THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Assessment and Training Package For a CARTOONIST

Qualification Level: 1

Occupational Cluster: Arts and Design

December 2020

Developed by:

Qualifications Standards Department
Directorate of Industrial Training

Funded by:

Government of Uganda

Assessment and Training Package

For a

CARTOONIST

Qualification Level: 1

Occupational Cluster: Art and Design

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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.

Table of Contents

Word from Permanent Secretary iv

Executive Summary vi

Acknowledgement viii

Abbreviations and Acronyms ix

Key Definitions x

1.0 ATP-PART I 1

Occupational Profile for a Cartoonist 1

2.0 ATP – PART II 8

Training Modules for a Cartoonist 8

UVQF Levels 1- 3 Qualification Descriptors **9**

3.0 ATP- PART III 21

Assessment Instruments for a Cartoonist 21

Written Test Items (Samples) 23

Performance Test Items (Samples) 30

4.0 ATP- PART IV 32

Information on Development Process 32

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.

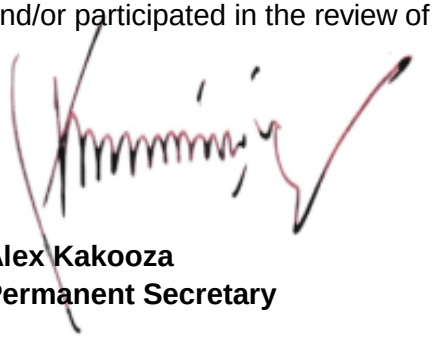
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **CARTOONIST 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
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 CARTOONIST.** This Occupational Profile which was reviewed by Cartoonists practicing in the world of work mirrors the duties and tasks that Cartoonists are expected to perform.

0.2 **PART II: Training Modules** in the form of guidelines to train Cartoonists 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 CARTOONIST. These assessment instruments were reviewed jointly by job practitioners (Cartoonists) 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.

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 cartoon from various secondary schools.
- Art and Design 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

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 Integration of skills, knowledge, attitudes, attributes and expertise in doing/ performing tasks in the world of work to a set standard.

Competency (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 programmes:

1. have content directly related to work
2. focus is on 'doing something well'
3. assessment is based upon industry work standards, and
4. 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) An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.

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.

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 CARTOONIST

1.1 The OCCUPATIONAL PROFILE (OP) for a "CARTOONIST" below defines the ***Duties*** and ***Tasks*** a competent Cartoonist 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.

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 are listed on the following page.

[1] The DACUM-method was used. DACUM is an acronym for 'Develop A Curriculum'

Job Expert Panel

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The Independent Publications

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Light Academy S.S

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Funded by
The Government of Uganda

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

for a

"CARTOONIST"

