



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a**

**BAKER**

**Qualification Level: 1**

**Occupational Cluster: Nutrition and Food  
Technology**

**September 2020**

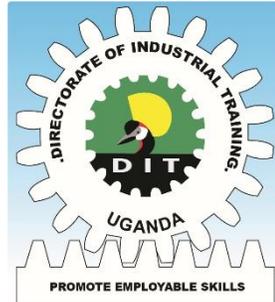
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**Reviewed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

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BAKER**

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Technology**

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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.
- (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;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award 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.
- (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 recognised 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) Harmonising 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.
- (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 organises 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 Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

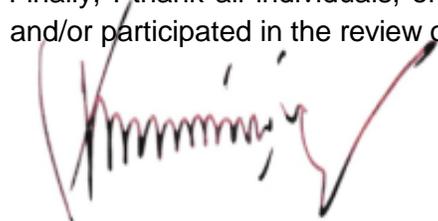
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs 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 and Training Package for training, assessment and certification of a **BAKER QUALIFICATION LEVEL 1**.

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



**Alex Kakooza**  
**Permahent 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 BAKER.** This Occupational Profile which was reviewed by Bakers practicing in the world of work mirrors the duties and tasks that Bakers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Bakers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed 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 BAKER. These assessment instruments were reviewed jointly by job practitioners (Bakers) 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 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 centres as well as companies can accommodate more learners 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: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

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

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email [uvaf.dit@gmail.com](mailto:uvaf.dit@gmail.com).



**Patrick Byakatonda**  
Ag. Director

## Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- 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.
- Teachers and instructors of baker from various secondary schools.
- Nutrition and Food Technology Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

## Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
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
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

## Key Definitions

<b>Assessment</b>	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.
<b>Certification</b>	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.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing/ performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-based education and training means that programs: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Modules</b>	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.
<b>Occupational Profile (OP)</b>	<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 observed and measured. (*Also see: Duty*)

## 1.0 ATP-PART I

### Occupational Profile for a BAKER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Baker below defines the **Duties** and **Tasks** a competent Baker 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.”<sup>1</sup>

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 defined 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 are listed on the following page.

---

<sup>1</sup> The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

**Job Expert Panel**

**Kafuuma James**

Mengo Senior school

**Namakongye Judith**

Caro-matt Cake World

**Owino Robert**

Mary Hill High school

**WolayoKannah**

Stafford S.S.S

**Nanyondo Eva**

Serena Hotel

**Alwizi Andrew**

Serena Hotel

**Kaweesi Andrew**

St Mary's College Kisubi

**AsiimweAngella**

St Maria Goretti girls S.S.S

**Basirika Juliana Nambwayo**

Old Kampala S.S.S

**Kwadi Yoas Wafula**

Cambridge Institute

**Nakiryakungu Pamela**

Romek Vocational Institute Luwero

**Nakagimu Victoria Mwazi**

Kololo S.S.S

**Co-ordinator**

**Mukyala Ruth**

Directorate of Industrial Training

**Facilitators**

**Ainembabazi Faith**

Directorate of Industrial Training

**Matende Shamsi**

Directorate of Industrial Training

**Funded by**

The Government of Uganda



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**

**Occupational Profile**  
**For a**  
**"BAKER"**

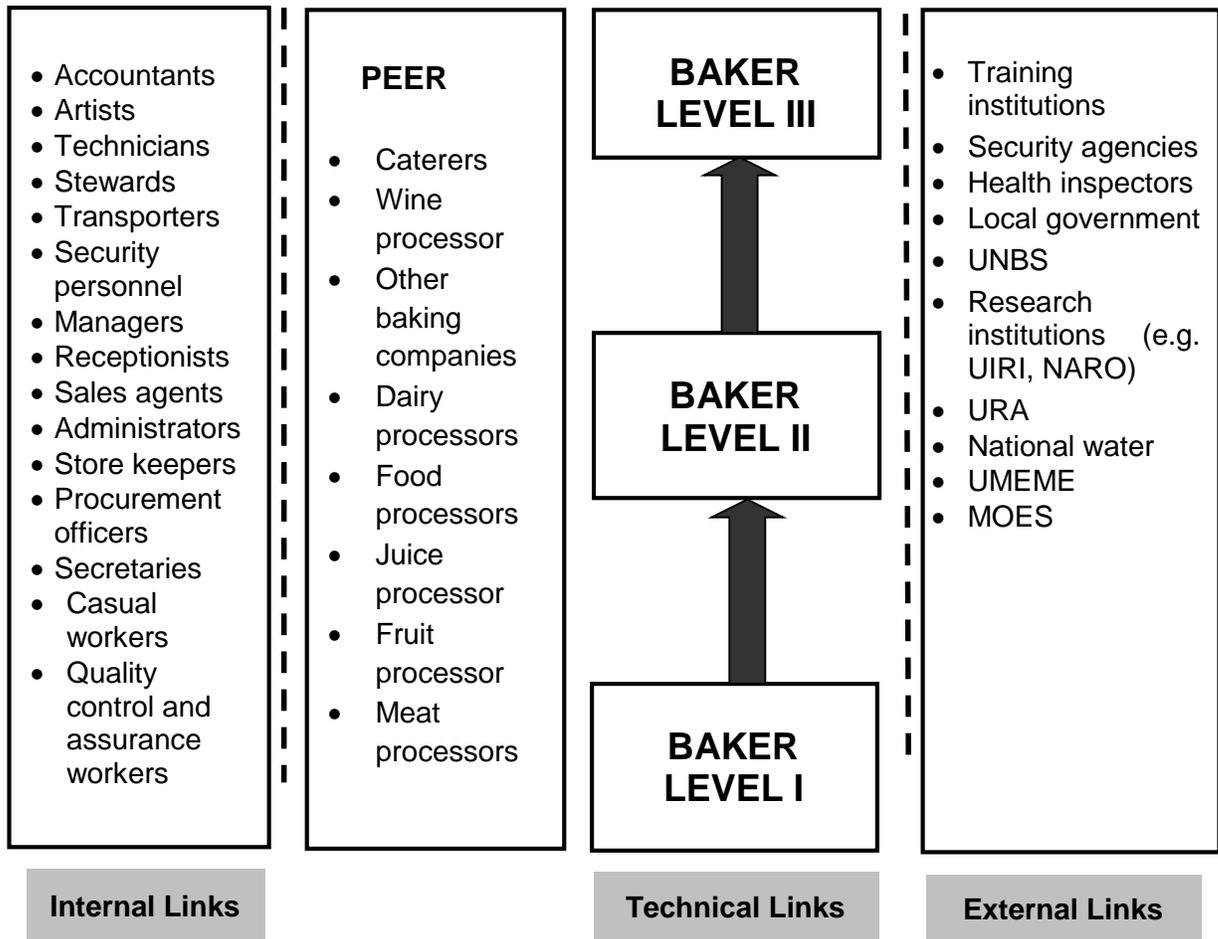
**Reviewed by: Directorate of Industrial Training**  
**(Qualifications Standards)**

