



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

**Directorate of Industrial Training**



**Assessment and Training  
Package  
For an  
EVENTS DECORATOR**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

**December 2020**

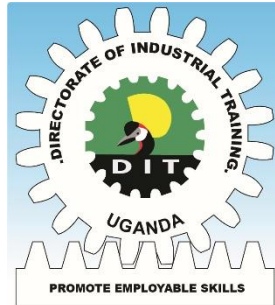
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**Developed by:**

**Directorate of Industrial Training  
Qualifications Standards Department**

**Funded by:**

**Government of Uganda**



# **Assessment and Training Package**

**For an**

**EVENTS DECORATOR**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

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2021

ISBN: 978-9913-626-41-5

ISO: 9001:2015      Certificate No.: UG92580A

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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 an Events Decorator .....	1
2.0 ATP – PART II.....	10
Training Modules for an Events Decorator .....	10
3.0 ATP- PART III .....	25
Assessment Instruments for an Events Decorator .....	25
Written Test Items (Samples).....	27
Performance Test Items (Samples) .....	34
4.0 ATP- PART IV .....	37
Information on Development Process.....	37

## 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 an **EVENTS DECORATOR 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 an Events Decorator.** This Occupational Profile which was reviewed by Events Decorators practicing in the world of work mirrors the duties and tasks that Events Decorators are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Events Decorators 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 an Events Decorator. These assessment instruments were reviewed jointly by job practitioners (Events Decorators) 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 Events Decorators 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

<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 programmes: <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. Curriculums 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>	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/assignments.
<b>Modules</b>	Modules are part(s) of a whole 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</b>	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 reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.

**Tasks**

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. (*see also: Duty*)

## 1.0 ATP-PART I

### Occupational Profile for an EVENTS DECORATOR

- 1.1 The OCCUPATIONAL PROFILE (OP) for “EVENTS DECORATOR” below defines the **Duties** and **Tasks** a competent Events Decorator 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 for an EVENTS DECORATOR 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**

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Ministry of Education and Sports

**Kalule Philip**  
Buddo Secondary School

**Sserwadda Ivan Timothy**  
Stella Maris College Nsuube

**Ahabyona Reumah**  
Five Stars Technologies

**Kuteesa Rachel**  
Seeta High School

**Nssxakibuuka Faith**  
Nekflex Events Point

**Waako Juliet Nairuba**  
Busoga College Mwiri

**Birungi Charlotte Amit**  
Perfect Fuxionz

**Owomugisha Brenda Niwagaba**  
MR. Events

**Prossy Namayanja Lungabo**  
Rosy Events Ltd

**Arthur Kanyaryeru**  
Mbarara High School

**Co-ordinator**  
**Mukyala E. Ruth**  
Directorate of Industrial Training

**Facilitators**  
**Nalwanga Phionah**  
Directorate of Industrial Training

**Orikiriza Andrew**  
Directorate of Industrial Training

**Funded by**  
**Government of Uganda**



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

**Directorate of Industrial Training**

**Occupational Profile**  
**for an**

**"EVENTS DECORATOR"**

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

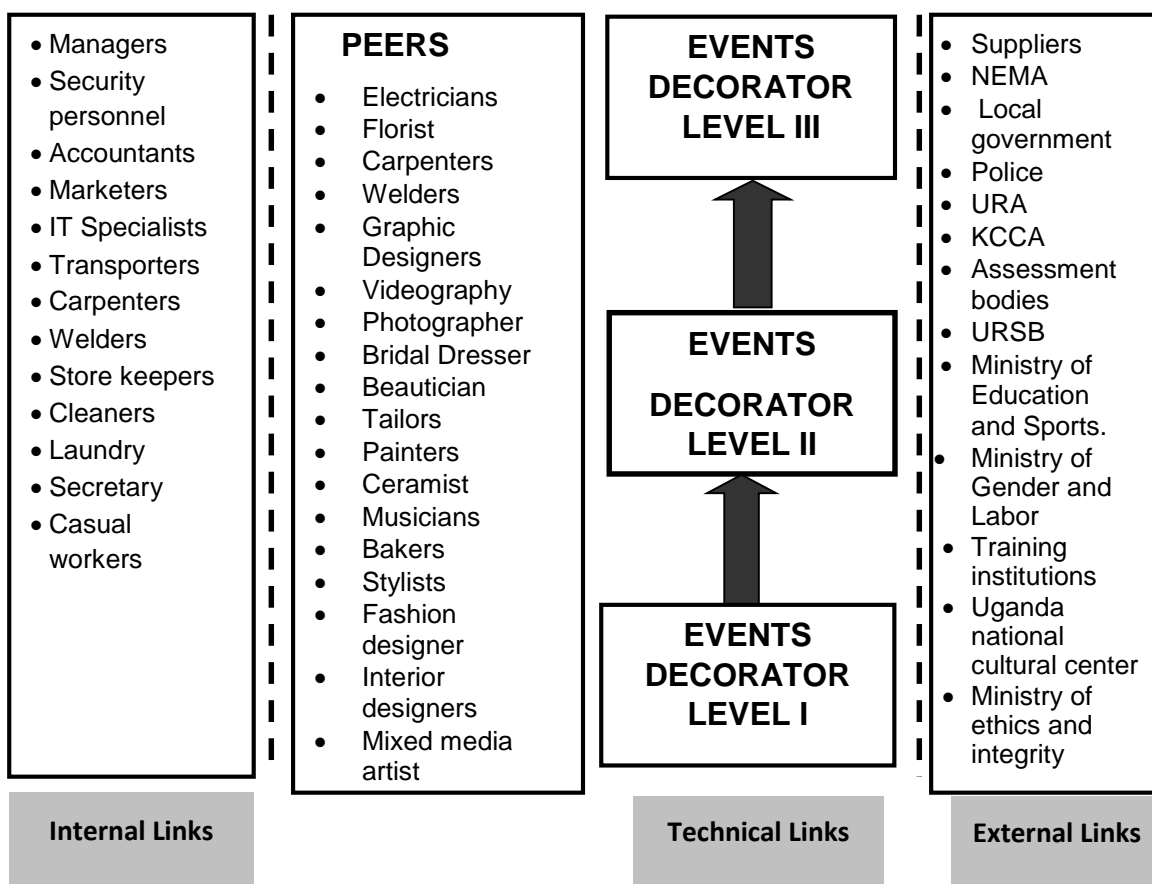
**Dates of workshop: 21<sup>st</sup> - 25<sup>th</sup> September 2020**



