



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

FABRIC DECORATOR

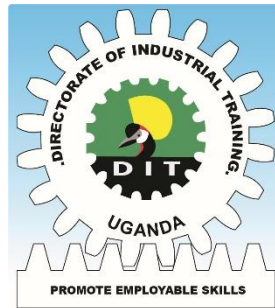
Qualification Level: 1

Occupational Cluster: ART AND DESIGN

December 2020

Developed by:
Qualifications Standards Department
Directorate Of Industrial Training

Funded by:
Government of Uganda



Assessment and Training Package

For a

FABRIC DECORATOR

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.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

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

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

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

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

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

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

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

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **FABRIC 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 a FABRIC DECORATOR.** This Occupational Profile which was reviewed by Fabric Decorators practicing in the world of work mirrors the duties and tasks that Fabric Decorators are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Fabric 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 a FABRIC DECORATOR. These assessment instruments were reviewed jointly by job practitioners (Fabric 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.



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 Fabric decoration 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
NDP	National Development Plan
UNEB	Uganda National Examinations Board
NCDC	National Curriculum Development Centre
FD	Fabric Decorator
OHSEP	Occupational Health Safety and Environmental Practices
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	Intergration 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: <ol style="list-style-type: none">1. have content directly related to work;2. focus is on 'doing something well';3. assessment is based upon industry work standards, and4. curricula are developed in modular form.
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	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 FABRIC DECORATOR

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Fabric Decorator” below defines the **Duties** and **Tasks** a competent Fabric 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.

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

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

Job Expert Panel

Akumu Juliet

Kyambogo University

Tigatege John

Tiga Textiles

Namono Stina

Mt St Marys College Namagunga

Oneka Mary Lesley

ST. Joseph's Girls SS Nsambya

Ssemyagi Allan

NCDC/ Nabisunsa Girls SS

Ntale Geofrey

MCA Comprehensive Institute

Nantambi Phatumah Kirunda

Phapha Designers Kampala

Miriam Mulungi Kizito

Taibah International School

Nalubega Juliet

UYDEL

Lutwama Godfrey

Kyambogo University

Nakamyia Asumter Luutu

Lankodwe Creations

Naiga Zulaika Katongole

Ministry of Education and Sports

Kasabiiti Catherine

Genjo Investments

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Nyakamadi Janet

Directorate of Industrial Training

Nakibuuka E Flavia

Directorate of Industrial Training

Funded by

The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

for a

"FABRIC DECORATOR"