**Dates of workshop: 14<sup>th</sup>-18<sup>th</sup> September 2020**

## NOMENCLATURE FOR THE OCCUPATION OF BAKER

**Definition:** A Baker is a person who different foods mainly flour based items using baking as a method of cooking to earn a living.

### JOB ORGANISATION CHART FOR A BAKER



**UVQ Level I Baker;** is a person who is able to bake elementary cakes and pastries like queen cakes, cookies, non-filled and filled pastries, yeast products and desserts, etc.

**UVQ Level II Baker;** is a person who is able to bake continental cakes, cakes and pastries like black forest, red velvet, puddings, Swiss rolls, etc.

**UVQ Level III Baker;** is a person who is able to prepare all categories of cakes and pastries and manipulate recipes.

## Duties and Tasks

<b>A. PLAN BAKING ENTERPRISE</b>	<b>A1</b> Conduct feasibility study	<b>A2</b> Determine production method	<b>A3</b> Identify source of raw materials
	<b>A4</b> Determine location	<b>A5</b> Prepare a budget	<b>A6</b> Identify tools and equipment
	<b>A7</b> Determine sources of funding	<b>A8</b> Determine sources of labour	
<b>B. ESTABLISH A BAKING ENTERPRISE</b>	<b>B1</b> Select site	<b>B2</b> Secure site	<b>B3</b> Set up structures
	<b>B4</b> Prepare storage facilities	<b>B5</b> Procure tools, equipment and materials	<b>B6</b> Install equipment
	<b>B7</b> Store tools equipment and material		
<b>C. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>C1</b> Develop standard operating procedure	<b>C2</b> Observe personal hygiene	<b>C3</b> Wear protective gear
	<b>C4</b> Clean baking tools and equipment	<b>C5</b> Sanitise tools and equipment	<b>C6</b> Manage waste
	<b>C7</b> Perform first aid	<b>C8</b> Perform firefighting	<b>C9</b> Clean workplace
	<b>C10</b> Control pests and rodents		
<b>D. PERFORM MIS-EN-PLACE</b>	<b>D1</b> Select tools equipment and material	<b>D2</b> Set equipment	<b>D3</b> Prepare ingredients
	<b>D4</b> Prepare baking tools	<b>D5</b> Set work place	<b>D6</b> Prepare bases and casings
<b>E. BAKE PRODUCTS</b>	<b>E1</b> Mix ingredients	<b>E2</b> Place mixture into molds	<b>E3</b> Load oven
	<b>E4</b> Bake bread	<b>E5</b> Bake cakes	<b>E6</b> Bake cookies
	<b>E7</b> Bake pastries	<b>E8</b> Test product readiness	<b>E9</b> Offload oven
	<b>E10</b> Glaze products	<b>E11</b> Cool baked products	<b>E12</b> Store products

<b>F. DECORATE BAKED PRODUCTS</b>	<b>F1</b> Prepare cake boards	<b>F2</b> Shape products	<b>F3</b> Apply fillings
	<b>F4</b> Prepare covering material	<b>F5</b> Apply coatings	<b>F6</b> Apply designs

<b>G. PACKAGE PRODUCTS</b>	<b>G1</b> Control room temperature	<b>G2</b> Sort products	<b>G3</b> Slice products
	<b>G4</b> Determine portions	<b>G5</b> Wrap products	<b>G6</b> Label products
	<b>G7</b> Dispatch products		