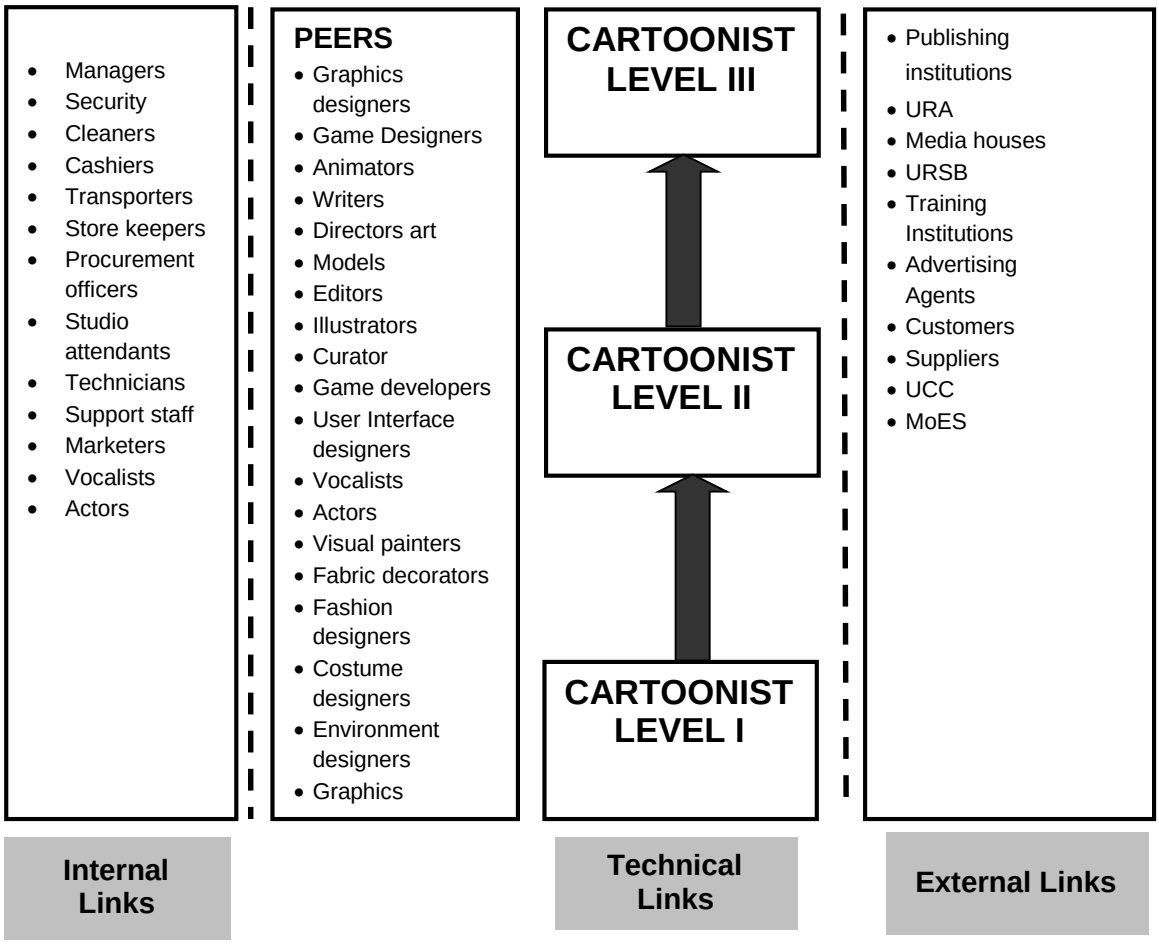
Developed by: Directorate of Industrial Training (Qualifications Standards)

Dates of workshop: 21st- 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF A CARTOONIST

Definition: **A Cartoonist** is an artist who creates series of exaggerated images with imaginations through drawings, paintings, illustrations with words to tell a story, advertise, entertain and communicate a message.

JOB ORGANISATION CHART FOR A CARTOONIST



Level descriptors

UVQ Level I Cartoonist; Is a person who communicates through designing characters and illustrations.

UVQ level II Cartoonist; Is a person who communicates through creating, designing 2D and 3D characters.

UVQ Level III Cartoonist; Is a person who communicates through creating, designing and animating 2D and 3D characters.

Duties and Tasks

A. PLAN CARTOON PROJECT	**A1** Conduct feasibility study	**A2** Determine location	**A3** Prepare production plan
	A4 Prepare procurement plan	**A5** Determine labour requirements	**A6** Prepare marketing plan
	A7 Prepare financial plan		

B. ESTABLISH CARTOON STUDIO	**B1** Source funds	**B2** Select site	**B3** Secure site
	B4 Prepare site	**B5** Procure materials, tools and equipmer	**B6** Set up studio
	B7 Legalise business		

C. EXECUTE CARTOON WORK	**C1** Generate cartoon idea	**C2** Prepare tools, materials and equipment	**C3** Make sketches
	C4 Develop concept	**C5** Formulate story line	**C6** Make cartoon
	C7 Critique work	**C8** Perform finishing	