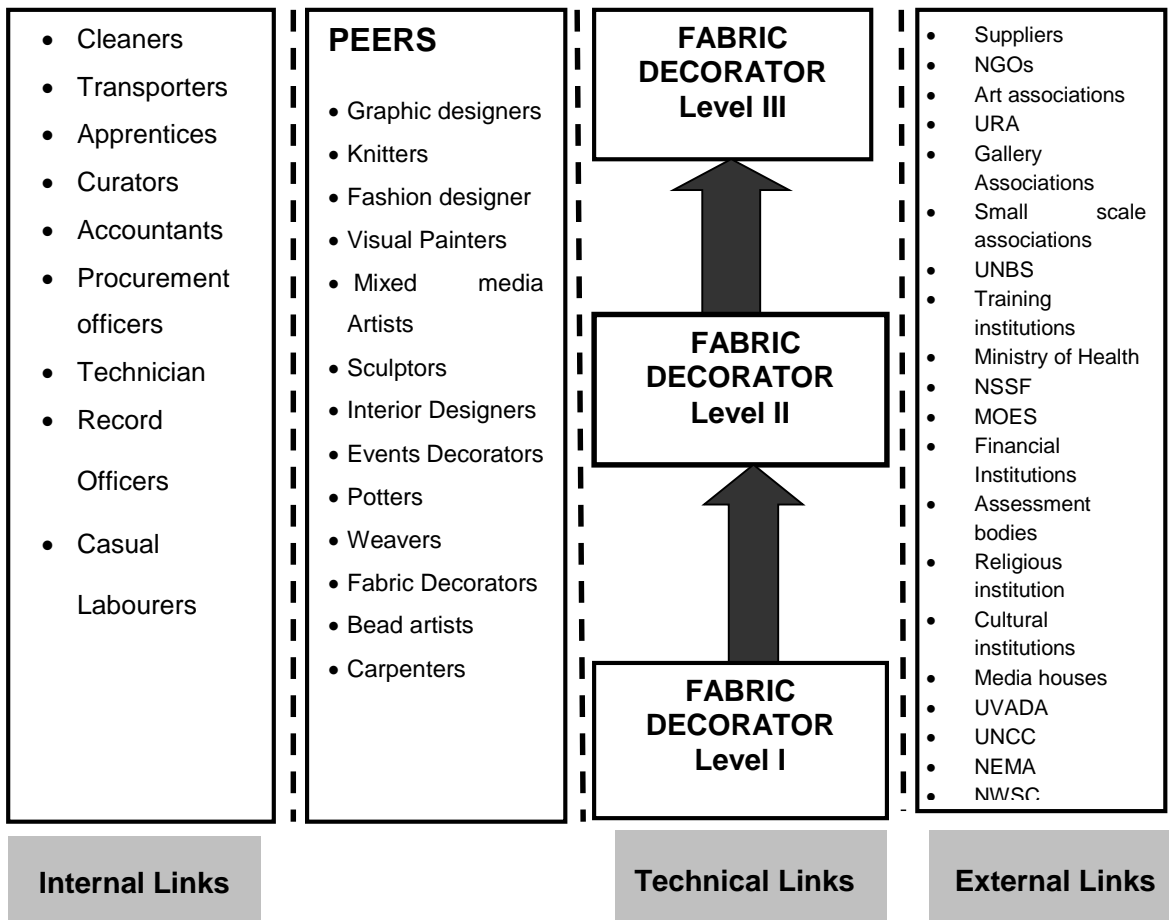
Developed by: Qualifications Standards
Department of Directorate of Industrial Training

Dates of workshop: 21st - 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF FABRIC DECORATOR

Definition: A Fabric Decorator is a person who designs on fabric for commercial purposes.

JOB ORGANISATION CHART FOR A FABRIC DECORATOR



UVQF Level Descriptor

UVQ Level I Fabric Decorator; Is a person who decorates fabric using a single technique

UVQ Level II Fabric Decorator; Is a person who decorates fabric using combined techniques

UVQ Level III Fabric Decorator; is a person who can explore application of ICT and photographic methods in fabric decoration using different techniques

Duties and Tasks

A. PLAN FABRIC DECORATION BUSINESS	A1 Carry out feasibility study	A2 Determine location	A3 Determine studio layout
	A4 Prepare procurement plan	A5 Prepare financial plan	A6 Prepare production plan
	A7 Prepare marketing plan	A8 Prepare human resource plan	

B. SET UP FABRIC DECORATION BUSINESS	B1 Mobilise financial resources	B2 Select site	B3 Secure site
	B4 Prepare site	B5 Acquire tools, materials and equipment	B6 Set up fabric Decoration Studio
	B7 Legalise business		

C. DECORATE FABRIC	C1 Determine source of inspiration	C2 Make sketches	C3 Develop concept
	C4 Determine fabric	C5 Determine decorating media	C6 Determine techniques
	C7 Create mood board	C8 Design fabric	C9 Perform finishing
	C10 Pack decorated fabric	C11 Store decorated fabric	

D. MAINTAIN TOOLS AND EQUIPMENT	D1 Prepare maintenance schedule	D2 Label equipment	D3 Repair equipment
	D4 Replace equipment	D5 Secure premises	D6 Store tools
	D7 Train workers	D8 Stock take	D9 Clean work space
	D10 Clean tools	D11 Set studio guidelines	

E. MARKET FABRIC	E1 Prepare catalogues	E2 Brand decorated fabric	E3 Package decorated fabric
	E4 Price product	E5 Advertise product	E6 Promote product
	E7 Transport product	E8 Provide customer care	E9 Receive customer feed back
	E10 Carry out product fore cast		

F. PERFORM ADMINISTRATIVE TASKS	F1 Recruit workers	F2 Train apprentice	F3 Pay salaries
	F4 Mentor apprentice	F5 Carry out effective communication to workers	F6 Performance appraisal
	F7 Pay taxes	F8 Manage conflicts	F9 Network with peers
	F10 Give technical support	F11 Generate production reports	F12 Manage inventory

