	K8 Participate in technical seminars/workshops	
L. OBSERVE OCCUPATIONAL AND ENVIRONMENTAL HEALTH AND SAFETY	L1 Wear protective gear	L2 Clean workplace	L3 Manage waste
	L4 Sensitize staff on occupational health	L6 Perform fire fighting	L7 Display safety rules and regulations
	L8 Train staff on Occupational health and safety	L9 Undertake routine medical check ups	L10 Acquire certificate of compliance
M. PREPARE RECORDS	M1 Prepare Financial records	M2 Keep inventory	M3 Prepare performance reports
	M4 Preserve sample models	M5 Prepare staff records	M6 Prepare company profile
N. STOCK MATERIALS	N1 Establish materials required	N2 Establish source of material	N3 Purchase materials
	N4 Transport materials	N5 Receive materials	N6 Store materials
O. MAINTAIN SHOES	O1 Reinforce sole	O2 Clean shoes	O3 Replace heels
	O4 Replace lining	O5 Rejoin parts	O6 Replace upper
	O7 Replace soles	O8 Replace welt	O9 Replace half soles

ADDITIONAL INFORMATION

Generic knowledge & skills

- | | |
|--|--|
| 1. Designing skills | 27. Collaboration and networking skills |
| 2. Sewing skills | 28. Edging skills |
| 3. Cutting skills | 29. Business and Customer service skills |
| 4. Tools and equipment usage and maintenance | 30. Human resource management |
| 5. Waste disposal and management | 31. Cleaning skills |
| 6. Safety, health and environment awareness | 32. Good eyesight, which may be corrected |
| 7. Quality control | 33. Good hand-eye coordination |
| 8. Communication skills | 34. The ability to work quickly and accurately |
| 9. Information and communication technology | 35. A good eye for detail |
| 10. Financial literacy | 36. Ergonomics |
| 11. Problem solving | 37. Record keeping skills |
| | 38. Teamwork and cooperation |
| 12. Numeracy and literacy skills | 39. Resource mobilization and management |
| 13. Teamwork and cooperation | 40. Entrepreneurship skills |
| | 41. Public relations |
| 14. Entrepreneurship skills | 42. Counseling and guidance of staff |
| 15. Public relations | 43. Interpersonal relations |
| 16. Counseling and guidance of staff | 44. Marketing skills |
| 17. Interpersonal relations | 45. Negotiation skills |
| 18. Marketing skills | 46. Time management |
| 19. Negotiation skills | 47. Types of transport |
| 20. Time management | 48. Staff training and mentoring skills |
| 21. Types of transport | 49. Skiving skills |
| 22. Staff training and mentoring skills | 50. Soling skills |
| 23. Skiving skills | 51. Analytical skills |
| 24. Soling skills | |
| 25. Analytical skills | |
| 26. Resource mobilization and management | |

Tools, Equipment and Materials	
1. Adhesives and nails	41. Cutting boards
2. Stitching machines	42. Mathematical set
3. Finishing machines	43. Foot measuring tape
4. Polishes	44. Gauge measure
5. Cutting and engraving equipment	45. Footprint measure
6. Computers	46. Fibre bound
7. Clicking machine	47. Designer's knives
8. Skiving machine	48. Rulers
9. Scouring machine	49. Punching machine
10. Sole pressing machine	50. Sole molding machine
11. Toe lasting machine	51. Compressor
12. Heel and seat lasting machines	52. Casts
13. Counter molding machine	53. Vile cramp
14. Activating machine	54. Leather stand
15. Hot air blower	55. Shoe stretcher
16. Lasting Jake	56. Strap cutting machine
17. Stamping machine	57. Gloves
18. Stamping letters	58. First aid box
19. Punches e.g. six way	59. Leather
20. Pliers	60. Lining leather
21. Pincers	61. Textile lining
22. Pattern knives	62. Glue
23. Awl	63. Carrying trolley
24. Oblong punches	64. Tables
25. Dividers (Spring)	65. Insole boards
26. Spraying machine	66. Counters
27. Spanners	67. Toe puffs
28. Slitting tools	68. Shanks
29. Heel nailing machine	69. Shank support
30. Stapling machine	70. Eyelets
31. Manual pressing Leather sole machine	71. Buckles
32. De-lasting machine/lasting jerk	72. Press buttons
33. Bucket	73. Top lifts
34. Shoe hammer	74. Half soles
35. Cutting board	75. Soles
36. Designing tools	76. Cutting dies
37. Shoe polish brushes	77. Needles
38. Glue containers	78. Stools and chairs
39. Splitting machine	79. Hack saw
40. Shoe horn	80. Screw drivers
	81. Dustbin

- | | |
|--------------------------------|---------------------------|
| 82. Heels | 98. Press buttons setters |
| 83. Threads | 99. Rivet setter |
| 84. Reinforce tapes | 100. Lasts/mould |
| 85. Rivets | 101. Oil stone |
| 86. Shoe laces | 102. Whet stone |
| 87. Rings | 103. Rasp file |
| 88. Belt cutter | 104. Sand paper |
| 89. Elastic | 105. Three prongs |
| 90. Zipper | 106. Working Trolleys |
| 91. Nails | 107. Hand las |
| 92. Binding machines | 108. Mallet |
| 93. Leather shears | |
| 94. Scissors | |
| 95. Stitching needle | |
| 96. Glue brushes | |
| 97. Stitch down sawing machine | |