D. MARKET CARTOON PRODUCTS	**D1** Brand cartoon products	**D2** Price cartoon works	**D3** Advertise cartoon products
	D4 Participate in cartoon competitions	**D5** Profile subscribers	**D6** Communicate with clients
	D7 Prepare catalogue	**D8** Exhibit graphic products	**D9** Carryout promotions

E. MANAGE AND MAINTAIN STUDIO	**E1** Organise studio	**E2** Replace tools	**E3** Supervise performance
	E4 Upgrade software	**E5** Check product quality	**E6** Label tools, equipment and materials
	E7 Test tools	**E8** Repair tools and materials	**E9** Clean tools

F. PERFORM ADMINISTRATIVE TASKS	**F1** Manage human resource	**F2** Manage finance	**F3** Keep records
	F4 Remunerate workers	**F5** Ensure security	**F6** Maintain facility
	F7 Train workers	**F8** Pursue personal professional development	**F9** Benchmark with other cartoonist
	F10 Supervise operations		

G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRECAUTIONS	**G1** Wear personnel protective gears	**G2** Manage waste	**G3** Display safety signs
	G4 Sensitise workers on communicable and non-communicable diseases	**G5** Administer first aid	**G6** Perform firefighting
	G7 Acquire health insurance		

Additional Information

Generic Knowledge & Skills

1. Required materials, tools and equipment
2. Planning skills
3. Communication skills
4. Safety precautions
5. Drawing skills
6. Color application skills
7. Human anatomy knowledge
8. Painting skills
9. Evaluation skills
10. Computer literacy
11. Usage of tools and materials
12. Computer literacy
13. Customer handling
14. Financial management
15. Creative skills
16. Colour schemes knowledge
17. ICT
18. Colour appreciation
19. Time management
20. Interpreting tools/equipment manuals
21. Research
22. Observation skills
23. Explorative
24. Marketing
25. Budgeting
26. Elements and principles of art & design
27. Listening skills
28. Software upgrade
29. Story telling
30. Types of devices
31. Measurement knowledge
32. Mathematical competencies
33. Technology advancement
34. Maintenance of tools, equipment and materials
35. Negotiation skills

Tools, Materials and Equipment

1. Pens
2. Markers
3. Cutters
4. Scissors
5. Paint brushes
6. Eraser/rubber
7. Colored pencils
8. Sketch books
9. Papers
10. Water
11. Inks
12. Palettes
13. Drawing boards
14. Light box/table
15. Sanitisers
16. Stapling machine
17. Clips
18. Thumb pins
19. Charcoal
20. Stylus pens
21. Adhesives
22. Hard disks
23. Carbon paper
24. Tracing papers
25. Magazines, journals, etc.
26. Aprons
27. Gloves
28. Printers
29. Scanners
30. Digital sketch pad
31. Air brush
32. Spray gun
33. Pencil
34. Brushes
35. Crayons
36. French curves
37. Sponge
38. Soft ware
39. Staple gun
40. Computer
41. Staple wires
42. Files
43. Punching machine

Attitudes / Traits / Behaviour

1. Creative
2. Originality
3. Imaginative
4. Social
5. Passionate
6. Patient
7. Self-drive
8. Self-reflection
9. Disciplined
10. Time conscious
11. Organised
12. Advisable
13. Caring
14. Team player
15. Patriotic
16. Trustworthy/Honest
17. Hospitable
18. Authentic
19. Punctual
20. Teachable
21. Inquisitive
22. Self-motivated
23. Neat
24. Teachable
25. Tidy
26. Committed
27. Friendly
28. Dedicated
29. Faithful
30. Interactive
31. Exemplary
32. Confident
33. Realistic
34. Patriotic
35. Honest
36. Hospitable
37. Enthusiastic
38. Kind
39. Receptive
40. Shrewd
41. Open minded
42. Cautious
43. Sense of humour
44. Assertive
45. Team player
46. Critical
47. Result oriented
48. Resilient
49. Resourceful