G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRACTICES	G1 Administer first aid	G2 Manage waste	G3 Perform firefighting
	G4 Observe Standard operational Procedures (SOP)	G5 Clean work place	G6 Wear protective gears
	G7 Ensure Ventilation	G8 Ensure Lighting	

Additional Information

Generic Knowledge and Skills

- | | |
|--|--|
| 1. Identify different types of fabrics | 22. Use of natural resources |
| 2. Identify fibers that form different fabrics | 23. Recycling |
| 3. Identify the different types of dye | 24. Procurement |
| 4. Creativity | 25. Risk management |
| 5. Excellent attention to details | 26. Maintenance of the tools, equipment and materials |
| 6. Batik making | 27. Principles of hygiene |
| 7. Ornament/ embellishment/beading | 28. Principles and elements of design skills |
| 8. Printing | 29. Research/observation |
| 9. Tie and dye | 30. Use of different technology |
| 10. Patch work skills | 31. Firefighting techniques |
| 11. Applique | 32. Waste management |
| 12. Painting | 33. Sensitisation of workers on communicable and non-communicable diseases |
| 13. Spraying | 34. Record management |
| 14. Embroidery | 35. Problem-solving |
| 15. Quilting | 36. Alternative materials |
| 16. Storage | 37. Repeat systems |
| 17. Packaging skills | 38. Colour scheme |
| 18. Marketing | 39. Concept development |
| 19. Cultural identity | |
| 20. First aid administration | |
| 21. Material properties | |

Tools, Materials and Equipment

- | | |
|---|--------------------|
| 1. Fabrics (cotton, polyester, silk, nylons, barkcloth) | 23. Books |
| 2. Water | 24. Pencils |
| 3. Dyes | 25. Elastic bands |
| 4. Sisal | 26. Eraser |
| 5. Squeegees | 27. Cutting tools |
| 6. Inks | 28. Batik stamps |
| 7. Pastes | 29. Rollers |
| 8. Printing table | 30. Containers |
| 9. Screens | 31. Computers |
| 10. Brushes | 32. Wax printer |
| 11. Stencils | 33. Scanner |
| 12. Marking tools | 34. Threads |
| 13. Miscellaneous tools | 35. Candles |
| 14. Gloves | 36. Fire source |
| 15. Nails | 37. Pressing tool |
| 16. Glasses | 38. Papers |
| 17. Apron | 39. Needle |
| 18. Photo synthesiser | 40. Beads |
| 19. Silk mesh | 41. Scissors |
| 20. Pressing tables | 42. Cutting tools |
| 21. Tailor's chalk | 43. Heat press |
| 22. Tainting | 44. Heat transfers |
| | 45. Measuring tool |
| | 46. Polythene |

Attitudes / Traits / Behaviors

- 1 Observation
- 2 Trust worthy
- 3 Meet deadlines
- 4 Time management
- 5 Smart craftsmanship
- 6 Cooperative
- 7 Confident
- 8 Hardworking
- 9 Enduring
- 10 Transparency
- 11 Reliable
- 12 Innovative
- 13 Hard working
- 14 Self-motivated
- 15 Observe current trends
- 16 Team player
- 17 Consistence

Future trends and concerns

- 1 Hazardous chemical
- 2 Price fluctuation
- 3 Product description
- 4 Market competition
- 5 Taxation
- 6 Poor quality materials
- 7 Technology
- 8 Bias toward locally produced fabrics and goods
- 9 Government policies
- 10 Customer demands
- 11 Equipment
- 12 Product lifespan
- 13 Western influence
- 14 Export and imports
- 15 Environmental factors

18 Ability to work under pressure	16 Political factors
19 Flexible	17 Social factors
20 Critical thinker	18 Pandemics
21 Analytical	19 Religious influence
22 Creative	20 Cultural influence
23 Originality	
24 Cautious	
25 Shrewd	
26 Result-oriented	
27 Leader	
28 Listener	

2.0 ATP – PART II

Training Modules for a FABRIC 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 development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Fabric 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.

WHO IS A FABRIC DECORATOR QUALIFICATION LEVEL 1?