## NOMENCLATURE FOR THE OCCUPATION OF EVENTS DECORATOR

**Definition:** An Events Decorator is a person who decorates spaces with appropriate organizations and decorations.

### JOB ORGANISATION CHART FOR AN EVENTS DECORATOR



**UVQ Level I Events decorator;** Is a person who decorates events space within its functionality.

**UVQ level II Events Decorator;** Is a person who makes decorative items and designs events spaces within its functionality.

**UVQ Level III Events Decorator;** Is a person who explores and manipulates decorative items to design events spaces with in its functionality.

## Duties and Tasks

<b>A. PLAN FUNCTION DECORATION ACTIVITIES</b>	<b>A1</b> Carry out Feasibility study	<b>A2</b> Determine location	<b>A3</b> Prepare production plan
	<b>A4</b> Prepare procurement plan	<b>A5</b> Determine labour requirement	<b>A6</b> Prepare marketing plan
	<b>A7</b> Prepare financial plan		

<b>B. ESTABLISH A DECORATING ENTERPRISE</b>	<b>B1</b> Secure Site	<b>B2</b> Secure site	<b>B3</b> Prepare site
	<b>B4</b> Design workshop layout	<b>B5</b> Procure tools, equipment and materials	<b>B6</b> Set up workshop
	<b>B7</b> Legalise business		

<b>C. MAKE DECORATIVE MATERIALS</b>	<b>C1</b> Determine type of material	<b>C2</b> Determine source of materials	<b>C3</b> Source material
	<b>C4</b> Prepare material	<b>C5</b> Test material	<b>C6</b> Preserve material
	<b>C7</b> Package materials	<b>C8</b> Label material	<b>C9</b> Store material

<b>D. MARKET EVENTS DECORATION ENTERPRISE</b>	<b>D1</b> Prepare catalogue	<b>D2</b> Advertise events decor	<b>D3</b> Perform demonstrations
	<b>D4</b> Display work	<b>D5</b> Communicate with clients	<b>D6</b> Make partnerships
	<b>D7</b> Offer price packages	<b>D8</b> Participate in exhibition	<b>D9</b> Offer after sales services

<b>E. INSPECT VENUE</b>	<b>E1</b> Study site	<b>E2</b> Take measurements	<b>E3</b> Determine layout
	<b>E4</b> Determine tools and materials	<b>E5</b> Determine storage	<b>E6</b> Determine transport

<b>F. DEVELOP CONCEPT</b>	<b>F1</b> Interpret client need	<b>F2</b> Carryout research	<b>F3</b> Make sketch
	<b>F4</b> Make working drawing	<b>F5</b> Make mood board	<b>F6</b> Present concept

<b>G. DECORATE VENUE</b>	<b>G1</b> Select tools and materials	<b>G2</b> Prepare decorative items	<b>G3</b> Level floor height
	<b>G4</b> Assemble lighting	<b>G5</b> Assemble wall decor	<b>G6</b> Assemble floral decor
	<b>G7</b> Assemble table décor	<b>G8</b> Disassemble decorative items	<b>G9</b> Manage waste

<b>H. MAINTAIN TOOLS MATERIALS AND EQUIPMENTS</b>	<b>H1</b> Take stock	<b>H2</b> Sort items	<b>H3</b> Repair tools, materials and equipment
	<b>H4</b> Replace tools, materials and equipment	<b>H5</b> Clean items	<b>H6</b> Store Items
	<b>H7</b> Preserve materials	<b>H8</b> Label tools and materials	<b>H9</b> Store tools, materials and equipment
	<b>H10</b> Advance tools, materials and equipment	<b>H11</b> Test run tools and materials	