Future Trends and Concerns

1. Motivation through exhibitions and awarding medals
2. Public recognition
3. Professional advancement
4. New advanced technology (Better equipment should be available to cartoonist)
5. Making a link between upcoming and established professionals
6. Creating a professional association body for cartoonists
7. Standardised curriculum for cartoonists
8. Computer literacy with modern software
9. Set standards for cartoonist
10. Market cartoon products
11. Plagiarism
12. Technology advancement
13. Art writing
14. Government policies
15. Age of era
16. Community awareness
17. Social innovation
18. Value of product
19. Art for advocacy
20. Political influence
21. Religious influence
22. Natural calamities

2.0 ATP – PART II

Training Modules for a CARTOONIST

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 CARTOONIST 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 centres, as well as companies can accommodate more students in a given period of time.

2.3 The modules were developed jointly by both instructors and job practitioners. They were developed 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.

UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

In the Uganda Vocational Qualifications Framework, persons with qualifications **Levels 1, 2 and 3** are understood as **IMPLEMENTERS** in an occupation**.**

Level 1 Qualification shall mean that the individual is a **Semi-Skilled Implementer;**

Level 2 Qualification shall mean that the individual is a **Skilled Implementer;**

Level 3 Qualification shall mean that the individual is **Highly Skilled Implementer (Working Supervisor).**

The qualification descriptors for Levels 1-3 are described as follows:

	Dimension of qualification	Level 1: Descriptor	Level 2: Descriptor	Level 3: Descriptor
1.	**Scope of work** (duties and tasks)	Narrow range	Moderate range	Broad range
2.	**Work environment and context**	Uniform	Some variety	Variety
3.	**Complexity of tasks** (work sequence)	Simple	Sometimes complex	Complex
4.	**Predictability of tasks**	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	**Team work**	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	**Leadership**	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	**Autonomy (Supervision)**	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors
8.	**Financial and physical Resources control**	None	Limited control	Moderate control
9.	**Creation of concepts and solutions**	None	None	None but may make proposals

WHO IS A CARTOONIST QUALIFICATION LEVEL1?

A Cartoonist Level I is an artist who can develop a concept, interpret themes, make simple sketches, manipulate tools and materials to communicate a message.

TRAINING MODULES FOR A CARTOONIST UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CT/M1.1	Design Character	240	6
UE/CT/M1.2	Establish Studio	240	6
UE/CT/M1.3	Manage Studio	240	6
Summary	**Modules**	**hours**	**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 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 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.

Code	**UE/CT/M1.1**
Module title	**M1.1: Design a Character**
Related Qualification	Part of Uganda Vocational Qualification (Cartoonist UVQ1)
Qualification Level	1
Module purpose	At the end of this module the trainee shall be able to identify and formulate different characters of cartoons portraying humor and movements
Learning-Working Assignments (LWAs)	**LWA 1/1: Design Theme** **LWA 1/2: Develop Story Board** **LWA 1/3: Build Up Character** **LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices** ***Note:*** 1. *The learning exercises may be repeated until 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)	**LWA 1/1: Design Theme** PEX 1.1: Generate idea PEX 1.2: Conduct research PEX 1.3: Determine source inspiration PEX 1.4: Prepare materials and tools PEX 1.5: Make sketches PEX 1.6: Formulate story line
	LWA1/2: Develop Story Board PEX 2.1: Create template PEX 2.2: Add script PEX 2.3: Transfer sketched story line on to template PEX 2.4: Add notes
	LWA 1/3: Build up Character PEX 3.1: Depict age PEX 3.2: Depict gender PEX 3.3: Depict physique PEX 3.4: Depict environment

	PEX 3.5: Depict emotions PEX 3.6: Apply color PEX 3.7: Store work
	LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective equipment PEX 4.2: Manage waste PEX 4.3: Display safety signs PEX 4.4: Firefighting
Occupational health and safety	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
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Studio rules and regulations • Drawing skills • Color schemes • Human anatomy • Painting skills • Research • Numeracy & literacy • Observation skills • Interpretation skills • Knowledge on figure study • Environment • Color application • Toning techniques • Illustrations • Developing composition • Computer skills • Symbolism • Caricature • Irony