A **Fabric Decorator level 1** is a person who can observe, explore skills, material, tools, techniques and equipment using different types of dye in fabric decoration.

TRAINING MODULES FOR A FABRIC DECORATOR UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/FD/M1.1	Develop Fabric Decorating Concept	160	4
UE/FD/M1.2	Decorate Fabric	160	4
UE/FD/M1.3	Establish Fabric Decorating Studio	160	4
UE/FD/M1.4	Manage Studio	160	4
Summary	4 Training 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 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 and 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/FD/M1.1
Module title	M1.1: Develop Fabric Decorating Concept
Related Qualification	Part of Uganda Vocational Qualification (FABRIC DECORATOR UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to develop fabric concepts.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Develop Project Brief LWA 1/2: Design Theme LWA 1/3: Create Mood Board LWA 1/3: Make Sample Tests LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 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 assignment
Related Practical Exercises (PEXs)	<p>LWA 1/1: Develop Project Brief PEX 1.1: Conduct research PEX 1.2: Interpret customer's need PEX 1.2: Make write up PEX 1.3: Determine inspiration PEX 1.3: Study inspiration</p> <p>LWA 1/2: Design Theme PEX 2.1: Make studies on source of inspiration PEX 2.2: Translate customer's need PEX 2.3: Make sketches PEX 2.4: Transfer sketch to working drawing</p> <p>LWA 1/3: Create Mood Board PEX 3.1: Determine source of inspiration PEX 3.2: Determine materials</p> <p>LWA 1/4: Make Sample Tests PEX 4.1: Determine tools and materials PEX 4.2: Select tools and materials PEX 4.3: Prepare tools and materials PEX 4.4: Decorate sample fabric PEX 4.5: Make portfolio</p>

	<p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Wear protective gears PEX 5.2: Administer first aid PEX 5.3: Perform firefighting PEX 5.4: Manage wastes PEX 5.5: Display safety signs PEX 5.6: Sensitise workers on health issues</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. E.g. wear protective gear.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Treat fabric before decoration • Use both hot and cold dyes • Explore the technique using different sources of inspirations • Explore fabrics that is to say cotton, silk, barkcloth, polyester • Design exploration • Colour exploration • Concept development • Waste management • First aid administration • Painting techniques • Drawing techniques • Decorating techniques • Types of dyes • Nature of fabrics • Human resource management • Customer handling • Marketing • Colour schemes • Material properties • Repeat systems • Maintenance

Average duration of learning	360 hours (45 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 25 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 center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	needle, measuring tools, cutting tools, utencils, sources of heat, marking tools, apron, screen, staple gun, computer, hammer, brushes, containers, weighing scales, spoon,
Minimum required materials and consumables or equivalent	dyes, fabrics, water, threads, paper, sponge, squeegee, rubber, wood off cuts, pastes, thinner, stains, colours, polythene, photocat, mesh, nails, staples, staionery, gloves,
Special notes	<ul style="list-style-type: none"> • Provision of interpreters for the deaf • Provide special equipment for the special needs

Code	UE/FD/M1.2
Module title	M1.2: Decorate Fabric
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (FABRIC DECORATOR UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be to decorate fabric.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Determine Source of Inspiration LWA 2/2: Develop Design Ideas LWA 2/3: Prepare Decorating Materials LWA 2/4: Apply Designs on Fabric LWA 2/5: Perform Finishing LWA 2/6: Store Decorated Fabric LWA 2/7: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 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 assignment
Related Practical Exercises (PEXs)	<p>LWA2/1: Determine Source of Inspiration PEX 1.1: Carryout research PEX 1.2: Make mood boards PEX 1.3: Study source of inspiration PEX 1.4: Make sketches</p> <p>LWA 2/2: Develop Design Ideas PEX 2.1: Select tools and materials PEX 2.2: Sketch design ideas PEX 2.3: Make working drawings PEX 2.4: Make motifs PEX 2.5: Make design</p> <p>LWA 2/3: Prepare Decorating Materials PEX 3.1: Determine technique PEX 3.2: Identify tools and materials PEX 3.3: Sort materials PEX 3.4: Make tools and materials</p>