<b>H. MARKET PRODUCTS</b>	<b>H1</b> Price product	<b>H2</b> Brand product	<b>H3</b> Advertise product
	<b>H4</b> Sell products	<b>H5</b> Offer sales promotions	<b>H6</b> Exhibit products
	<b>H7</b> Offer after sale services	<b>H8</b> Transport products	

<b>I. MAINTAIN BAKING ENTREPRISE</b>	<b>I1</b> Prepare maintenance schedule	<b>I2</b> Service equipment	<b>I3</b> Replace tools and equipment
	<b>I4</b> Repair tools and equipment	<b>I5</b> Perform quality control	<b>I6</b> Perform product rotation
	<b>I7</b> Keep records	<b>I8</b> Develop new products	

<b>J. PERFORM ADMINISTRATIVE TASKS</b>	<b>J1</b> Manage resources	<b>J2</b> Recruit staff	<b>J3</b> Train workers
	<b>J4</b> Provide security	<b>J5</b> Coordinate activities	<b>J6</b> Monitor workers

## Additional Information

### Generic Knowledge & Skills

1. General hygiene
2. Carrying out proper measurements of ingredients
3. Different recipes
4. Skills on handling tools and equipment
5. Entrepreneur skills
6. Communication skills
7. Budgeting skills
8. Innovation and creativity
9. Time management
10. Methods of preparation
11. Quality control and assurance measures
12. Communication skills
13. Planning skills
14. Mixing skills
15. Entrepreneurship skills
16. Skills to finish products
17. Measuring skills
18. Decorating skills
19. Baking equipment
20. Ingredients used in baking
21. Types of preservations
22. Identifying correct storage procedures
23. Finishing and decorating techniques
24. Identify types of baking products
25. Baking principles
26. Appropriate technology
27. Leadership skills

**Tools, Equipment and Material**

- |                                     |   |                        |
|-------------------------------------|---|------------------------|
| 1. Weighing scale                   | 33. Milk  | 64. Cutter             |
| 2. Ribbons                          | 34. Whisks  | 65. Pastry brush       |
| 3. Butter paper/ Grease proof paper | 35. Sieves  | 66. Scoop              |
| 4. Aluminum foil                    | 36. Fillings (minced meat, vegetables, tomato paste, cherries, mushrooms, minced chicken) | 67. Oven               |
| 5. Cake boards                      |   | 68. Mincers            |
| 6. Cake boxes                       |   | 69. Mixers             |
| 7. Doyle papers                     |   | 70. Roller             |
| 8. Cling film                       | 37. Knives  | 71. Dividers           |
| 9. Candles                          | 38. Chopping board  | 72. Sheeter            |
| 10. Crackers                        | 39. Scrapper  | 73. Molder             |
| 11. Ornaments                       | 40. Piping bag  | 74. Baking trays/ Tins |
| 12. Cake cups                       | 41. Nozzle  | 75. Table              |
| 13. Disposable trays and cups       | 42. Rolling pins  | 76. Sink               |
| 14. Glycerin                        | 43. Pastry cutters  | 77. Boilers            |
| 15. Gelatin                         | 44. Food mixers   | 78. Mixing bowls       |
| 16. Glucose                         | 45. Pastry brushes  | 79. Steamers           |
| 17. Molasses                        | 46. Skewers   | 80. Saucepans          |
| 18. Treacle                         | 47. Creaming bowls  | 81. Colander           |
| 19. Honey                           | 48. Oven thermometers   | 82. Weighing scale     |
| 20. Eggs                            | 49. Paper bags  | 83. Cake stands        |
| 21. Flour                           | 50. Kitchen towels  | 84. Proofer            |
| 22. Sugar                           | 51. Piping bags   | 85. Blender            |
| 23. Salt                            | 52. Tongs   | 86. Trolleys           |
| 24. Yeast                           | 53. Baking sheets   | 87. Sealer             |
| 25. Baking powder                   | 54. Icing kit   | 88. Tweezers           |
| 26. Bi carbonate soda               | 55. Grater  | 89. Air brush machine  |
| 27. Preservatives                   | 56. Spiker  | 90. Bread slicer       |
| 28. flavors                         | 57. Pair of scissors  | 91. Smoother           |
| 29. Syrup                           | 58. Measuring spoons  |                        |
| 30. Fat                             | 59. Measuring cups  |                        |
| 31. Cream                           | 60. Pallet knives   |                        |
| 32. Coffee                          | 61. Oven gloves   |                        |
|                                     | 62. Dredgers  |                        |
|                                     | 63. Turn table  |                        |

<b>Attitudes / Traits / Behaviour</b>	<b>Future Trends and Concerns</b>
1. Perseverance	1. Insufficient baking information for training
2. Creativity	2. High competition
3. Confidence	3. Shortage of new and advanced machines
4. Team work	4. Experienced practitioners are aged
5. Hard working	5. Substantial capital required to start baking business
6. Adaptability	6. Insufficient raw materials like pre mixes
7. Flexible	7. Climatological circumstances
8. Honesty	8. Variation of product prices
9. Interest in the business	9. Inconsistent quality of raw materials and equipment
10. Perfectionism	10. Low interest of youth workers in baking industry
11. Outgoing	11. Different job titles in the industry for the same qualifications
12. Dynamic	12. Variation in quality of products
13. Enterprising	13. Need of bakers to gather and share experiences
14. Social	
15. Cooperative	
16. Committed	
17. Patience	
18. Decisiveness	
19. Courteous	
20. Accommodative	
21. Objective	
22. Determination	14. Need for regulation of practicing bakers
23. Time conscious	

## 2.0 ATP – PART II

### Training Modules for a BAKER

- 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 allows learners of BAKER to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration 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 learners 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 BAKER QUALIFICATION LEVEL 1?