Attitudes / Traits / Behaviours

- | | |
|---------------------------------|--------------------|
| 1. Self-motivated | 16. Responsible |
| 2. Trust worthy | 17. Physically fit |
| 3. Honest | 18. Knowledgeable |
| 4. Tolerant | 19. Patient |
| 5. Hard working | 20. Polite |
| 6. Team work | 21. Social |
| 7. Disciplined | 22. Vigilant |
| 8. Good time management | 23. Calm |
| 9. Committed | 24. Respectful |
| 10. Good listener | 25. Confident |
| 11. Flexible | 26. Intelligent |
| 12. Result oriented | 27. Logical |
| 13. Curious | |
| 14. Competitive but Cooperative | 28. Trainable |
| 15. Innovative and creative | |

Future Trends and Concerns

1. Self-criticism
2. Customer care
3. Benchmarking with shoe making industries in other countries
4. Computer literacy
5. Need to have shoe products on the international markets
6. Need for the formation of shoe making association
7. Need for a national show room
8. Need for advanced technology
9. Refresher courses in shoe making
10. Alternative source of power to hydro power
11. Skills competition in shoe making
12. Public awareness of shoe making as a skill
13. Recognition of professional shoe makers
14. Open line of progression/ career development

2.0 ATP – PART II

Training Modules for SHOE MAKER.

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This Modular format of the curriculum allow learners of SHOE MAKER to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were reviewed jointly by both instructors and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A SHOE MAKER LEVEL 1?

A SHOE MAKER

Is a person who makes plain closed shoes, open strapped sandals and mends them based on given patterns under supervision.

OVERVIEW OF MODULES FOR A SHOE MAKER

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CET/M 1c	Make plain closed shoes	640	16
UE/CET/M 2	Make Sandals	460	12
UE/CET/M 3	Establish shoe making enterprise	160	4
UE/CET/M 4	Manage shoe making tools, equipment and materials	120	3
Summary	4	35 WEEKS	

NOTE

Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160 hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical exercises and attached theoretical instructions, as the minimum exposure.

Prior to summative assessment by recognized Agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP for **Shoe Maker**

Code	UE/SM/M1
Module title	M1.1: Make plain closed shoes
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (SHOE MAKERUVQF1)
Qualification Level	1
Module purpose	At the end of this module, trainees shall be able to make all types of plain closed shoes
Learning-Working Assignments (LWAs)	<p>LWA 1:1 Make Uppers</p> <p>LWA 1:2 Last Uppers</p> <p>LWA 1:3 Sole upper</p> <p>LWA 1:4 Finish shoes</p> <p>LWA 1:5 Perform occupational health, safety and environmental protection practices.</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1:1 Make Uppers</p> <p>PEX 1.1: Select materials</p> <p>PEX 1.2: Prepare upper parts</p> <p>PEX 1.3: Join parts</p> <p>PEX 1.4: Fix fasteners</p> <p>PEX 1.5: Finish upper</p> <p>LWA 1:2 Last Uppers</p> <p>PEX 2.1: Prepare insole</p> <p>PEX 2.2: Fix insole on the last</p> <p>PEX 2.3: Prepare stiffeners</p> <p>PEX 2.4: Insert stiffeners</p> <p>PEX 2.5: Close Upper</p> <p>LWA 1:3 Sole upper</p> <p>PEX 3.1: Mark last margin</p> <p>PEX 3.2: Scour upper</p> <p>PEX 3.3: Apply adhesive</p> <p>PEX 3.4: Activate sole and upper</p> <p>PEX 3.5: Attach sole</p>

	LWA 1:4 Finish shoes PEX 4.1: Prepare sock lining PEX 4.2: Attach label/brand PEX 4.3: Fix sock lining PEX 4.4: Clean shoes PEX 4.5: Polish shoes PEX 4.6: Pair shoes PEX 4.7: Package shoes
	LWA 1:5 Perform occupational health, safety and environmental protection practices. PEX 5.1: Administer first Aid PEX 5.2: Manage waste PEX 5.3: Wear protective gear PEX 5.4: Perform Fire fighting PEX 5.5: Manage personal hygiene PEX 5.6: Perform Health and safety measures PEX 5.7: Perform routine medical check up
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of threads • Types of soles and size • Types of leather • Types of materials for making insole • Types of shoes • Shoe making processes and techniques • Tools and Equipment operation and maintenance • Health, safety and environmental protection practices in shoe making business • Waste management • Managing quality in shoe making

Average duration of learning	640 hours (80 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 20 days of occupational theory and • 60 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Calculators, tape measures, sewing machine, pattern knife, pair of scissors, lasting pliers, hammer, size measure, lasting jack, glue brush, glue containers, shoe polishing brush, scouring machine, sole heat activator, air blower, cutting board, punching board, revolving punch, oil stone, white stone, Lasting machine, counter molding machine, Lasts
Minimum required materials and consumables or equivalent	Shoe polish, adhesive, leather, threads, fasteners eg buckles, shoe laces, stick-on, linings, dyes and pigments, paint, soles, solvents, match box
Special notes	The theory must be integrated in the practice