<b>I. PERFORM ADMINISTRATIVE TASKS</b>	<b>I1</b> Remunerate workers	<b>I2</b> Recruit workers	<b>I3</b> Train workers
	<b>I4</b> Attend meeting	<b>I5</b> Consult workers	<b>I6</b> Clear bills
	<b>I7</b> Pay workers	<b>I8</b> Make quotations	<b>I9</b> Meet clients
	<b>I10</b> Receive payments	<b>I11</b> Manage worker's welfare	

<b>J. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>J1</b> Identify occupational hazards	<b>J2</b> Administer first aid	<b>J3</b> Sensitise workers about health issues
	<b>J4</b> Wear protective gear	<b>J5</b> Manage wastes	<b>J6</b> Ensure personal hygiene
	<b>J7</b> Perform safety drills	<b>J8</b> Ensure proper storage	

## Additional Information

### Generic Knowledge & Skills

- |  |                                  |
|--|----------------------------------|
| 1. Transportation of equipment         | 24. Packaging                    |
| 2. Waste management                    | 25. Folding napkins              |
| 3. Various decorating tools            | 26. Arrange changer plate        |
| 4. First aid                           | 27. Colour coordination          |
| 5. Sterilising tools                   | 28. Developing concept           |
| 6. Budgeting                           | 29. Connecting lights            |
| 7. Preparing work schedules            | 30. Handling tools and materials |
| 8. Sourcing money capital              | 31. Writing quotation            |
| 9. Record keeping                      | 32. Planning                     |
| 10. Pricing                            | 33. Stock taking                 |
| 11. Advertising                        | 34. Buying flowers               |
| 12. Communication skills               | 35. Setting function tables      |
| 13. Draping                            | 36. Repairing event items        |
| 14. Flowers preparation                | 37. Designing                    |
| 15. Occupational terminologies         | 38. Storage                      |
| 16. Material preparation               | 39. Exhibition                   |
| 17. Marketing                          | 40. Display                      |
| 18. Maintenance of tools and materials | 41. Procurement                  |
| 19. Rules and regulations              | 42. Human resource management    |
| 20. Quotation preparation              | 43. Customer handling            |
| 21. Preservation techniques            | 44. Production plan              |
| 22. Safety precautions                 | 45. Decorative themes            |
| 23. Costing and pricing                | 46. Colour schemes               |
|  | 47. Sanitation and hygiene       |

**Tools, Equipment and Materials**

- |                    |                    |
|--------------------|--------------------|
| 1. Scissors        | 23. Hammers        |
| 2. Ribbons         | 24. Boards         |
| 3. Pins            | 25. Tables         |
| 4. Charger plates  | 26. Balloons       |
| 5. Napkins         | 27. Flowers        |
| 6. Table covers    | 28. Generators     |
| 7. Flower vessels  | 29. Stands         |
| 8. Lights          | 30. Tapes          |
| 9. Oasis           | 31. Fire wax       |
| 10. Fabric (Swags) | 32. Ropes          |
| 11. Ladders        | 33. Threads        |
| 12. Chairs         | 34. Needles        |
| 13. Stationery     | 35. Table liners   |
| 14. Peppers, Capet | 36. Soft pillows   |
| 15. Balloon pumps  | 37. Hula hoops     |
| 16. Stickers       | 38. Arch           |
| 17. Tents          | 39. Balloon        |
| 18. Glue dots      | 40. Chandeliers    |
| 19. Tents          | 41. Gazebo/ mandap |
| 20. Candles        | 42. Crystals       |
| 21. Fog machine    | 43. Bubble machine |
| 22. First aid kit  |                    |

<b>Attitudes/Traits/Behaviour</b>	<b>Future Trends and Concerns</b>
1. Honest	1. High competition
2. Transparent	2. Variety improvement
3. Tolerant	3. Price fluctuations
4. Active	4. High taxes
5. Hard working	5. Natural hazards
6. Punctual	6. Insecurity
7. Realistic	7. Government policy
8. Social	8. Marketing challenges
9. Organised	9. Pandemics
10. Respectful	10. Staff turn over
11. Confident	11. Consumer exploitation
12. Trustworthy	12. Technology advancements
13. Dedicated	13. Limited capital
14. Team player	14. High Interest rates
15. Disciplined	15. High competition
16. Enthusiastic	16. Epidemics
17. Creative and innovative	
18. Resourceful	
19. A good listener	
20. Result oriented	
21. Trainable	
22. Strategic	
23. Researcher	
24. Accurate	
25. Self-motivated	
26. Obedient	
27. Creative	
28. Flexible	
29. Focused	
30. Team Player	
31. Shrewd	
32. Physically fit	
33. Patient	

## 2.0 ATP – PART II

### Training Modules for AN EVENTS DECORATOR

- 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 EVENTS DECORATOR 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 learners 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.	<b>Scope of work</b> (duties and tasks)	Narrow range	Moderate range	Broad range
2.	<b>Work environment and context</b>	Uniform	Some variety	Variety
3.	<b>Complexity of tasks</b> (work sequence)	Simple	Sometimes complex	Complex
4.	<b>Predictability of tasks</b>	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	<b>Team work</b>	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	<b>Leadership</b>	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	<b>Autonomy (Supervision)</b>	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors



## WHO IS AN EVENTS DECORATOR QUALIFICATION LEVEL 1?

An **Events Decorator Level 1** is a person who is able to decorate functions using simple tools and materials e.g. birthday parties, handover ceremonies etc.