	• Labelling • Analogy • Comic strips • Graphics • Paintings • Elements and principles of art and design • Fashions trends • Types of templates • Current trends in software • Usage of tools, equipment and materials • Measurements • Typography • Sketches • Designers • Types of tools, equipment and materials • Lines types used in cartoon making • Shapes • Human figure • Postures • Different games and sports • Language used
Average duration of learning	720hours (90 days) of nominal learning suggested to include • *05 days of occupational theory and* • *80 days of occupational practice*
Suggestions on Organisation 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 a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	graphite, pens, makers, cutters, scissors, paint brushes, eraser/rubber, colored pencils, palettes, drawing board, light box/table, stapling machine, clips, pins, crayons, apron, air brush, spray gun, French curves, tooth brush, containers, stylus pens

Minimum required materials and consumables or equivalent	sketch book, papers, water, ink, sanitiser, carbon papers, tracing papers, magazines, journals, paint, gloves, folio, sponge
Special notes	

Code	UE/CT/M1.2
Module title	**M1.2: Establish Cartoonist Studio**
Related Qualification	Part of: Uganda Vocational Qualification (CARTOONIST UVQ1)
Qualification Level	1
Module purpose	On completion of this module, the trainee shall be able to successfully set up a Cartoonist studio.
Learning-Working Assignments (LWAs)	**LWA 2/1**: **Plan Studio activities** **LWA 2/2: Set up Studio** **LWA 2/3: Acquire Tools and Materials** **LWA 2/4: Legalize Cartoon Studio** **LWA 2/5: Perform Occupational, Health, Safety and Environmental Practices** **Note:** 1. *The learning exercises may be repeated until the trainee acquires targeted competence* 2. *The trainee is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment*
Related Practical Exercises (PEXs)	**LWA 2/1: Plan Studio Activities** PEX 1.1: Conduct feasibility study PEX 1.2: Prepare financial plan PEX 1.3: Determine labour requirement PEX 1.4: Prepare procurement plan PEX 1.5: Determine source of materials PEX 1.6: Prepare marketing plan
	LWA 2/2: Set up Studio PEX 2.1: Select site PEX 2.2: Secure site PEX 2.3: Procure tool, materials and equipment PEX 2.4: Prepare tools, materials and equipment PEX 2.5: Legalise business
	LWA 2/3: Acquire Tools and Materials PEX 3.1: Determine tools and materials PEX 3.2: Budget tools and materials PEX 3.3: Source for tools and materials

	PEX 3.4: Purchase tools and materials PEX 3.5: Transport tools and materials PEX 3.6: Sort tools and materials PEX 3.7: Label tools and materials PEX 3.8: Store tools and materials
	LWA 2/4: Legalise Cartoon Studio PEX 4.1: Register business PEX 4.2: Acquire operational permits PEX 4.3: Insure business
	LWA 2/5: Perform Occupational Health, Safety and Environment Protection Practices PEX 5.1: Identify fire assembly point PEX 5.2: Manage waste PEX 5.3: Administer first aid PEX 5.4: Practice firefighting PEX 5.5: Wear protective gear PEX 5.6: Display health and safety signs
Occupational health and safety	Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	*For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below.* • Planning • Budgeting • Safety precautions • Transportation • Security • Lighting • Qualities of a good studio • Bargaining • Construction • Types of paints • Types of materials • Storage facilities • Record keeping • Regulations and policies

	• Studio setting • Human resource • Financial planning • Waste management • First aid administration • Usage of tools and materials
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: • *5 days of occupational theory and* • *15 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	paper, pens, bounds, nails, hammers, protective gear, brushes, ladders, graphite, pallet knives,
Minimum required materials and consumables or equivalent	cement, sand, paint, bricks, timber, iron sheets, cloth, wood, soap, thinner, water, paraffin, sponge, towels, rugs, brooms, lubricants, toiletries, nails, water source, power source, lights, furniture
Special notes	