Code	UE/SM/M2
Module title	M1.2: Make Sandals
Related Qualification	Part of: Uganda Vocational Qualification (SHOE MAKERUVQF1)
Qualification Level	1
Module purpose	At the end of this module, trainees shall be able to make all types of sandals
Learning-Working Assignments (LWAs)	<p>LWA 2:1 Make multi-strapped sandals</p> <p>LWA 2:2 Make one band sandal</p> <p>LWA 2:3 Make push in sandal</p> <p>LWA 2:4 Make V strap sandal</p> <p>LWA 2:5 Make toe band sandal</p> <p>LWA 2:6 Finish sandals</p> <p>LWA 2:7 Perform occupational health, safety and environmental protection practices.</p> <p><u>Note:</u></p> <p>1. The learning exercises may be repeated till the Trainee acquires targeted competence;</p> <p>2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 2:1 Make multi-strapped sandals</p> <p>PEX 1.1: Select materials</p> <p>PEX 1.2: Prepare parts</p> <p>PEX 1.3: Join upper parts</p> <p>PEX 1.4: Close upper</p> <p>PEX 1.5: Fix sole</p> <p>PEX 1.6: Label/brand sandals</p> <p>PEX 1.7: Pack sandals</p> <p>LWA 2:2 Make one band sandal</p> <p>PEX 2.1: Select materials</p> <p>PEX 2.2: Prepare parts</p> <p>PEX 2.3: Join upper parts</p> <p>PEX 2.4: Close upper</p> <p>PEX 2.5: Prepare sole</p> <p>PEX 2.6: Label/brand sandals</p> <p>PEX 2.7: Pack sandals</p>

	<p>LWA 2:3 Make push in sandals</p> <p>PEX 3.1: Select materials</p> <p>PEX 3.2: Prepare parts</p> <p>PEX 3.3: Join parts</p> <p>PEX 3.4: Fix stiffeners</p> <p>PEX 3.4: Prepare insole</p> <p>PEX 3.5: Last upper</p> <p>PEX 3.6: Mark last margin</p> <p>PEX 3.7: Roughen last margin</p> <p>PEX 3.8: Apply adhesives</p> <p>PEX 3.9: Activate parts</p> <p>PEX 3.10: Fix soles</p> <p>PEX 3.11: Label/brand sandals</p> <p>PEX 3.12: Pack sandals</p>
	<p>LWA 2:4 Make V strap sandals</p> <p>PEX 4.1: Select materials</p> <p>PEX 4.2: Prepare parts</p> <p>PEX 4.3: Join upper parts</p> <p>PEX 4.4: Close upper</p> <p>PEX 4.5: Prepare sole</p> <p>PEX 4.6: Label/brand sandals</p> <p>PEX 4.7: Pack sandals</p>
	<p>LWA 2:5 Make toe band sandals</p> <p>PEX 5.1: Select materials</p> <p>PEX 5.2: Prepare parts</p> <p>PEX 5.3: Join upper parts</p> <p>PEX 5.4: Close upper</p> <p>PEX 5.5: Prepare sole</p> <p>PEX 5.6: Label/ brand sandals</p> <p>PEX 5.7: Pack sandals</p>
	<p>LWA 2:6 Finish sandals</p> <p>PEX 6.1: Remove excess glue</p> <p>PEX 6.2: Polish sandals</p> <p>PEX 6.3: Fix accessories</p> <p>PEX 6.4: Grade sandals</p> <p>PEX 6.5: Store sandals</p>

	LWA 2:7 Perform occupational health, safety and environmental protection practices. PEX 3.1: Administer first Aid PEX 3.2: Manage waste PEX 3.3: Wear protective gear PEX 3.4: Perform Fire fighting PEX 3.5: Manage personal hygiene PEX 3.6: Perform Health and safety measures PEX 3.7: Perform routine medical check up
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Perform and demonstrated during LWAs and PEXs
Pre-requisite modules	
Related knowledge/ theory	<i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i> <ul style="list-style-type: none"> • Types of dyes and pigments • Sandal making methods and processes • Types of adhesives • Types leather and other shoes making materials • Types and design of open sandals • Types of soles and their suitability • Tools and equipment operation and maintenance • Health, safety and environmental protection practices and regulations • Waste management • Fire breakout management • Primary health care
Average duration of learning	480 hours (60 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 50 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank

Minimum required tools/ equipment/ implements or equivalent	Pattern knife, lasting pliers, pincers, oilstone, Mallet, revolving punch, punch board, cutting board, hot air blower, eyelet fitter, last, sewing machine, awl, dustbin, heat activator, rivet setter, sharpening stone, glue container, shoe slush, sole press, tape measures, sewing machine, pair of scissors, lasting pliers, hammer, size measure, lasting jack, glue brush, glue containers, shoe polishing brush, scouring machine, air blower, cutting board, punching board, revolving punch, oil stone, white stone, Lasting machine, counter molding machine, Lasts, stamping letter, stamping numbers, designing tools, three prongue.
Minimum required materials and consumables or equivalent	Sand paper, upper leather, soles, insoles, adhesives, rivets, shoe polish, dyes
Special notes	The theory must be integrated in the practice