	<p>LWA 2/4: Apply Designs on Fabric PEX 4.1: Make tie and dye PEX 4.2: Make tritik PEX 4.3: Make batik PEX 4.4: Make prints PEX 4.5: Make patchwork PEX 4.6: Make embroidery and embellishment</p> <p>LWA 2/5: Perform Finishing PEX 5.1: Hem fabric PEX 5.2: Label fabric PEX 5.3: Iron fabric PEX 5.2: Fold fabric PEX 5.3: Package fabric</p> <p>LWA 2/6: Store Decorated Fabric PEX 6.1: Prépare Storage PEX 6.2: Sort fabric PEX 6.3: Weigh fabric PEX 6.4: Measure fabric PEX 6.7: Assemble fabric PEX 6.8: Take stock PEX 6.9: Label Storage</p> <p>LWA 2/7: Perform Occupational Health, Safety and Environmental Protection Practices PEX 7.1: Wear protective gears PEX 7.2: Administer first aid PEX 7.3: Dispose waste PEX 7.4: Clean tools PEX 7.5: Display safety signs PEX 7.6: Perform firefighting PEX 7.7: Fumigate work place</p>
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	<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>

	<ul style="list-style-type: none"> • Use of pastes and inks • Use of photographic method • Production process • Fabric decorating techniques • Stock taking • Printing techniques • Types of fabric • Types of dyes • Nature of fabrics • Usage of materials and tools • Preparation of materials • Waste management • Human resource management • Storage • Designs • Reaction of dyes and paste • Cutting stencils • Making screens • Making stamps • Painting • Colour themes and combination • Types of stencils • First aid administration • Labeling • Patching techniques and style • Embroidery techniques • Wax application • Customer handling • Alternative resist materials • Regulations and policies • Alternative materials • Research • Repeat systems • Record keeping • Use of different fabrics • Use of different stitching techniques • Use of gluing, pressing and binding • Knowledge on mixing dyes • Tie and dye techniques • Clean tools • Repair tools • Quilting
<p>Average Duration of Learning</p>	<p>720 hours (90days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 10 day 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 center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum Required Tools/ Equipment/ Implements or Equivalent	drawing tools, screens, printing tables, squeege, cutting tools, drying rugs, stapling gun,hammer, tracing table needle, sewing machine, measuring tolls, working table, drawing tools, pressing tools, seam ripper, cutting tools
Minimum Required Materials and Consumables or Equivalent	water, stapple wires, tracing paper, tap nails, stencils, silk mesh,inks, dyes, fabric, photoemulsion threads, fabric, inter-aligning, inn
Special Notes	Provision of interpreters for the deaf Provide special equipment for the special need

Code	UE/FD/M1.3
Module title	M1.3: Establish Fabric Decorating Studio
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (FABRIC DECORATOR UVQ1)
Qualification Level	1
Module purpose	On completion of this module, the trainee shall be able to successfully set up a studio.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Plan Studio Activities LWA 1/2: Mobilise Resources LWA 1/3: Set Up Workshop LWA 1/4: Perform Occupational, Health, Safety and Environmental Practices</p> <p>: Note:</p> <ol style="list-style-type: none"> 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)	<p>LWA 1/1: Plan Studio Activities PEX 1.1: Conduct feasibility study PEX 1.2: Determine source of materials PEX 1.3: Determine studio layout PEX 1.4: Determine labour requirement PEX 1.5: Prepare procurement plan PEX 1.6: Prepare marketing plan PEX 1.7: Prepare financial plan</p> <p>LWA 3/2: Mobilise Resources PEX 2.1: Source funds PEX 2.3: Source labour requirement PEX 2.4: Acquire tools, materials and equipment PEX 2.5: Transport tools, materials and equipment PEX 2.6: Store tools, materials and equipment</p> <p>LWA 3/3: Set-up Workshop PEX 3.1: Select site PEX 3.2: Secure Site PEX 3.3: Prepare site PEX 3.4: Prepare tools, materials and equipment PEX 3.6: Set up studio</p>