A **BAKER QUALIFICATION LEVEL 1**; is a person who is able to bake elementary cakes and pastries like queen cakes, cookies, non-filled and filled pastries, yeast products and desserts, etc.

### TRAINING MODULES FOR A BAKER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/BK/M1.1	Make Cakes and Cookies	240	6
UE/BK/M1.2	Prepare and Bake Pastry Products	240	6
UE/BK/M1.3	Make Yeast Products	240	6
UE/BK/M1.4	Make Desserts	160	4
UE/BK/M1.5	Perform Entrepreneurship Tasks	160	4
<b>Summary</b>	<b>5 Training Modules</b>	<b>1120 hours</b>	<b>28 weeks</b>

**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 160hours 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 recognised 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.

<b>Code</b>	<b>UE/BK/M1.1</b>
<b>Module title</b>	<b>M1.1: Make Cakes and Cookies</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Baker UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completing this module, a trainee shall be able to make cakes, cookies and biscuits.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Cakes</b>  <b>LWA 1/2: Prepare Cookies</b>  <b>LWA 1/3: Prepare Biscuits</b>  <b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare Cakes</b>                  PEX 1.1: Make queen cakes                  PEX 1.2: Make mable cakes                  PEX 1.3: Make sponge cake                  PEX 1.4: Make banana cake                  PEX 1.5: Make rock bans                  PEX 1.6: Make jam bans                  PEX 1.7: Finish the baked cake</p> <p><b>LWA 1/2: Prepare Cookies</b>                  PEX 2.1: Make plain cookies                  PEX 2.2: Make butter cookies                  PEX 3:3: Chocolate pin wheels                  PEX 2:4: Finish the cookies</p> <p><b>LWA1/3: Prepare Biscuits</b>                  PEX 3.1: Make savory biscuits                  PEX 3.2: Make sweet biscuits                  PEX 3.3: Make brownie biscuits                  PEX 3.4: Perform decoration of brownies</p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b>                  PEX1.1: Wear protective gear                  PEX 4.1: Administer first aid</p>

	PEX 4.2: Clean work place PEX 4.3: Clean tools and equipment PEX 4.4: Perform firefighting PEX 4.5: Manage wastes PEX 4.6: Observe personal hygiene PEX 4.7: Sensitise workers on key health issues and safety PEX 4.8: Display safety signs
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. E.g. wear protective gears
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Methods of cake making</li> <li>• Faults in cake making</li> <li>• Difference between cakes and biscuits</li> <li>• Procedures of making cakes</li> <li>• Procedures of making cookies</li> <li>• Procedures of making biscuits</li> <li>• Different ways of finishing and decorating baked products</li> <li>• Storage of baked product</li> </ul>
<b>Average duration of learning</b>	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 20 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	mixing bowls, sieve, wooden spoon, tea/measuring spoons, cake cups, whisker, mixer, weighing scale, biscuit cutter, rolling pin, chopping boards, apron, oven gloves, kitchen towels, dust bins, fire extinguishers, oven, baking trays, baking tins, pastry brush.
<b>Minimum required materials and consumables or equivalent</b>	sugar, baking flour, eggs, baking powder, fat, flavors, milk, salt, chocolate powder

<b>Special notes</b>	<ul style="list-style-type: none"><li>• Occupational health theory should be integrated in practical</li><li>• This module is applicable to people with special needs</li></ul>
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<b>Code</b>	<b>UE/BK/M1.2</b>
<b>Module title</b>	<b>M1.2: Prepare Pastry Products</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Baker UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completing this module, a trainee shall be able to make filled and non-filled pastry products
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Make Non-filled Pastry Products</b></p> <p><b>LWA 2/2: Make Filled Pastry Products</b></p> <p><b>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Make Non-filled Pastry Products</b></p> <p>PEX 1.1: Make cheese butterfly</p> <p>PEX 1.2: Make short crust biscuits</p> <p>PEX 1.3: Make cheese straws</p> <p>PEX 1.4: Make cheese biscuits</p> <p>PEX 1.5: Make cheese scones</p> <p><b>LWA 2/2: Make Basic Filled Pastry Products</b></p> <p>PEX 2.1: Make cornish pasties</p> <p>PEX 2.2: Make pies</p> <p>PEX 2.3: Make rolls</p> <p>PEX 2.4: Make flans</p> <p>PEX 2.5: Make tarts</p> <p><b>LWA 2/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Wear protective gear</p> <p>PEX 3.2: Clean tools and equipment</p> <p>PEX 3.3: Observe personal hygiene</p> <p>PEX 3.4: Clean work place</p> <p>PEX 3.5: Administer first aid</p> <p>PEX 3.6: Perform firefighting</p> <p>PEX 3.7: Manage wastes</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed

	related knowledge should be observed and demonstrated during LWAs and PEXs
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Define pastry</li> <li>• Ingredients and their functions in pastry making</li> <li>• Quality of ingredients (organoleptic tests)</li> <li>• Characteristics of quality pastry</li> <li>• Procedures of making filled pastry making</li> <li>• Types of fillings and how they are prepared</li> <li>• Difference between non filled and filled pastry products</li> <li>• Types of filled pastry products</li> <li>• Types of non-filled pastry products</li> <li>• Procedures of making non filled pastry products</li> <li>• Kitchen hazards and safety practices</li> <li>• Rules of handling pastry</li> <li>• Tools and equipment</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 20 days of occupational practice.</li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	mixing bowl, pastry cutter, rolling pin, chopping board, pastry brush, wooden spoon, source of heat
<b>Minimum required materials and consumables or equivalent</b>	sugar, baking flour, eggs, baking powder, fat, salt
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Occupational health theory should be integrated in practical</li> <li>• This module is applicable to people with special needs</li> </ul>

<b>Code</b>	<b>UE/BK/M1.3</b>
<b>Module title</b>	<b>M1.3: Make Basic Yeast Products</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Baker UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completing this module, the trainee shall be able to make different types of bread rolls.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Prepare Bread Rolls</b></p> <p><b>LWA 3/2: Prepare Buns</b></p> <p><b>LWA 3/3: Make Doughnuts</b></p> <p><b>LWA 3/4: Make Loaves</b></p> <p><b>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Prepare Bread Rolls</b></p> <p>PEX 1.1: Make fancy bread rolls</p> <p>PEX 1.2: Make hot dog buns</p> <p>PEX 1.3: Make Chelsea buns</p> <hr/> <p><b>LWA3/2: Prepare Buns</b></p> <p>PEX 2.1: Make burger buns</p> <p>PEX 2.2: Make hot cross buns</p> <p>PEX 2.3: Make fruit buns</p> <hr/> <p><b>LWA 3/3: Prepare Doughnuts</b></p> <p>PEX 3.1: Make twisted doughnuts</p> <p>PEX 3.2: Make cream doughnuts</p> <p>PEX 3.3: Make ring doughnuts</p> <hr/> <p><b>LWA 3/4: Prepare Loaves</b></p> <p>PEX4.1: Make French bread</p> <p>PEX4.2: Make cottage bread</p> <p>PEX4.3: Make ordinary loaf</p>

	<p><b>LWA 3/5 : Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 5:1: Wear protective gear                  PEX 5.2: Maintain personal hygiene                  PEX 5.3: Clean work place                  PEX 5.4: Disinfect workplace                  PEX 5.5: Display safety signs                  PEX 5.6: Perform firefighting                  PEX 5.7: Manage waste                  PEX 5:8: Train workers on equipment use                  PEX5:9: Administer first aid</p>
<b>Occupational Health and Safety</b>	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<b>Pre-Requisite Modules</b>	<p>None</p>
<b>Related Knowledge/ Theory</b>	<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"> <li>• Types of raising agents</li> <li>• Different forms of yeast</li> <li>• Quality assurance</li> <li>• Ingredients and their functions in bread making</li> <li>• Steps in bread making</li> <li>• Different shapes for bread rolls</li> <li>• Types of flour</li> <li>• Storage of materials</li> <li>• Personal protective gears</li> <li>• Different bakery hazards</li> <li>• Fitting different types of fire extinguishers and their operations</li> <li>• Classes of fire</li> <li>• Elementary first aid operations</li> <li>• Waste management</li> </ul>
<b>Average Duration of Learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 20 days of occupational practice.</li> </ul>
<b>Suggestions on Organisation of Learning</b>	<p>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.</p>

<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum Required Tools/ Equipment/ Implements or Equivalent</b>	mixing bowl, prover, oven, rolling pin, table, cooling rack, saw knife
<b>Minimum Required Materials and Consumables or Equivalent</b>	sugar, baking flour, eggs, baking fat, yeast, salt, flavoring, food colour, spices,
<b>Special Notes</b>	<ul style="list-style-type: none"> <li>• Occupational health theory should be integrated in practical</li> <li>• This module is applicable to people with special needs</li> </ul>

<b>Code</b>	<b>UE/BK/M1.4</b>
<b>Module title</b>	<b>M1.4: Make Desserts</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Baker UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completing this module, a trainee will be able to make a variety of desserts
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Make Baked Desserts</b>  <b>LWA 4/2: Make Non-baked Desserts</b>  <b>LWA 4/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Make Baked Desserts</b>                  PEX 1.1: Make pineapple upside down pudding                  PEX 1.2: Make fruit crumb                  PEX 1.3: Make Victoria sandwich                  PEX 1.4: Make bread and butter pudding                  PEX 1.5: Perform desired decoration                  PEX 1.6: Prepare an accompanying sauce</p> <p><b>LWA 4/2: Make Non-baked Desserts</b>                  PEX 1:1: Make fruit sorbets                  PEX1:2: Make fruit salads                  PEX1:3: Make fruit fritters                  PEX 1:4: Make ice cream                  PEX 1:5: Make yoghurt                  PEX 1:6: Make pancakes</p>