Code	UE/IE/M3
Module title	M3: Establish shoe making enterprise
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (SHOE MAKERUVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able establish a shoe making enterprise
Learning-Working Assignments (LWAs)	<p>LWA 3:1 Start business</p> <p>LWA 3:2 Communicate with clients</p> <p>LWA 3:3 Cost shoe works</p> <p>LWA 3:4 Maintain business</p> <p>LWA 3:5 Perform occupational health, safety and environmental protection practices.</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3:1 Start business</p> <p>PEX 3.1: Develop business ideas</p> <p>PEX 3.2: Determine required resources</p> <p>PEX 3.3: Identify sources of resources</p> <p>PEX 3.4: Determine business location</p> <p>PEX 3.5: Secure resources</p> <p>PEX 3.6: Set up work place</p> <p>PEX 3.7: Obtain business training and assistance</p> <p>PEX 3.8: Insure business</p> <p>PEX 3.9: Obtain business licenses and permits</p> <p>PEX 3.10: Obtain TIN.</p> <p>LWA 3:2 Communicate with clients</p> <p>PEX 3.1: Perform customer care services</p> <p>PEX 3.2: Negotiate prices with clients</p> <p>PEX 3.3: Provide technical advice to clients</p> <p>LWA 3:3 Cost shoe works</p> <p>PEX 3.1: Cost resources</p> <p>PEX 3.2: Price shoe works</p> <p>PEX 3.3: Sell shoe</p>

	LWA 3:4 Maintain business PEX 3.1: Keep business record PEX 3.2: Review business development trends PEX 3.3: Network with peers on technical matters PEX 3.4: Manage finances PEX 3.5: Market business PEX 3.6: Perform after sales services
	LWA 3:5 Perform occupational health, safety and environmental protection practices. PEX 3.1: Administer first Aid PEX 3.2: Manage waste PEX 3.3: Wear protective gear PEX 3.4: Perform Fire fighting PEX 3.5: Manage personal hygiene PEX 3.6: Perform Health and safety measures
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i> <ul style="list-style-type: none"> • Computer application • Calculation • Business planning and management • Budgeting • Resource management • Marketing techniques • Inventory management • Risk management
Average duration of learning	120hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 3days of occupational theory and • 12days of occupational practice

Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Calculators, Computers, Printers, Firefighting equipment, first aid kit, CCTV cameras
Minimum required materials and consumables or equivalent	Stationary, toner, furniture (working tables, chairs, stools, mallets)
Special notes	All aspects of the module should be considered during execution of all tasks in modules 1 and 2

Code	UE/IE/M4
Module title	M1.4: Manage shoe making tools, equipment and material
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (SHOE MAKERUVQF 1)
Qualification Level	1
Module purpose	At the end of this module, trainees shall be able to profitably and safely work with tools, equipment and materials in shoes making enterprise
Learning-Working Assignments (LWAs)	<p>LWA 4:1 Secure tools equipment and material</p> <p>LWA 4:2 Maintain tools and equipment</p> <p>LWA 4:3 Perform occupational health, safety and environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4:1 Secure tools equipment and material</p> <p>PEX 1.1: Purchase tools equipment and material</p> <p>PEX 1.2: Receive tools equipment and material</p> <p>PEX 1.3: Store tools equipment and material</p> <p>PEX 1.4: Manage safety of tools equipment and material</p> <p>PEX 1.5: Fabricate tools and equipment</p> <p>LWA 4:2 Maintain tools and equipment</p> <p>PEX 2.1: Operate tools and equipment</p> <p>PEX 2.2: Participate in repair and replacement of tools and equipment</p> <p>PEX 2.3: Service tools and Equipment</p> <p>PEX 2.4: Dispose unwanted tools and equipment</p> <p>LWA 4:3 Perform occupational health, safety and environmental protection practices.</p> <p>PEX 3.1: Administer first Aid</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Wear protective gear</p> <p>PEX 3.4: Perform Fire fighting</p> <p>PEX 3.5: Manage personal hygiene</p> <p>PEX 3.6: Perform Health and safety measures</p>

Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of Open shoes • Design of open sandals • Types of shoes and their functions/ suitable • Fashion trends • ICT knowledge.
Average duration of learning	<p>160hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module will take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	lasting pliers, pincers, oilstone, Mallet, cutting board, blower, awl, dustbin, sharpening stone, glue container, shoe brush, tape measures, pair of scissors, hammer, lasting jack, glue brush, scouring machine, punching board, whet stone, three prongue.
Minimum required materials and consumables or equivalent	Sand paper, upper leather, soles, insoles, adhesives, rivets, shoe polish, dyes, lubricants.
Special notes	The theory must be integrated in module 1 and 2

3.0 ATP- PART III

Assessment Instruments for SHOE MAKER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (Performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include: Short answer test items. Multiple choice test items, Matching test items.
These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a Shoe maker included a larger selection of test items can be obtained as electronic or printed copies from the UVQF Secretariat or designated outlets.

Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (theory) - Short Answer	4
2.	Written (theory) - Multiple choice	6
3.	Written (Theory)- Matching with generic	3
4.	Written (theory)-matching with cause-effect	1
5.	Written (Theory)- Work sequence	3
6.	Performance (Practical) Test items	2
Total		19

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1.1,M1.2			
Time allocation:	2 minutes			

Test Itemis used to determine the shape of a shoe
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Answer space	A. Hammer B. Horn C. Last D. Pliers
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Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 1			
Date of OP:	January 2022			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	Name the front part of a plain shoe upper
-----------	---

Answer space	A. Vamp B. Quarters C. Toe Puff D. Facing
--------------	--

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	Which of the following is a result of scouring leather?
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Answer space	A. Reduced thickness B. Surface grains removal C. Smooth surface D. Rough surface
--------------	--

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1.2			
Time allocation:	2 minutes			

Test Itemis used for sharpening pattern knife
-----------	---

Distracters and correct answer	A. Rasp file B. Oil stone C. Whet stone D. Rough file
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Expected key (answers)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 1			
Date of OP:	January			
Related modules:	M1			
Time allocation:	2 minutes			

Test Item	What is used to remove grain surface of the leather?
-----------	--

Distracters and correct answer	A. Clicking Machine B. Scouring Machine C. Sawing Machine D. Skiving Machine
--------------------------------	---

Expected key (answers)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related modules:	M2			
Time allocation:	2 minutes			

Test Item	Which part of the leather is suitable for the vamp?
------------------	---

Distracters and correct answer	A. Shoulder B. Neck C. Butt D. Belly
---------------------------------------	---

Expected key (answer)	C
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DIT/QS	Test Item Database Written (Theory) Test Item- No. 7			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Tt Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C 2			
Date of OP:	January 2022			
Related Modules:	M4			
Time allocation:	4 minutes			

Test Item	Match the following tools with their functions
------------------	--

Tools	
A	Pliers
B	Last
C	Revolving punch
D	Oil stone

Functions	
1	Sharpening tools
2	Closing uppers
3	Perforating parts
4	Painting shoes
5	Determining shoe shape
6	Smoothing parts

Key (answer)	A- 2; B- 5; C- 3; D- 1
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DIT/QS	Test Item Database Written (Theory) Test Item- No. 8			
Occupational Title:	SHOE MAKER			
Competence level:	1			
Code no.	SM			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related Modules:	M1			
Time allocation:	4 minutes			

Test Item	Match the following shoe parts to their functions
-----------	---

Shoe parts	
A	Vamp
B	Sole
C	Quarter
D	Back strap

Functions	
1	Encloses the facing of a shoe
2	Encloses back part of a shoe
3	Provides the base of the shoe
4	Reinforces back part of quarters
5	Covers top line of back part of quarters
6	Covers the front part of the shoe

Key (answer)	A- 6; B- 3; C- 2; D- 4
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related Module:	M1.1 & M1.2			
Time allocation:	4 minutes			

Test Item	Match the following shoe components with their functions
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Column A: Shoe component	
A	Stiffeners
B	Insole
C	Shank
D	laces

Column B: Functions	
1	Decorate shoes
2	Re-enforce upper
3	Protect upper
4	Fasten facing
5	Re-enforce the waist
6	Connects upper to sole

Key (answer)	A- 2; B- 6; C-5; D- 4
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Shoe maker			
Competence level:	Level			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C 2			
Date of OP:	January 2022			
Related Module:	M1.2 M1.1			
Time allocation:	4 minutes			

Test Item	Match the following defects with their causes
------------------	---

Column A: Causes	
A	Over skiving leather
B	Over activating parts
C	Over tightening tension
D	Over scouring margin

Column B: Defects	
1	Poor bonding
2	Distortion of shoe
3	Burning of material
4	Rough surface
5	Weakened leather
6	Thread breaking

Key (answer)	A-5; B-3; C-6; D- 4
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M 1.1			
Time allocation:	3 minutes			

Test Item	Sequence the following steps of soling an upper in the correct order
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Cementing
2 nd	B	Fixing sole
3 rd	C	Activating
4 th	D	Scouring
5 th	E	Cementing
6 th	F	Fixing upper

Key (answer)	1- D; 2- A; 3- C; 4-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 12			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C 2			
Date of OP:	January 2022			
Related Module:	M 1.1			
Time allocation:	5 minutes			

Test Item	Outline the procedure followed when finishing shoes in the chronological order
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Polish shoes
2 nd	B	Fix sock lining
3 rd	C	Prepare sock lining
4 th	D	Grade shoes
5 th	E	Clean shoes
6 th	F	Package shoes

Key (answer)	1-C; 2- B; 3- E; 4- A; 5- D; 6- F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 13			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C 2			
Date of OP:	January 2022			
Related Module:	M 1.1			
Time allocation:	5 minutes			

Test Item	Organize the following steps of lasting shoes in their chronological order.
------------------	---

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Last heel seat
2 nd	B	Cut folds
3 rd	C	Fix stiffeners
4 th	D	Last toe part
5 th	E	Last waist
6 th	F	Fix insole

Key (answer)	1- F; 2- C; 3-D; 4-A; 5-E; 6- B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 14			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related module:	M1.3			
Time allocation:	4 Minutes			

Test Item	State any two main reasons why it is important to make a business plan for shoe making works
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Answer spaces	(i) (ii)
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Expected key (answers)	(i) To source for funds (ii) To prepare work plan (iii) To establish workshop
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 15			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related module:	M1.3			
Time allocation:	Minutes			

Test Item	State any two main reasons why it is important to make a business plan for shoe making works
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Answer spaces	i ii
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Expected key (answers)	i To source for funds ii To prepare work plan iii To establish workshop
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 16			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 1			
Date of OP:	January 2022			
Related Module:	M 1.4			
Time allocation:	2 Minutes			