Code	UE/CT/M1.3
Module title	**M1.3: Manage Studio Management**
Related Qualification	Part of: Uganda Vocational Qualification (CARTOONIST UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to demonstrate basic entrepreneurship skills
Learning-Working Assignments (LWAs)	**LWA 3/1: Market Business Enterprise** **Lwa 3/2: Maintain Tools and Materials** **Lwa 3/3: Perform Administrative Tasks** **Lwa 3/4: Perform Occupational Health, Safety, and Environmental Protection** **Note:** 1. *The learning exercises must be repeated until the trainee acquires a 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)	**LWA 3/1: Market Business Enterprise** PEX 1.1: Participate in Exhibitions PEX 1.2: Offer price packages PEX 1.3: Prepare catalogue PEX 1.4: Advertise enterprise PEX 1.5: Display samples PEX 1.6: Offer aftersales services PEX 1.7: Revise prices
	LWA 3/2: Maintain Tools and Materials PEX 3.1: Prepare maintenance schedules PEX 3.2: Sort tools and materials PEX 3.3: Repair tools PEX 3.4: Clean tools PEX 3.5: Display tools and materials PEX 3.6: Replace tools and restock materials PEX 3.7: Advance tools and materials PEX 3.8: Disinfect tools and materials PEX 3.9: Label tools and materials PEX 3.10: Stock take tools and materials PEX 3.11: Store tools and materials

	LWA 3/4: Perform Administrative Tasks PEX 4.1: Recruit workers PEX 4.2: Appraise worker PEX 4.3: Benchmark with other companies PEX 4.4: Pay taxes PEX 4.5: Remunerate workers PEX 4.6: Monitor performance PEX 4.7: Keep records PEX 4.8: Train workers
	LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Observe health and safety regulations PEX 5.2: Use protective gear PEX 5.3: Administer first aid PEX 5.4: Observe personal hygiene PEX 5.5: Manage waste PEX 5.6: Clean tools and equipment PEX 5.7: Store tools and equipment PEX 5.8: Display signs
Occupational health and safety	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.
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Organising • Partitioning • Planning • Labelling • Storage • Cleaning • Renovation • Sorting • Stock taking • Handling painting • Writing skills • Story telling • Curatorship

	• Maintenance • Waste management • First aid administration • Occupational hazard • Maintenance of paintings
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: • *3 days of occupational theory and* • *12 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	pens, pencils, markers, brushes, containers, protective gear, locks, containers, measuring cups, tape measure, glue gun, cutter, fixatives
Minimum required materials and consumables or equivalent	paint, papers, masks, vanish, gloves, wood, nails, cloth, pallet knives, masking tapes, soap, thinner, water, paraffin, sponge, towels, rugs, brooms, lubricants, toiletries, nails,
Special notes	

3.0 ATP- PART III

Assessment Instruments for a CARTOONIST

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 developed 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 CARTOONIST are included.

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	1
4.	Written (Theory)- matching cause and effect	1
5.	Written (Theory)- matching work sequence	1
6.	Performance (Practical) test items	1
Total		**8**

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1
Occupational Title:	Cartoonist
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:	M1.1
Time allocation:	1 minute

Test Item	List down any 4 tools used when design a character.
Answer spaces	(i) …… (ii) …… (iii) …… (iv) ……
Expected key (answers)	(i) Paint brushes (ii) Colour pencils (iii) Graphite (iv) Stylus pen (v) Pallets (vi) Clips (vii) Crayons

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2
Occupational Title:	Cartoonist
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:	M1.1
Time allocation:	4 minutes

Test Item	Mention any four types of cartoons
Answer spaces	(i) …… (ii) …….... (iii) …….... (iv) .....
Expected key (answers)	(i) Illustrative cartoons (ii) Editorial cartoons (iii) Comic cartoons (iv) Fashion cartoons (v) Animation cartoons (vi) Sports cartoons