	<p><b>LWA4/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear                  PEX 4.2: Observe personal hygiene                  PEX 4.3: Clean work place                  PEX 4.4: Disinfect workplace                  PEX 4.5: Display safety signs                  PEX 4.6: Perform firefighting                  PEX 4.7: Manage waste                  PEX 4.8: Train workers on equipment use                  PEX4.9: Administer first aid</p>
<b>Occupational Health and Safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
<b>Pre-Requisite Modules</b>	None
<b>Related Knowledge/ Theory</b>	<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"> <li>• Different processes/procedures of making fruit desserts</li> <li>• Characteristics of good quality desserts</li> <li>• Types of desserts</li> <li>• Kitchen hazards and safety practices</li> <li>• Perform firefighting</li> <li>• Classes of fire</li> <li>• Elementary first aid operations</li> <li>• Waste management</li> </ul>
<b>Average Duration of Learning</b>	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 15 days of occupational practice</li> </ul>
<b>Suggestions on Organisation of Learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
<b>Minimum Required Tools/ Equipment/</b>	mixing bowl, knife, chopping board, wooden spoon, hand whisk, sources of heat, fridge, dessert spoon, decorating

<b>Implements or Equivalent</b>	nozzles, tumblers, plates.
<b>Minimum Required Materials and Consumables or Equivalent</b>	sugar, baking flour, eggs, baking powder, fat, assorted fruits, canned fruit jellies/concentrates, heavy cream, condensed milk, starter culture, whipped cream, flavorings,
<b>Special Notes</b>	This module is applicable to people with special needs

<b>Code</b>	<b>UE/BK/M1.5</b>
<b>Module title</b>	<b>M1.5: Perform Entrepreneurial Tasks</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Baker UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completing this module, a trainee shall be able to cost and market bakery products, generate records as well as storing tools, equipment and materials.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 5/1: Generate Records</b></p> <p><b>LWA 5/2: Cost Finished Product</b></p> <p><b>LWA 5/3: Market Products</b></p> <p><b>LWA 5/4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 5/1: Generate Records</b></p> <p>PEX 1.1: Make a budget</p> <p>PEX 1.2: Prepare financial records</p> <p>PEX 1.3: Prepare production records</p> <p>PEX 1.4: Prepare inventory records</p> <p>PEX 1.5: Prepare human resource records</p> <hr/> <p><b>LWA 5/2: Cost Finished Products</b></p> <p>PEX 2.1: Calculate cost of production</p> <p>PEX 2.2: Determine net profit</p> <p>PEX 2.3: Price products</p> <hr/> <p><b>LWA 4/3: Market Products</b></p> <p>PEX 3.1: Label products</p> <p>PEX3.2: Package products</p> <p>PEX 3.3: Advertise products</p> <p>PEX 3.4: Display bakery products</p> <p>PEX 3.5: Brand products</p> <p>PEX 3.6: Transport products</p> <p>PEX 3.7: Offer sales promotion</p> <p>PEX 3.8 Offer after sales services</p> <p>PEX 3.9: Exhibit products</p> <p>PEX 3.10: Sell products</p>

	<p><b>LWA 4/6: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX4:1: Wear protective gear                  PEX 4.2: Observe personal hygiene                  PEX 4.3: Clean work place                  PEX 4.4: Disinfect work place                  PEX 4.5: Display safety signs                  PEX 4.6: Perform firefighting                  PEX 4.7: Manage waste                  PEX 4.8: Train workers on equipment use                  PEX 4.9 Administer first aid</p>
<p><b>Occupational Health and Safety</b></p>	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<p><b>Pre-Requisite Modules</b></p>	<p>None</p>
<p><b>Related Knowledge/ Theory</b></p>	<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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Types of records</li> <li>• Different types of business documents</li> <li>• Methods of marketing bakery products</li> <li>• Explain marketing</li> <li>• Definition of information, communication and technology</li> <li>• Maintaining an enterprise</li> <li>• Types of communications and technologies</li> <li>• Benefits of communication and technology</li> <li>• Elements of starting a business</li> <li>• Generating business ideas</li> <li>• Record keeping</li> <li>• Qualities of an entrepreneur</li> <li>• Importance of networking</li> <li>• Purchase of materials</li> <li>• Types of related products on market</li> <li>• Elements of a business plan</li> <li>• Characteristics of a successful business</li> <li>• Methods of advertising</li> <li>• Importance of tax payment</li> <li>• Procedure for costing</li> </ul>

<b>Average Duration of Learning</b>	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 15 days of occupational practice.</li> </ul>
<b>Suggestions on Organisation of Learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
<b>Minimum Required Tools/ Equipment/ Implements or Equivalent</b>	calculator, telephone set/ mobile phone, computer,
<b>Minimum Required Materials and Consumables or Equivalent</b>	pens, pencils, paper, rubbers, rulers, reference text books
<b>Special Notes</b>	<ul style="list-style-type: none"> <li>• Occupational health theory should be integrated in practical</li> <li>• This module is applicable to people with special needs</li> </ul>

## 3.0 ATP- PART III

### Assessment Instruments for a BAKER

- 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 BAKER are included.