Test Item	Name any two leather cutting tools
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Answer spaces	(i)
	(ii)

Expected key (answers)	(i) Pattern knife
	(ii) Pinking shears
	(iii) Pair of scissors
	(iv) Skiving knife

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 17			
Occupational Title:	Shoe Maker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related Module:	M 1.1			
Time allocation:	5 Minutes			

Test Item	State any eight parts of a closed shoe
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Answer spaces	(i) (ii) (iii) (iv)
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Expected key (answers)	<ul style="list-style-type: none">(i) Vamp(ii) Quarters(iii) Toe cap(iv) Toe puff(v) Counter(vi) Throat(vii) Insole(viii) Back strap(ix) Sole(x) Facings(xi) Shank(xii) Shank support(xiii) Appliques(xiv) Foxing(xv) Top line.
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PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Shoe Maker
Competence level:	Level 1
Code no.	
Test Item:	Using the patterns provided, make a V strap ladies sandal of size seven, using E.V.A sole and bora leather with folded edge and leather nob.
Complexity level:	P 1
Date of OP:	April 2014
Related: Module	M1.2
Related skills and knowledge:	Types of sandals, construction procedures of sandals, different types of leather and their usage, usage of tools and equipment, Health, safety and environmental protection, shoe construction technology
Required tools, Materials and Equipment:	Bora leather, leather lining, 3 ply thread, E.V.A sole, nylon leather dye, oil, eyelet, skiving machine, sewing machine, sole press, scouring machine. Last, lasting pliers, pattern knife, shoe hammer, scissors, oil stone, whet stone, needles, cutting board, punching board, numbers, polish brush, glue brush, revolving punch, lighter, sand paper, Adhesive.
Time allocation:	3 Hours
Preferred venue:	Shoe making workshop
Remarks for candidates	<ul style="list-style-type: none"> ◆ Candidates must have protective gear ◆ Keep workshop and work tables clean
Remarks for assessors	<ul style="list-style-type: none"> ◆ Avail candidates with all the required tools, materials and equipment and time

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gear		3
		Cleaned work area		2
		Assembled materials		2
		Arranged materials at different work points		2
		Selected tools and equipment		2
		Tested tools and equipment for functionality	2	
2	Making upper	Traced out patterns onto leather	2	
		Single line tracing observed		2
		Actual size of patterns verified		3
		Cut parts	2	
		Pieces cut following traced line observed		2
		Skived edges	2	
		Reduced thickness of approximately 1mm on the edges and 10 mm width for folding verified		2
		Applied adhesive on the skived part	2	
		Even layer of adhesive observed		2
		Adhesive left to rest for between 15-20 minutes	2	
		Folded edges	2	
		No creases seen on folded edges		2
		Fixed lining	2	
		Stitched upper	2	
		Stitch length of 2 mm verified		2
		Straight even stitches observed		2
		Trimmed excess parts	1	
		No excess parts seen beyond the folding line		2
		Treated edges	2	
		No excess adhesive observed on the edges		1
		No excess dye observed on the edges		1

		Punched nob hole on the upper	2	
		Upper with nob hole punched in the centre of V point observed		2
3	Making of nob	Traced nob on leather	2	
		Single line tracing observed		2
		Cut nob parts	2	
		Nob parts cut following the tracing line observed		2
		Skived nob parts	2	
		Reduced thickness of approximately 1mm on the edges and 10 mm width for folding verified		2
		Applied adhesive on the fresh side of leather	2	
		Uniform layer of adhesive observed		2
		Adhesive left to rest for between 15-20 minutes		2
		Folded glued parts together	2	
		End parts of the nob aligned in the middle of the nob observed		2
		Flattened joined nob	2	
		No creases seen on the edges of the nob		2
		Ball tied nob	2	
		Equal length of both sides of the tied nob observed		2
		Fixed nob into punched hole	2	
		Firmly tightened nob on the upper observed		3
	Making of in sole	Traced insole on leather	2	
		Single line tracing observed		2
		Cut traced insole	2	
		Cut insole following tracing line observed		2
		No fibres seen on the edges of the insole		2
		Punched nob hole on the insole	2	
		Nob hole observed at the centre of big toe and second toe		2

		Cut behind marked point	2	
		Cutting following marked lines observed		2
5	Lasting upper	Fixed upper on insole	2	
		Upper aligned on insole observed		2
		Inserted last	2	
		Last observed in between upper and insole		2
		Nob gap on the last aligned with nob fixed in the insole		2
		Tightened the upper to the last	2	
		Firmly tightened straps achieved		2
		Applied adhesive on lasting margins		2
		Adhesive left to set for between 15-20 minutes		2
		Closed lasting margins onto the insole	2	
		No creases observed on lasting margins		2
6	Soling sandal	Scoured lasted upper	3	
		Surface with open fibres observed		2
		Traced sole using lasted upper	2	
		Cut sole	2	
		Sole cut following traced line observed		2
		Cut out wedge parts	2	
		Wedge part equal to half the size of the sole observed		2
		Scoured wedge and sole surfaces	2	
		Applied adhesive on scoured wedge parts and half the sole	2	
		Adhesive left to set for between 15-20 minutes	2	
		Bonded wedge to the sole	2	
		No air spaces/gaps observed between sole and wedge		3