<table>
<tr><th>DIT/ QS</th><th colspan="4">Test Item Database
Written (Theory) Test Item- No. 3</th></tr>
<tr><td>Occupational Title:</td><td colspan="4">Cartoonist</td></tr>
<tr><td>Competence level:</td><td colspan="4">Level 1</td></tr>
<tr><td>Code no.</td><td colspan="4"></td></tr>
<tr><td>Test Item type:</td><td colspan="4"><table>
<tr><td>Short answer</td><td colspan="3"></td></tr>
<tr><td>Multiple choice</td><td colspan="3">√</td></tr>
<tr><td rowspan="2">Matching item</td><td>Generic</td><td>Cause-Effect</td><td>Work-sequence</td></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Complexity level:</td><td colspan="4">C2</td></tr>
<tr><td>Date of OP:</td><td colspan="4">September 2020</td></tr>
<tr><td>Related modules:</td><td colspan="4">M1.3</td></tr>
<tr><td>Time allocation:</td><td colspan="4">5 minutes</td></tr>
</table>

Test Item	The following are editorial cartoons except……..?
Distracters and correct answer	A. Political cartoons B. Sports cartoons C. Gag cartoons D. Comic strips

Key (answer)	B

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4
Occupational Title:	Cartoonist
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 modules:	M1.1 M1.6
Time allocation:	2 minutes

Test Item	The following are tools used in cartoon making except……..?
Distracters and correct answer	A. Pencil B. Pen C. Paper D. Brush

Key (answer)	C

DIT/QS	Test Item Database Written (Theory) Test Item- no. 5
Occupational Title:	Cartoonist
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 Modules:	M1.1M1.6
Time allocation:	6 minutes

Test Item	Match the following tools to their use in cartoon making

Column A (Tools)	
1	Pencil
2	Palette
3	Eraser
4	Scissors

Column B (Use)	
A	Trimming
B	Rubbing
C	Drawing
D	Painting
E	Mixing colour

Key (answer)	1:C, 2:E, 3:B, 4:A

DIT/QS	Test Item Database Written (Theory) Test Item- no. 6
Occupational Title:	Cartoonist
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 modules:	M1.3
Time allocation:	7 minutes

Test Item	Match the following causes to their effects when making cartoons

Cause	
1	Blunt pencil
2	Vague sketches
3	Smudged ink
4	Wrong measurements

Effect	
A	Dirty work
B	Improper proportions
C	Poor composition
D	Faint work
E	Dull colours

Key (answer)	1:D, 2:C, 3:A, 4:B,

DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Cartoonist			
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:	September 2020			
Related Modules:	M1.4			
Time allocation:	7 minutes			

Test Item	Arrange the steps taken in making a comic cartoon

Column A (chronology)	**Column B (work steps) in wrong chronological order**	
1st	A	Letter comic
2nd	B	Create character
3rd	C	Ink and Color
4th	D	Write script
5th	E	Draw comic
6th	F	Create templates
7th	G	Develop theme