## **TRAINING MODULES FOR AN EVENTS DECORATOR UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/ED/M1.1	Prepare Decorating Materials	320	4
UE/ED/M1.2	Decorate Events Venue	720	15
UE/ED/M1.3	Establish Events Decorating Enterprise	80	2
UE/ED/M1.4	Manage Events Enterprise	80	2
<b>Summary</b>	<b>4 Training Modules</b>	<b>1200 hours</b>	<b>23 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 160 hours of nominal learning

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

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

Prior to summative assessment by 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/ED/M1.1</b>
<b>Module title</b>	<b>M1.1: Prepare Decorating Materials</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Events Decorator UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After the completion of this module the trainee shall be able to identify and prepare decorative materials
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Design Theme</b></p> <p><b>LWA 1/2: Source Materials</b></p> <p><b>LWA 1/3: Arrange Decorative Materials</b></p> <p><b>LWA 1/4: Store Decorative Items</b></p> <p><b>LWA 1/5: 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: Design Theme</b></p> <p>PEX 1.1: Interpret customers need</p> <p>PEX 1.2: Translate customers' needs</p> <p>PEX 1.3: Make sketches</p> <p>PEX 1.4: Make working drawing</p> <p>PEX 1.5: Determine tools and materials</p> <p><b>LWA 1/2: Source Materials</b></p> <p>PEX 2.1: Identify tools and materials</p> <p>PEX 2.2: Procure tools and materials</p> <p>PEX 2.3: Transport tools and materials</p> <p>PEX 2.4: Store tools and materials</p> <p><b>LWA 1/3: Arrange Decorating Materials</b></p> <p>PEX 3.1: Prepare materials</p> <p>PEX 3.2: Arrange floral decorations</p> <p>PEX 3.3: Arrange ribbon decorations</p> <p>PEX 3.4: Make corsage decorations</p>

	<p>PEX 3.5: Arrange centre piece decorations  PEX 3.6: Arrange draping decorations  PEX 3.7: Arrange illumination decorations  PEX 3.8: Arrange balloon decorations  PEX 3.9: Arrange aisle decorations  PEX 3.10: Arrange table linen decorations</p>
	<p><b>LWA 1/4: Store Decorative Materials</b>  PEX 4.1: Prepare storage unit  PEX 4.2: Sort decorative materials  PEX 4.3: Clean decorative materials  PEX 4.4: Label materials  PEX 4.5: Package decorative materials  PEX 4.6: Arrange items to storage unit  PEX 4.7: Take stock</p>
	<p><b>LWA 1/5: Perform Occupational Health, Safety and Environment Protection Practises.</b>  PEX 5.1: Wear protective gear  PEX 5.2: Manage wastes  PEX 5.3: Administer first aid  PEX 5.4: Maintain personal hygiene  PEX 5.5: Administer first aid  PEX 5.6: Sensitise workers on health and safety measures  PEX 5.7: Perform firefighting  PEX 5.8: Display safety signs</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>• Nature of materials</li> <li>• Selection of materials</li> <li>• Usage of tools and materials</li> <li>• Customer handling</li> <li>• Storage</li> <li>• Measurements</li> <li>• Designing themes</li> </ul>

	<ul style="list-style-type: none"> <li>• ICT</li> <li>• Types of adhesives</li> <li>• Waste management</li> <li>• Colour schemes</li> <li>• Record keeping</li> <li>• Recycling</li> <li>• First aid administration</li> <li>• Preservation</li> <li>• Costing and pricing</li> <li>• Negotiation</li> <li>• Hazard analysis</li> <li>• Types of adhesives</li> <li>• Procurement</li> <li>• Cutting requirements</li> <li>• Preservatives</li> <li>• Preservation techniques</li> <li>• Types of materials</li> <li>• Designing themes</li> </ul>
<b>Average duration of learning</b>	320 hours (30 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 centre or its equivalent provided all equipment and materials required for training are in place.
<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>	pair of scissors, gloves, buckets and basins jerrycans, glue gun, knives, rubbish bins, paper cutters, tape measure, scissors, needles, brush, drill, squares, pliers, facemasks, safety boots, first aid, kit, hammer, display boards, containers, nails, ark saw, knife, glue gun, metal, ladders, tasters, screw driver, generators, plugs,
<b>Minimum required materials and consumables or equivalent</b>	preservatives, cello-tape, pins, ribbons, oasis, water, balloons, adhesives, crystals, beads, wood, fibres, shells, feathers, gourds, calabash, powers, detergent, paper, yarn, rubber, pebbles, yarn, toiletries, polythene, boxes, glass, scissors, wire, paraffin, thinner, found objects, plastics
<b>Special notes</b>	None