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching with cause effect	1
5	Written(theory)-matching with work-sequence	2
6.	Performance (Practical) test items	1
<b>Total</b>		<b>10</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Baker				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer	√			
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
Complexity level:					
Date of OP:	September 2020				
Related modules:	M.1				
Time allocation:	3 minutes				

Test Item	State four ways of observing hygiene in the kitchen
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Cover food (ii) Wash hands (iii) Manage waste (iv) Clean equipment (v) Clean working area (vi) Put on protective gear (vii) Control pests and rodents (viii) Avoid sneezing and coughing over food

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 2		
Occupational Title:	Baker			
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:	September 2020			
Related modules:	M1			
Time allocation:	2 minutes			

Test Item	List down any four products that can be made using rubbing in method
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Scones (ii) Cookies (iii) Jam bans (iv) Rock buns (v) Lemon buns (vi) Plain biscuits (vii) Chocolate pin wills

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Baker			
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:	September 2020			
Related Module:	M2			
Time allocation:	3 minutes			

Test Item	A queen cake is essentially a small individual cake made of
Distractors and correct answer	<p>A. Flour, Fat, Eggs, Milk, Zest</p> <p>B. Flour, Fat, Flavor, Eggs, Sugar</p> <p>C. Flour, Sugar, Eggs, Fat, Dried cake fruit</p> <p>D. Flour, Fat, Dried cake fruits, Sugar, Flavor</p>

Key (answer)	B
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<b>DIT/ QS</b>		<b>Test Item Database Written (Theory) Test Item- no. 4</b>			
<b>Occupational Title:</b>	Baker				
<b>Competence level:</b>	Level 1				
<b>Code no.</b>					
<b>Test Item type:</b>	Short answer				
	Multiple choice	√			
	Matching item	Generic	Cause-Effect	Work-sequence	
<b>Complexity level:</b>	C1				
<b>Date of OP:</b>	September 2020				
<b>Related Module:</b>	M4				
<b>Time allocation:</b>	2 minutes				

<b>Test Item</b>	Which of the following desserts is made by creaming method
<b>Distractors and correct answer</b>	A. Apple sauce B. Fruit crumble C. Victoria sandwich D. Bread and butter pudding

<b>Key (answer)</b>	C
---------------------	---

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Baker				
Qualification 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:	September 2020				
Related tasks:	M1				
Time allocation:	3 minutes				

<b>Test Item</b>	Match the following process to the related material, tools and equipment in cake making
------------------	---

Column A (Process)	
1	Creaming
2	Fold in
3	Baking
4	Greasing

Column B (Related material, tools and equipment)	
A	Flour
B	Oven
C	Fat and sugar
D	Pairs of tongs
E	Milk and sugar
F	Baking tins and trays

<b>Key (answer)</b>	1-C, 2-A, 3-B, 4-F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Baker			
Qualification level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related tasks:	M1			
Time allocation:	3 minutes			

<b>Test Item</b>	Match the following cake making methods with their respective dishes
------------------	--

Column A (Methods)	
1	Creaming
2	Rubbing in
3	Kneading
4	Whisking

Column B (Dishes)	
A	Sponge cake
B	Queen cakes
C	Ginger bread
D	Plain cookies
E	Doughnuts

<b>Key (answer)</b>	1-B, 2-D, 3-E, 4-A
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Baker				
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:	September 2020				
Related Module:	M.3				
Time allocation:	5 minutes				

Test Item	Match the following poorly disposed wastes with their possible accidents
-----------	--

Column A (Causes)	
1	Cling film
2	Broken Utensils
3	Fruit peels
4	Hot charcoal

Column B (Effects)	
A	Cuts
B	Falls
C	Burns
D	Bleeding
E	Suffocation

Key (answer)	1-E, 2-A, 3-B, 4-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Baker				
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:	September 2020				
Related Module:	M.4				
Time allocation:	5 minutes				

Test Item	Arrange the following steps followed when making a plain sponge cake
-----------	--

Chronology (Order)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Sieve the flour
2 <sup>nd</sup>	B	Weigh the ingredients
3 <sup>rd</sup>	C	Fold in flour
4 <sup>th</sup>	D	Whisk sugar and eggs
5 <sup>th</sup>	E	Bake
6 <sup>th</sup>	F	Pour in baking tin
7 <sup>th</sup>	G	Line the tin

Key (answer)	1-G; 2-B; 3-A; 4-D; 5-C; 6-F, 7-E
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10				
Occupational Title:	Baker				
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:	September 2020				
Related Module:	M1				
Time allocation:	5 minutes				

Test Item	Arrange the following steps followed when making cookies
-----------	--

Column A (Order)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Add liquid
2 <sup>nd</sup>	B	Shape the mixture
3 <sup>rd</sup>	C	Bake
4 <sup>th</sup>	D	Weigh ingredients
5 <sup>th</sup>	E	Mix to required consistence
6 <sup>th</sup>	F	Add sugar
7 <sup>th</sup>	G	Rub fat and flour
8 <sup>th</sup>	H	Put on a greased tin