	<p>LWA 3/4: Legalise Virtual Painting Studio PEX 4.1: Register business PEX 4.2: Acquire operational permits PEX 4.3: Insure business</p> <p>LWA 1/4: Perform Occupational Health, Safety and Environment Protection Practices PEX 4.1: Perform firefighting PEX 4.2: Manage waste PEX 4.3: Administer first aid PEX 4.4: Observe personal hygiene PEX 4.5: Wear protective gear PEX 4.6: Display health and safety signs</p>
<p>Occupational health and safety</p>	<p>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.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/ theory may be obtained from various recognised reference materials as appropriate.</i></p> <ul style="list-style-type: none"> • Planning • Budgeting • Safety precautions • transportation • Security • Qualities of a good studio • Types of paints • Negotiation • Types of materials • Storage facilities • Record keeping • Regulations and policies • Studio setting • Colour scheme • Human resource • Financial planning • Waste management • First aid administration • Usage of tools and materials • Illumination

Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 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	cloth, wood, soap, thinner, water, paraffin, sponge, towels, rugs, brooms, lubricants, toiletries, nails, water source, power source, lights, furniture,
Special notes	

Code	UE/FD/M1.2
Module title	M1.2: Manage Studio
Related Qualification	Part of: Uganda Vocational Qualification (FABRIC DECORATOR UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage and sustain business
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Market Business Enterprise LWA 4/2: Maintain Tools and Materials LWA 4/3: Perform Administrative Tasks LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: 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: Price products</p> <p>LWA 4/2: Maintain Tools and Materials PEX 2.1: Prepare maintenance schedules PEX2.1: Sort tools and materials PEX 2.2: Repair tools and materials PEX 2.3: Clean tools and materials PEX 2.4: Display tools and materials PEX 2.5: Replace tools and materials PEX 2.7: Advance tools and materials PEX 2.8: Disinfect tools and materials PEX 2.9: Label tools and materials</p>

	<p>PEX 3.6: Stock take tools and materials PEX 3.7: Store tools and materials</p> <p>LWA 4/3: Perform Administrative Tasks PEX 3.1: Recruit workers PEX 3.2: Appraise worker PEX 3.3: Benchmark with other companies PEX 3.4: Pay taxes PEX 3.5: Remunerate workers PEX 3.6: Monitor performance PEX 3.7: Keep records PEX 3.8: Train workers</p> <p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Display safety signs PEX 4.2: Wear protective gear PEX 4.3: Administer first aid PEX 4.4: Observe personal hygiene PEX 4.5: Manage waste PEX 4.6: Perform firefighting PEX4.7: Sensitise workers on health issues</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Organising • Planning • Labelling • Storage • Cleaning • Sorting • Stock taking • Writing skills • Story telling • Maintenance • Usage of tools, materials and equipment • Waste management

	<ul style="list-style-type: none"> • First aid administration • Occupational hazard • Customer handling • Record keeping
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>3 days of occupational theory and</i> • <i>12 days of occupational practice</i>
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, measuring cups, tape measure, glue gun, cutter, fixatives
Minimum required materials and consumables or equivalent	papers, masks, vanish, gloves, wood, cloth, masking tapes, cloth, wood, soap, water, sponge, towels, rugs, brooms, lubricants, toiletries, nails,
Special notes	

3.0 ATP- PART III

Assessment Instruments for FABRIC 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 reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/ or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a FABRIC 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	2
5	Written(theory)-matching with work-sequence	2
6.	Performance (Practical) test items	2
Total		10

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	State any five materials used in making a tritik
Answer spaces	(i) (ii) (iii) (iv) (v)
Expected key (answers)	(i) Fabric (ii) Thread (iii) Water (iv) Needles (v) Dyes (vi) Fixatives

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

Test Item	Name any five tools used in printing on fabric
Answer spaces	(i)
	(ii)
	(iii)
	(iv)
	(v)
Expected key (answers)	(i) Squeegee
	(ii) Cutters
	(iii) Screen
	(iv) Stamps
	(v) Rollers
	(vi) Hammer
	(vii) Stapling gun

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 03			
Occupational Title:	Fabric Decorator				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice	√			
	Matching item	Generic	Cause-Effect	Work-sequence	
Complexity level:	C1				
Date of OP:	September 2020				
Related Module:	M1.2				
Time allocation:	1 minute				

Test Item	Which of the following is an example of a fabric embellishment?
Distractors and correct answer	A. Pattern B. Inspiration C. Beading D. Motif