<b>Code</b>	<b>UE/ED/M1.2</b>
<b>Module title</b>	<b>M1.2: Decorate Events Venue</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Events Decorator UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to inspect, venue, plan, mobilise resources and decorate spaces
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Inspect Venue</b></p> <p><b>LWA 2/2: Plan Work</b></p> <p><b>LWA 2/3: Mobilise Resources</b></p> <p><b>LWA 2/4: Decorate space</b></p> <p><b>LWA 2/5: Perform Occupational Health, Safety and Environment 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: Inspect Venue</b></p> <p>PEX 1.1: Inspect Land terrain</p> <p>PEX 1.2: Inspect places of convenience</p> <p>PEX 1.3: Inspect pathways</p> <p>PEX 1.4: Inspect power source</p> <p>PEX 1.5: Inspect water source</p> <p>PEX 1.6: Inspect sun direction</p> <p><b>LWA 2/2: Plan Work</b></p> <p>PEX 2.1: Determine materials and tools</p> <p>PEX 2.2: Determine labour requirements</p> <p>PEX 2.3: Determine transport requirements</p> <p>PEX 2.4: Prepare budget</p> <p><b>LWA2/3: Mobilise Resources</b></p> <p>PEX 3.1: Identify materials and tools</p> <p>PEX 3.2: Source tools and materials</p> <p>PEX 3.3: Sort materials</p> <p>PEX 3.4: Label materials</p> <p>PEX 3.5: Transport materials</p>

	<p><b>LWA2/4: Decorate Space</b></p> <p>PEX 4.1: Prep decorative materials</p> <p>PEX 4.2: Level floor height</p> <p>PEX 4.3: Set up wall décor</p> <p>PEX 4.4: Set up lighting decor</p> <p>PEX 4.5: Set up floral décor</p> <p>PEX 4.6: Set up table décor</p> <p>PEX 4.7: Set up centre piece</p> <p>PEX 4.8: Set up aisle décor</p> <p>PEX 4.9: Set up high table décor</p> <p>PEX 4.10: Set up ceiling decor</p>
	<p><b>LWA 2/5: Perform Occupational Health Safety and Environment Protection Practices</b></p> <p>PEX 5.1: Wear protective gear</p> <p>PEX 5.2: Maintain personal hygiene</p> <p>PEX 5.3: Administer first aid</p> <p>PEX 5.4: Sensitise workers on health issues</p> <p>PEX 5.5: Manage waste</p> <p>PEX 5.6: Perform firefighting</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. 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>• Colour co-ordination</li> <li>• Types of tables</li> <li>• Types of chair</li> <li>• Types glass</li> <li>• Types charger plate</li> <li>• High table decoration</li> <li>• Chair dressing</li> <li>• Types of chair cover</li> <li>• Types of table Linen</li> <li>• Folding napkins</li> <li>• Types of centre pieces</li> <li>• Material selection</li> </ul>

	<ul style="list-style-type: none"> <li>• Chair categories</li> <li>• First aid administration</li> <li>• Weather conditions</li> <li>• Planning</li> <li>• Risk management</li> <li>• Inspection skills</li> <li>• Venue draping</li> <li>• Table decoration</li> <li>• Flower arrangement</li> <li>• Photo booth decoration</li> <li>• Walkway decoration</li> <li>• Decorating techniques</li> <li>• Man dap/ gazebo decoration</li> <li>• Illumination</li> <li>• Waste management</li> <li>• Floor decoration</li> <li>• Ceiling decoration</li> <li>• Types of fabric</li> <li>• Drape patterns</li> <li>• Sketching</li> <li>• Decorating themes</li> </ul>
<b>Average duration of learning</b>	720hours (90 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>85 days of occupational practice</i></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 centre or its equivalent provided all equipment and materials required for training are in place.
<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>	pair of scissors, screw drivers, knives, cutters, hammers, lights, cutlery, hammers, ark saw blades, pliers,
<b>Minimum required materials and consumables or equivalent</b>	food colour, vases, candles, beads, pearls, ribbons, table linens, napkins, charger plates, chairs, tables, napkin holder, tiebacks, chair covers, centre pieces, table runners, beads, pins, staple wires, cello tape, masking tape, flowers,
<b>Special notes</b>	None