		Wedge bonded to half of the sole from the heel end		3
		Scoured bonded sole and wedge	2	
		Levelled wedge to align with sole in the middle observed		3
		Applied adhesive on the rough surface of both upper and sole	2	
		Adhesive left to set for between 15-20 minutes	2	
		Joined upper to sole	2	
		No gaps/air spaces observed between sole and upper		3
		Upper aligned to the sole observed		
		Unlasted sandal		
		No damage seen on the sandal		
		Scoured sole edges	2	
		Smooth sole edges observed		2
6	Finishing sandal	Paired sandals	1	
		Matched sandals observed		3
		Cleaned sandal	3	
		Dirt free sandal with no excess adhesive and loose threads observed		3
		Polished sandal	2	
		Shined sandal observed		2
7	Clearing the work area	Cleaned all tools and equipment	2	
		Cleaned work station	2	
		Dirt free workstation, tools and equipment observed		2
		Disengaged all equipment, un plugged all equipment from power source	2	
	Total		94	107

DIT/ QS	Test Item Database Performance Test Item- no. 2
Occupational Title:	Shoe Maker
Competence level:	Level 1
Code no.	
Test Item:	Make a pair of size two children's plain oxford shoe with three pairs of eyelet holes using bora black leather and the given patterns
Complexity level:	P 2
Date of OP:	April 2014
Related Module:	M 1.3
Related skills and knowledge:	Types of plain shoes, leather types and their properties, leather parts and their suitability to various shoe parts, types of fasteners, types of eyelets, cutting, accuracy, shoe construction techniques and procedure,
Required tools, Materials and Equipment:	Bora black leather, black leather lining, fabric lining, adhesive (neoprene, polyethene), water based stiffeners, shank, tex board, unit pvc sole, nylon threads, black polish, shoe brush, 6 pairs of eyelets, a pair of shoe laces, shank supports, glue container, lasting plier, revolving punch/nail punch, sewing machine, skiving machine/knife, pair of pincers, eyelet fitter, a pair of curved scissors, pair of last, rivets, glue brush, shoe hammers, cutting knippers, sole press, sole activator,
Time allocation:	8 Hours
Preferred venue:	Shoe making Workshop
Remarks for candidates	<ul style="list-style-type: none"> ◆ Observe health and safety precautions ◆
Remarks for assessors	<ul style="list-style-type: none"> ◆ Avail candidates with all the required tools, materials and equipment and time

#	Assessment criteria	scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gear		3
		Cleaned work area		2
		Assembled materials		2
		Arranged materials		2
		Selected tools and equipment		2
		Tested tools and equipment for functionality	2	
2	Making upper	Traced out patterns onto leather	2	
		Single line tracing observed		2
		Size of traced parts matched with original patterns and verified		3
		Cut parts	2	
		Pieces cut following traced line observed		2
		No fibres seen on edges		2
		Skived edges	2	
		Reduced thickness of approximately 1mm on the edges and 10 mm width for folding verified		3
		Reduced thickness of approximately 0.2 mm on the edges and 2 mm width for raw edge verified		3
		Reduced thickness of approximately 0.2mm on the edges and 8 mm width for quarter to vamp verified		3
		Treated skived edges	2	
		No excess fibre observed on the edges		2
		Edges colour matching the colour of the materials observed		2
		Stitched back seam of quarters	2	
		Stitch distance of 2mm from the edge maintained		3
		Applied glue on skived quarter edges	2	
		Even layer of glue observed on quarter edges		2
		Applied glue not exceeding skived part observed		2

		Allowed glued parts to set for between 15-20 minutes	2	
		<u>Joining parts</u>	2	
		Folded quarter edges		
		Edge folds of 5 mm verified		2
		No wrinkles/creases on folded edges observed		2
		Lined quarters	2	
		Evenly lined quarter top line observed		2
		Lined vamp	2	
		Evenly lined tongue edges observed		2
		Punched eyelet holes	2	
		Evenly sized and spaced holes observed on the facings		3
		Fixed eyelets in holes	2	
		No damaged eyelet in position observed		2
		Size of holes matched with size of eyelets and shoe laces		2
		Finished uppers	2	
		No protruding threads observed		2
		No excess glue observed on the uppers		2
3	Making insole	Applied glue on shanks, shank support and insole board	2	
		Allowed glued parts to set for between 15-20 minutes	2	
		Punched shank position on the insole	2	
		Size of punched hole matching the size of rivet observed		3
		Fixed rivet into insole	2	
		Fixed shanks and shank support to insole board	2	
		Shank observed on the centre line of the insole		3
		Front part of shank observed at ball point		3
		Shank support parallel to insole from ball point observed		3

4	Lasting upper	Fixed insole onto the last with 3 tack nails	3	
		Shank observed at curve of the last	3	
		Tack nails observed at their positions		2
		No gaps seen between insole and last		2
		Insole edge observed aligned to feather edge of the last	2	
		Skived edges of stiffeners		2
		Applied glue on stiffeners between lining and upper at the back and toe parts	2	
		Fixed stiffeners	2	
		Toe puff observed between lining and upper at the toe part		3
		Counter observed between lining and upper at back part		3
		No protruding stiffeners observed on the upper parts	2	
		Applied glue on lasting margins of upper and insole	2	
		Allowed glued parts to set for between 15-20 minutes	2	
		<u>Closing uppers</u>		
		Placed upper onto the last	2	
		Upper centred on the last observed		2
		Back height not exceeding the heel height observed		3
		Lasted toe parts	2	
		Lasted heel	2	
		Lasted waist	2	
		Removed tack nails	2	
		No nails seen on the closed uppers		2
		Filled insole gap to level last margin	2	
		No space between upper and last observed		3
		No creases observed on the lasted margins		3