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 04			
Occupational Title:	Fabric Decorator			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related Module:	M1.2			
Time allocation:	1 minute			

Test Itemis the cause of fabric creasing in embroiding and embelishment
Distractors and correct answer	A. Tension B. Fabric C. Beads D. Threads
Key (answer)	A

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 05			
Occupational Title:	Fabric Decorator				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
√					
Complexity level:	C3				
Date of OP:	September 2020				
Related Module:	M1.5				
Time allocation:	4 minutes				

Test Item	Match the following materials to their relevant functions
------------------	---

Column (A) (material)	
1	Printing table
2	String
3	Water
4	Needles

Column (B) (functions)	
A	Tying fabric
B	Support surface
C	Embroidering
D	Mixing dyes
E	Cutting fabric
F	Applying pastes

Key (answer)	1:B, 2:A, 3:D, 4:C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 06			
Occupational Title:	Fabric Decorator				
Competence level:	Level1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
			√		
Complexity level:	C3				
Date of OP:	September 2020				
Related Module:	M1.3				
Time allocation:	4 minutes				

Test Item	Match the following faults in batik making with their respective causes
------------------	---

Column (A) (Fault)	
1	Bleeding
2	Colour fast ness
3	Burnt fabric
4	Precision

Column (B) (causes)	
A	Poor fixing of colour
B	Ignoring OHSEP
C	Poor resist
D	Poor use of tools
E	Climate

Key (answer)	1:C, 2:A, 3:B, 4:D
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 07		
Occupational Title:	Fabric Decorator			
Competence level:	Level1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
			√	
Complexity level:	C3			
Date of OP:	September 2020			
Related Module:	M1.3			
Time allocation:	4 minutes			

Test Item	Match the following faults in printing fabric with their causes.
------------------	--

Column (A) (Fault)	
1	Poor cloth positioning
2	Uneven registration
3	Smudging
4	Screen blockage

Column (B) (Causes)	
A	Screen crack
B	Paste freeze
C	Poor handling
D	Creasing
E	Improper cleaning
F	Insufficient paste on squeegee

Key (answer)	1:D,2:F,3:C,,4:E
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 08			
Occupational Title:	Fabric Decorator				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	September 2020				
Related Module:	M1.4				
Time allocation:	2 minutes				

Test Item	Arrange the procedures followed when embroiding and embelishing fabrics in their chronological order.
------------------	---

Chronology (Order)	Activity (Steps in wrong order)	
1 st	A	Select fabric
2 nd	B	Select suitable embellishment
3 rd	C	Embellished fabric ebroider
4 th	D	Select tools and equipment
5 th	E	Make test embelishment
6 th	F	Make test stitches
7 th	G	Select suitable stitches
8 th	H	Select design

Key (answer)	1-H, 2-A, 3-D, 4-F, 5-G, 6-E, 7-B, 8-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 09			
Occupational Title:	Fabric Decorator				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	September 2020				
Related Module:	M1.2				
Time allocation:	3 minutes				

Test Item	Arrange the procedure followed when making a tritik
------------------	---

Chronology (Order)	Activity (Steps in wrong order)	
1 st	A	Select tools and equipment
2 nd	B	Select dye
3 rd	C	Determine the technique
4 th	D	Mix dye bath
5 th	E	Select design
6 th	F	Make design
7 th	G	Apply colour
8 th	H	Iron fabric
9 th	I	Dry fabric

Key (answer)	1-A, 2-C, 3-F, 4-E, 5-B, 6-D, 7-G, 8-I, 9-H
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no.10
Occupational Title:	Fabric Decorator
Competence level:	Level 1
Code no.	
Test Item:	On a one meter fabric, make a batik using stamping technique
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1.2
Related skills and knowledge:	types of dyes, types of fabric, stamping techniques, dye mixtures, types of fixatives, waste management, wear ppe, working surface, accuracy in taking measurements, time management
Required tools, materials and equipment:	paraffin wax, bee wax, brushes, blocks, source of heat, sauce pan, fabric paper, iron box, work surface, sponge, water, fire extinguishers, first aid box, disinfectants, fixatives, cutters, rubber,
Time allocation:	6 Hours
Preferred venue:	Batik studio
Remarks for candidates	Observe occupational health safety and environmental protection practices Proper handling of heated wax
Remarks for assessors	<ul style="list-style-type: none"> Provide tools, equipment and materials as listed above Studio should be well aerated ventilated with enough light