<b>Code</b>	<b>UE/ED/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Events Decorating Enterprise</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Events Decorator UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to make establish a decorating enterprise
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Develop Business Idea</b>  <b>LWA 3/2: Mobilise Resources</b>  <b>LWA 3/3: Set Decorating Studio</b>  <b>LWA 3/4: Legalise Business</b>  <b>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection practises</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 3/1: Develop Business Plan</b>                  PEX 1.1: Conduct feasibility study                  PEX 1.2: Determine location                  PEX 1.3: Prepare financial plan                  PEX 1.4: Prepare human resource plan                  PEX 1.5: Prepare marketing plan                  PEX 1.6: Prepare procurement plan                  PEX 1.7: Prepare production plan                  PEX 1.8: Prepare structural layout</p> <p><b>LWA 3/2: Mobilise Resources</b>                  PEX 2.1: Source for funds                  PEX 2.2: Recruit workers                  PEX 2.3: Acquire tools, equipment and materials                  PEX 2.4: Transport tools and materials                  PEX 2.5: Store tools and materials</p> <p><b>LWA3/3: Set up Decorating Studio</b>                  PEX 3.1: Select site                  PEX 3.2: Secure site</p>



	<p>PEX 3.2: Prepare site PEX 3.4: Set up studio</p> <p><b>LWA 3/4: Legalise Business</b> PEX 4.1: Generate business name PEX 4.2: Identify business type PEX 4.3: Register business PEX 4.4: Acquire operational permits PEX 4.5: Insure business</p> <p><b>LWA 3/5: Perform Occupational Health Safety and Environmental Protection Practises</b> PEX 5.1: Administer first aid PEX 5.2: Wear protective gear PEX 5.3: Manage waste PEX 5.4: Maintain personal hygiene PEX 5.5: Sensitise workers on safety issues PEX 5.6: Display safety signs PEX 5.7: Perform firefighting</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>• ICT/Compute literacy</li> <li>• Business planning and management</li> <li>• Literacy and numerous skills</li> <li>• Accounting practices</li> <li>• Marketing techniques</li> <li>• Resource management</li> <li>• Procurement skills</li> <li>• Communication skills</li> <li>• Product design development</li> <li>• Research and Innovation</li> <li>• E-marketing</li> <li>• Social responsibility</li> </ul>

	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Waste management</li> </ul>
<b>Average duration of learning</b>	80 hours (10days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 3 day of occupational theory and</li> <li>• 7 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 centre or its equivalent provided all equipment and materials required for training are in place.
<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>	sprays, glue guns, pair scissors, cutters, knives, nails, hammers, brushes, earplugs, ladder, paint brushes cameras, calculators, printers, ledger books, receipt books, printers, waste bin, boards
<b>Minimum required materials and consumables or equivalent</b>	glue, fabrics, paints, threads, cello-tape, toner, stationery, timber, toiletries, sanitisers, masks
<b>Special notes</b>	

<b>Code</b>	<b>UE/ED/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Events Enterprise</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Events Decorator UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to market enterprise, keep record and maintain workshop tools.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Market Business Enterprise</b>  <b>LWA 4/2: Perform Administrative Tasks</b>  <b>LWA 4/3: Maintain Tools and Materials</b>  <b>LWA 4/4: Perform Occupational Health and Safety 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 4/1: Market Business Enterprise</b>                  PEX 1.1: Conduct market research                  PEX 1.2: Advertise decoration services and products                  PEX 1.3: Bench mark                  PEX 1.4: Determine prices                  PEX 1.5: Participate in exhibitions                  PEX 1.6: Provide customer care services                  PEX 1.7: Communicate with clients                  PEX 1.8: Make partnerships</p> <p><b>LWA 4/2: Perform Administrative Tasks</b>                  PEX 2.1: Recruit workers                  PEX 2.2: Appraise workers                  PEX 2.3: Benchmark with other companies                  PEX 2.4: Pay bills                  PEX 2.5: Remunerate workers                  PEX 2.6: Monitor performance                  PEX 2.7: Keep records                  PEX 2.8: Resolve conflicts</p>

	<p><b>LWA 4/3: Maintain Tools and Materials</b></p> <p>PEX 3.1: Clean tools and materials  PEX 3.2: Replace tools and materials  PEX 3.3: Repair tools and materials  PEX 3.4: Sterilise tools  PEX 3.5: Lubricate tools  PEX 3.6: Upgrade tools and materials  PEX 3.7: Label tools and materials  PEX 3.8: Preserve materials  PEX 3.9: Revamp tools and materials  PEX 3.10: Store tools and materials  PEX 3.11: Take stock of tools and materials</p> <p><b>LWA 4/4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Administer first aid  PEX 4.2: Manage waste  PEX 4.3: Wear protective gear  PEX 4.4: Observe health and safety regulations  PEX 4.5: Sensitise workers on health issues  PEX 4.6: Display safety signs  PEX 4.7: Perform firefighting</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>• Negotiation skills</li> <li>• Customer care</li> <li>• Types of business</li> <li>• Human resource management</li> <li>• Financial management</li> <li>• Marketing</li> <li>• Usage of tools and materials</li> <li>• Storage of tools and materials</li> <li>• Record keeping</li> <li>• Labour laws</li> </ul>