Key (answer)	1:G, 2:D, 3:F, 4:B, 5:E, 6:C, 7:A

PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Cartoonist
Competence level:	Level 1
Code no.	
Test Item:	Illustrate a five page spot kick comic book
Complexity level:	P 3
Date of OP:	September 2020
Related module:	M1.1
Related skills and knowledge:	▪ Scriptwriting ▪ Measuring skills ▪ Creative skills ▪ Paneling ▪ Sketching ▪ Coloring skills ▪ Interpretation skills ▪ Drawing skills ▪ Lettering skills ▪ Composition ▪ Concept originality ▪ Numeracy ▪ Time management ▪ Safety measures
Required tools, Materials and Equipment:	pencils, pens, markers, cutters, scissor, eraser, sketch book, papers, water, inks, palettes, drawing boards, light board, sanitizers, stapling machine, clips, thumb pins, charcoal, crayons, carbon papers, tracing papers, magazines, journals, aprons, gloves, air brush, spray gun, tooth brush, sponge, colours
Time allocation:	6 Hours
Preferred venue:	Art studio
Remarks for candidates	♦ Candidates must have personnel protective equipment
Remarks for assessors	♦ Provide all the required tools, equipment, materials and consumables for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Wore protective gear Apron Safety Shoes		3
		Cleaned art studio		2
		Organised art studio		3
		Dirty free art studio observed		2
		Assembled tools and materials		3
2	Developed theme	Determined source of inspiration	2	
		Made sketches	3	
		Developed storyline		4
		Made templates	3	
		Transferred storyline to the templates		4
		Added notes	3	
		Developed storyboard observed		4
3	Illustrate comic theme	Selected tools and materials	3	
		Measured templates		
		Five pages with templates observed		4
		Depicted theme	3	
4	Character depicting spot kick	Age		4
		Gender		4
		Physique observed		4
		Environment observed		4
		Emotions observed		4
		Applied colour	4	
		Colors depicting theme observed		4
5	Demobilisation of resource	Cleaned tools		4
		Cleaned work area		4
		Stored tools and materials		4
	Total	**Max score**	20	65
			85	

ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (September 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the Cartoonist 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 Development (September 2020)

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

4.3 Test Item Develop (September 2020)

Based on the Occupational Profile for Cartoonist of September 2020, and Training Modules, Test Items were developed 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 Developing Panel

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

Development Panel		
No.	**Name**	**Institution/ Organisation**
1	Ms. Awino Harriet Jamwa	The Independent Publication
2	Mr. Kasiita Anthony .M.M	Trinity College Nabbingo
3	Mr. Kwesiga David	Namilyango College
4	Mr. Ssekidde Simon Peter	Old Kampala S.S
5	Ms. Namigadde Ruth	Light Academy S.S
6	Mr. Atworobeza Difas	Mpoma School
7	Mr. Kaggwa Stephen	Ndejje S.S
8	Mr. Situma Andrew	Jinja College
9	Mr. Waganga John	Ntinda V.T.I
10	Mr. Bemba Stephen	Fun City Children Centre

Quality Check Panel		
No.	**Names**	**Organisation**
1	Nakisendo Fatuma	DIT
2	Nalwanga Rebecca	DIT
3	Kyatuhire Fortunate	DIT
4	Ntambi Denis	DIT
5	Wasswa Abrahim Batte	DIT
6	Tuhirirwe Doreen	DIT
7	Ainembabazi Faith	DIT
8	Benjamin Alex Kibira	DIT
9	Matende Shamsi	DIT
10	Nabinje Asha	DIT

4.6 Facilitator team

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

1. **Team Leader**: Ms. Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** Ms. Nabirye Asha, Librarian DIT, Ms. Nansasi Salome, Data Entrant DIT,
3. **Facilitators for Quality Check:**

   Kusasira Agnes

   Ahimbisibwe Judith

   Namwebya Sarah as Data Entrant
4. **Documentation Assistants:**

   Ms. Ngaine Susan, Data Entrant DIT,

   Mr. Balyejusa Tulaasi Simon, Data Entrant DIT
5. **Compiled by**: Ms. Nabirye Asha, Librarian DIT,

   Ms. Nansasi Salome, Data Entrant DIT,

   Ms. Ngaine Susan, Data Entrant DIT,

   Mr. Balyejusa Tulaasi Simon, Data Entrant DIT
6. **Edited by**: Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
7. **Coordinated by**: Mr. Byakatonda Patrick, Ag. Director, DIT;

4.7 Reference time:

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

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8. Preston.*Cartoon Animation*
9. Gregg Beryman. *Visual Communication*
10. Biggs John.*Illustration and Reproduction*
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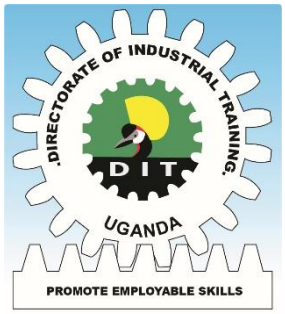

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