Key (answer)	1-D, 2-G, 3-F, 4-A, 5-E, 6-B, 7-H,8-C
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## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no 11
Occupational Title:	Baker
Competence level:	Level 1
Code no.	
Test Item:	Make and present 6 queen cakes
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1
Related skills and knowledge:	Baking skills, mixing skills, measuring skills, knowledge of the different types of baking ingredients, equipment, recipes, creaming, folding in, and decoration, timing, food handling
Required tools, materials and equipment:	Baking tray, cutters, measuring spoons, kitchen weighing scale, oven gloves, oven, mixing bowl, mixer, patty tins, cake cups, flour, sugar, fat, baking powder, dried cake fruits, eggs, flavors, Milk
Time allocation:	1 ½ Hours
Preferred venue:	Kitchen
Remarks for candidates	<ul style="list-style-type: none"> <li>Observe health and safety precautions</li> <li>No extra materials will be provided</li> <li>Properly maintain tools and equipment with in the exercise</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>Provide tools, equipment and materials</li> <li>Ensuring that the learners work individually</li> <li>Observe all the different procedures</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	<u>Wore protective</u> Apron Head gear		4
		Maintained personal Hygiene	1	
		Short hand nails, no make-up, no jewelry observed		3
		Cleaned working area	1	
		Clean working area observed		2
		Heated the heat source		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Assembled tools equipment and materials	2	
2	Measure ingredients`	Weighed selected ingredients	1	
		Weighed ingredients observed		2
3	Mix ingredients	Creamed fat and sugar	2	
		Creamy and fluffy mixture observed		4
		Added eggs one at a time	1	
		No cuddles observed		2
		Mixed the dry ingredients together	2	
		Folded in dry ingredients	2	
		Smooth uniform mixture observed		1
		Achieved dropping consistency		2
5	Portioning	Lined tins with muffin papers/ greased tins and dusted with flour/ use rubber molds		2
		Apportioned the mixture in the tins	2	
		Proportionality and uniformity of the quantities observed		2
6	Bake queen cakes	Positioned tins properly in the oven	2	
		Baked at a temp range of 175°C- 185°C	2	
		Tested readiness, flavor and texture	2	
		Clean knife/skewer observed		2
		Presented well garnished cake		2
		Sponge like texture attained		1
		Golden brown colour observed		1
		Mouth feel flavor taste attained		1
<b>TOTAL (Y)</b>		<b>Process + Results</b>	<b>21</b>	<b>20</b>
			<b>41</b>	
<b>MAXIMUM SCORE</b>		$\frac{x}{y} \times 100$	$\frac{x}{99} \times 100$	

## 4.0 ATP- PART IV

### INFORMATION ON REVIEW PROCESS

#### 4.1 Occupational Profile Reviewed (September 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Baker occupation. The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

#### 4.2 Training Module Review (September 2020)

Based on the Occupational Profile for Baker of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

#### 4.3 Test Item Review (September 2020)

Based on the Occupational Profile for Baker of September 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF 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 Review Panel

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

Review Panel		
S/no	Name	Organisation
1	Mr. Kafuuma James	Mengo Senior School
2	Ms. Namakhongye Judith	Caro Matt Cake World
3	Mr. Wolayo Kanah	K and K Delicious Cakes
4	Ms. Nanyondo Eva	Serena Hotel
5	Mr. Kwadi Yoas Wafula	Cambridge International School
6	Mr. Alwizi Andrew	Serena Hotel
7	Mr. Kaweesi Emmanuel	St Mary's College Kisubi
8	Mr. Assimwe Angelica	St. Maria Goretti Girls SSS
9	Ms. Basirika Juliana Nambwayo	Old Kampala S.S
10	Ms. Nakiryakungu Pamela	Romek Vocational Institute
11	Ms. Nakagimu Victoria Mwazi	NCDC
12	Ms. Siima Sheilla Baitwabuza Annette	Ministry of Education and Sports
13	Mr. Owino Robert	Mary Hill High School, Mbarara

#### 4.6 Facilitator team

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

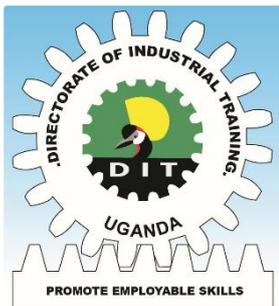
1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** Ms. Ainembabazi Faith, Mr. Matende Shamis
3. **Data entrants:** Ms. Babirye Proscovia  
Mr. Ongom Augustine  
Ms Nakibuuka Flavia
4. **Edited by:** Ms. Mukyala Ruth Ag Deputy Director QS, DIT
5. **Coordinated by:** Mr.Byakatonda Patrick, Ag. Director, DIT;

#### 4.7 Reference time:

The Assessment and Training Package was compiled in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

#### References

- *Foods and Nutrition by Deidre Madden*
- *Level Cookery by Abbey*
- *Senior Home economics by Angela Malooney*
- *Foods and Nutrition by Anita Tull*
- *Foods and Nutrition by Barbra Harmony*
- *Simplified Cookery by Flugensia Tumwebaze and Victoria Mwazi*
- *Practical Explained by Jill Davis*
- *The Baking Bible by Rose Levy*
- *The Pastry Lab by Joan Janne Chang*
- *Professional Baking 6<sup>th</sup> Edition by W.Gisslen*



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