	<ul style="list-style-type: none"> <li>• Regulations and policies</li> <li>• Customer handling</li> <li>• Conflict resolution</li> <li>• Communication skills</li> <li>• Research</li> <li>• Forums of advertisement</li> <li>• Record keeping</li> <li>• Types of packaging</li> <li>• Waste management</li> </ul>
<b>Average duration of learning</b>	80 hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>3 days of occupational theory and</i></li> <li>• <i>7 days of occupational practice</i></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 centre or its equivalent provided all equipment and materials required for training are in place.
<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>	phone, computer, computers, pens, photocopier, calculators, telephone, furniture, waste bin, fire extinguishers, first aid kit, files, projectors, nails, drilling machine stapling gun, glue gun, brushes, scissors, cutters, overall, containers, brushes ladders, safety boots, helmets, pliers, dusters, fixatives, tape measure, hammer, thumbnails,
<b>Minimum required materials and consumables or equivalent</b>	stationary, preservatives, lubricants, adhesives, water, disinfectant, dusters, soap, rugs, brooms, soap, disinfectant, foam cleaner, thinner, paint, cotton, cloth, sponge, brushes
<b>Special notes</b>	None

## 3.0 ATP- PART III

### Assessment Instruments for an EVENTS DECORATOR

- 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 an **EVENTS DECORATOR** 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	1
4.	Written (Theory)- matching with cause effect	1
5	Written(theory)-matching with work-sequence	1
6.	Performance (Practical) test items	1
<b>Total</b>		<b>8</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1																		
<b>Occupational Title:</b>	Events Decorator																		
<b>Competence level:</b>	1																		
<b>Code no.</b>																			
<b>Test Item type:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f4a460;">Short answer</td> <td colspan="3" style="text-align: center;">√</td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2">Matching item</td> <td style="background-color: #f4a460;">Generic</td> <td style="background-color: #f4a460;">Cause-Effect</td> <td style="background-color: #f4a460;">Work-sequence</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>				Short answer	√			Multiple choice				Matching item	Generic	Cause-Effect	Work-sequence			
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 modules:</b>	M1.2																		
<b>Time allocation:</b>	2 minutes																		

Test Item	State any four kinds of lights used in decoration
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) .....
<b>Expected key (answers)</b>	(i) Lanterns (ii) Candles (iii) Parcan (iv) Canopy lights (v) Net lights (vi) Curtain lights



DIT/ QS		Test Item Database Written (Theory) Test Item- no. 2		
Occupational Title:	Events decorator			
Competence 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:	M1.2			
Time allocation:	2 minutes			

Test Item	List any four items used when designing an events table
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Charger plates (ii) Cutlery (iii) Centre piece (iv) Glasses (v) Napkins (vi) Table linen (vii) Flowers (viii) Fruits (ix) Drinks

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Events Decorator				
Competence 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:	M1.2				
Time allocation:	2 minutes				

Test Item	Which of the following steps is the right order when positioning a table?
Distractors and correct answer	<p>A. Level ground, assemble table, clear ground, and clean table.</p> <p>B. Level ground, clean ground, assemble table, clean table.</p> <p>C. Assemble table, clean table, clean ground, level ground.</p> <p>D. Level ground, clean table, assemble table, clean ground</p>

Key (answer)	B
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Events Decorator				
Competence 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:	M1.1				
Time allocation:	1 minute				

Test Item	..... is a material used in fixing flowers during arrangement
Distractors and correct answer	A. Stands B. Water C. Oasis D. Basin

Key (answer)	C
--------------	---

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

<b>Test Item</b>	Match the following materials to their purpose when making decorative items
------------------	---

Column (A)[Material]	
1.	Adhesives
2.	Sprays
3.	Gauze strips
4.	Oasis

Column (B)[Purpose]	
A	Holding lights
B	Styling balloons
C	Styling napkins
D	Sticking materials
E	Holding flowers
F	Colouring items

<b>Key (answer)</b>	1:D 2: F 3: B 4: E
---------------------	--------------------

DIT/ QS		Test item database written (theory) test item- no. 6			
Occupational Title:	Events Decorator				
Competence 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:	M1.2				
Time allocation:	4 minutes				

<b>Test Item</b>	Match the following causes to their effects when decorating a wedding reception.
------------------	--

Column (A) (Danger)	
A	Poor lighting
B	Uncoordinated colour theme
C	Limited décor space
D	Un levelled ground

Column (B) (Causes)	
1	Dis-stabilised set up
2	Eye discomfort
3	Colour clash
4	Congestion
5	Slippery ground
6	Disorganized set

<b>Key (answer)</b>	A-2, B-3, C-4,D-1
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Events Decorator				
Competence 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:	M1.2				
Time allocation:	2 minutes				

Test Item	Sequence the steps followed when arranging flowers
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Cut flowers to the right height
2 <sup>nd</sup>	B	Clean flowers
3 <sup>rd</sup>	C	Set oasis on the base
4 <sup>th</sup>	D	Fix flower
5 <sup>th</sup>	E	Neaten flowers
6 <sup>th</sup>	F	Position flowers