5	Soling shoe	Scoured grain surface of upper	2	
		Rough surface not beyond the feather line of the upper observed		3
		Cleaned sole	2	
		Applied polyurethane on bottom of upper and inner part of the sole	2	
		Glue not exceeding scoured margin observed		3
		Allowed glued parts to set for between 10-15 minutes	2	
		Activated sole	2	
		Soft sole observed		2
		Pressed upper on the sole	2	
		Sole aligned to upper observed		2
		No gap between sole and upper observed		3
6	Finishing shoe	Unlasted the shoe	2	
		No damage seen on the shoe		2
		Paired shoes	2	
		Matched shoes observed		3
		Traced sock lining on the last	2	
		Cut sock lining	2	
		Cutting followed the traced line observed		2
		Labelled sock lining	2	
		Label observed in the middle of the sock lining at the heel part		3
		Applied neoprene on sock lining	2	
		Allowed glue to set between 15-20 minutes	2	
		Fixed sock lining	2	
		No creases observed on sock lining		2
		Sock lining not exceeding insole at the heel part observed		2
		Cleaned shoe	2	
		Shoe free from dirt and excess glue observed		3

		Polished shoe	2	
		Shinny shoe observed	2	
6	Clearing the work area	Cleaned all tools and equipment	2	
		Cleaned work station	2	
		Dirt free tools, equipment and work station observed		3
		Disengaged all equipment, un plugged all equipment from power source	2	
		Tools and equipment seen assembled on the work area		2
	Total		108	131

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Occupational Profile was developed in January 2022 by job practitioners who were shoe maker occupation. The job expert panel, guided by Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the Occupational Profile for Shoe maker level 1 Training Modules were developed by practitioners, guided by Facilitators.

4.3 Test Item Development (January 2022)

Based on the Occupational Profile for Shoe maker level 1, Training Modules, Test Items were developed by combined panels of instructors and job practitioners, guided by Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking

4.5 Development Panel of occupational Profile

The participating panels of job practitioners required at different stages were constituted by members from the following organizations

OCCUPATIONAL PROFILE		
NO	NAME	ORGANISATION
1.	Fred Isadha	UNEB
2.	Muganga Christopher	NCDC
3.	Matsiko Emmanuel	St Joseph technical school kyarubingo
4.	Arinaitwe Gordon	Ruti vocational and Rehabilitation centre
5.	Omoding Charles	Step leather works LTD
6.	Tumuhereze Wilbroad	Crane Shoes
7.	Steven Alibaruho	Big Leather Goods LTD
8.	Eric Gitta	Ministry of Education and sports
9.	Victoria Senkubuge Byoma	Gifts and Curious
10.	Agaba Moses	Uganda Leather Training and common facility Centre
11.	Abigaba Julius	National instructors' collage

4.6 Development Panel of TMD and TID

The participating panels of Job Practitioners required at different stages were constituted by members from the following organizations:

TRAINING MODULES AND TEST ITEMS PANEL		
NO	NAME	INSTITUTION/ ORGANISATION
1.	Fred Isadha	UNEB
2.	Muganga Christopher	NCDC
3.	Matsiko Emmanuel	St Joseph technical school kyarubingo
4.	Arinaitwe Gordon	Ruti vocational and Rehabilitation centre
5.	Omoding Charles	Step leather works LTD
6.	Tumuhereze Wilbroad	Crane Shoes
7.	Steven Alibaruho	Big Leather Goods LTD
8.	Eric Gitta	Ministry of Education and sports
9.	Victoria Senkubuge Byoma	Gifts and Curious

10.	Agaba Moses	Uganda Leather Training and common facility Centre
11.	Abigaba Julius	National instructors' college

4.7 Facilitator team

This Assessment and Training Package was reviewed by a Facilitator team listed below:

1. **Team Leader:** Ms. Mukyala Ruth Elizabeth Ag. Deputy Director/QS Dept., DIT
2. **Facilitators:** Ms. Kyarizi Lovance, Ms. Nampijja Janet QS Dept., DIT
3. **Data Entrants:** MS. Babirye Pamela, Mbabazi Ronah QS Dept., DIT
4. **Compiled by:** Ms. Babirye Pamela QS Dept, DIT
5. **Edited by:** Ms. Kyarizi Lovance QS Dept., DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

4.8 Reference:

The Assessment and Training Package was developed in November 2021 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

- The art of boot and shoe making by John Bedford Leno (2012)
- Handmade shoes for men, Lazio Vass and Magda Molnar (2013), FH Ullman publishing company
- The boots and shoe maker assistant F.Y Golding (2013), read books Ltd.
- Boot making and mending by Paul Noncore Hasluk (2014), Kindle Edition Publishing.
- Modern Blacksmithing J.G Holmstom (2008) Read books Ltd publishers.