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

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Events Decorator
Competence level:	1
Code no.	
Test Item:	Design a table for a 5 year old birthday Celebrant.
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1.1
Related skills and knowledge:	Identify Table types, select quality materials, identify and position cutlery, identify types of Centre pieces, Originality and creativity of Centre pieces, Administration of first aid. Identify types of chairs, different ways of dressing chairs, event themes, color schemes, napkin folding designs
Required tools, materials and equipment:	Tables, Chairs, Pins, Linens, Decorative mats, chairs cover, tie backs, napkin, cutlery, glasses, Charger plates, Vases Candles, flowers, beads, stands, pearls, food color, serviettes
Time allocation:	2Hours
Preferred venue:	Work Station
Remarks for candidates	<ul style="list-style-type: none"> <li>• Use all Required tools, materials and equipment</li> <li>• Observe health safety and environment</li> <li>• Provide labeled materials</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>• Provide all the required tools equipment and materials</li> </ul>

#	Assessment criteria	Scoring guide	Max. score	
			process	Result
1	Preparation before task	Wore protective gear		1
		- Gloves		1
		- Mask		
		- Apron		
		Selected tools and equipment		2
		Assemble materials (linen, napkins)	2	
		Right color selection observed		3
2	Position table	Leveled ground	2	
		Flat surface observed		2
		Cleaned ground	2	
		No dirt /rubbish observed		2
		Assembled table	3	
		A firm table observed		2
		Cleaned table	2	
		Dirt free table observed		1
3	Decorate table	Laid table linen	2	
		Uniform edges of linen observed		2
		Company logo observed		3
		Placed charger plates	2	
		Dirt free charger plates observed		3
		Aligned charger plates observed		2
		Folded napkins	4	
		Placed napkins		3
		Firmly placed napkins observed		2
		Cleaned glasses observed		2



UVQF: Assessment and Training Packages (ATP) For an EVENTS DECORATOR

QUALIFICATION LEVEL 1

December 2020

		Placed glasses		3
		Selected right cutlery	2	
		Placed cutlery	2	
		Right order of arrangement observed		2
		Accurate alignment observed		3
		Right spacing observed		2
		Placed Centre piece	2	
		Centre piece depicting birthday celebrations observed	3	
				4
4	Position Chairs	Cleaned chairs	2	
		No dirt observed		2
		Dressed chairs	3	
		Right placement observed		1
		Neat chairs observed		2
		Arranged chairs	3	
		Proper order observed		2
		Proper spacing observed		2
		Blended colors observed		4
5	Finish work Area	Cleaned work area		2
		Disposed of wastes		2
<b>TOTAL (Y)</b>		<b>Process + Results</b>		
<b>MAXIMUM SCORE</b>		$\frac{x}{y} \times 100$		$\frac{x}{86} \times 100$

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

#### **4.1 Occupational Profile Developed (September 2020)**

The Occupational Profile was exclusively developed by job practitioners of Events decorator occupation, Secondary school teachers who double as examiners of Art and Design with the Uganda National Examination Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

#### **4.2 Training Module Developed (September 2020)**

Based on the Occupational Profile for Events Decorator 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 Events Decorator 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 develops activities including international benchmarking.

#### 4.5 Development Panels

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

No.	Name	Institution/ Organisation
1.	Kakai Susan Kasadhakawo	Ministry of Education and Sports
2.	Kalule Philip	Buddo Secondary School
3.	Sserwadda Ivan Timothy	Stella Maris College Nsuube
4.	Ahabyona Reumah.	Five Stars Technologies
5.	Kuteesa Rachel	Seeta High School
6.	Nakibuuka Brenda	Nekflex Events Point
7.	Waako Juliet Nairuba	Busoga College Mwiri
8.	Birungi Charlotte Amit	Perfect Fuxionz
9.	Owomugisha Brenda Niwagaba	MR Events
10.	Prossy Namayanja Lungabo	Rosy Events Ltd
11.	Arthur Kanyaryeru	Mbarara High School

Quality Check Panel		
No	Names	Organisation
1	Nakisendo Fatuma	DIT
2	Nalwanga Rebecca	DIT
3	Kyatuhire Fortunate	DIT
4	Ntambi Denis	DIT
5	Wasswa Abraham Batte	NCDC
6	Tuhirwe Doreen	DIT
7	Ainembabazi Faith	DIT
8	Benjamin Alex Kibira	DIT
9	Matende Shamsi	DIT
10	Asiimwe Janet	DIT

#### 4.6 Facilitator team

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

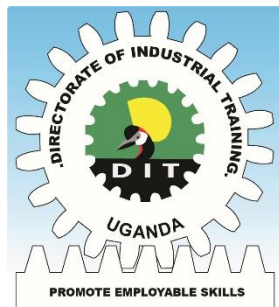
1. **Team Leader:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
2. **Facilitators (ATP Development process):** Ms. Nalwanga Phionah, Mr. Orikiriza Andrew.
3. **Facilitators for quality check:** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as data Entrant all from qualification standards.
4. **Compiled by:** Ms Nakibengo Immaculate, Mr. Mutebi Ronald and edited by Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
5. **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.

#### References:

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ISBN 978-9913-626-41-5



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