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear Gloves Mask Overall Safety boot		4
		Cleaned workplace	2	
		Dirt-free workplace		3
		Selected tools and materials	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Assembled tools and materials observed		3
2	Developing design Concept development	Selected source of inspiration		2
		Made sketches	2	
		Studies of source of inspiration observed		4
		Developed design idea		
		Working drawings observed		4
		Made motif	3	
		Full drop pattern observed		4
3	Make batik	Prepared materials and tools		
		Transferred developed pattern onto the material	3	
		Curved design into material	3	
		Stamp observed		4
		Laid fabric on working table	3	
		Heated wax	3	
		Melted wax observed		4
		Registered stamps on fabric	4	
		Stamp design observed on fabric		4
		Applied colour	3	
		Dry fabric observed		4
		Waxed fabric	3	
		Fully waxed fabric observed		4
		Removed wax	3	
		Iron fabric	3	
		Wax free fabric observed		4
		Well registered design observed		4
		Single colour observed		4
		Removed resist		2
		Resist free fabric observed	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Ironed batik (fabric)		1
		Washed fabric		1
4	Presenting material	Aesthetics		3
		Motif registered		2
		Harmonised colour		2
		Displayed product		2
5	Storing batik	Packed fabric		1
		Packed fabric observed	1	
		Labeled fabric		2
		Stored fabric		2
6	Observing occupational health safety and environmental protection practices	Observed hygiene	2	
		Put on PPEs	1	
		Cleaned workplace		2
		Cleaned workplace observed	2	
		Cleaned tools and equipment		2
TOTAL (Y)		Process + Results	26	44
			70	
MAXIMUM SCORE		$\frac{x}{y} \times 100$	$\frac{x}{99} \times 100$	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Review (September 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the Fabric decorator 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 Fabric decorator of September 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (September 2020)

Based on the Occupational Profile for Fabric 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 review activities including international benchmarking.

4.5 Review Panels

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

Development Panel

	Name	Institution/ Organisation
1.	Tigatege John	Booba/Tiga Textile Designer
2.	Akumu Juliet	Kyambongo Kampala University
3.	Kasabiiti Christine	Genjo Investment Uganda Limited
4.	Namono Stina	Mt St Mary's Namagunga
5.	Nalubega N. Juliet	Youth Development Link
6.	Semiyagi Allan	NCDC/Nabisunsa Girls School
7.	Oneka Mary Lesley	St. Josephs's Girls S.S Nsambya
8.	Miriam Mulungi Kizito	Taiba . international school
9.	Ntale Geoffrey	YMCA
10.	Nantambi Phatumah Kirunda	Phapha Designers
11.	Nakamya Assumpter	Kyambogo
12.	Nayiga Zulaika	Ministry of Education And Sports
13.	Lutwama Geoffrey	Kyambogo University

QUALITY CHECK PANEL

No	Name	Organisation
1)	Nakisendo Fatuma	DIT
2)	Nalwanga Rebecca	DIT
3)	Matende Shamsi	DIT
4)	Wasswa Abraham Batte	NCDC
5)	Kyatuhire Doreen	DIT
6)	Ainembabazi Faith	DIT
7)	Benjamin Alex Kibira	DIT
8)	Ntambi Denis	DIT
9)	Kyatuhire Fortunate	DIT

4.6 Facilitator team

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

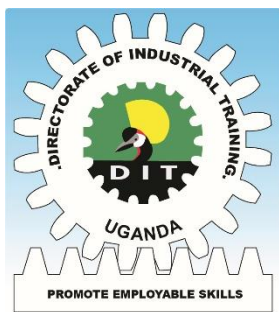
1. **Team Leader:** Ms. Mukyala Ruth Ag Deputy Director, DIT
2. **DIT Facilitators:** Nyakamadi Janet
 Nakibuuka Flavia
 Nakigozi Monica
 Nalubega Sharifah
3. **Facilitators for quality check:** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as Data Entrant.
4. **Compiled by:** Ms. Nyakamadi Janet, Ms. Nakibuuka Flavia, Nakigozi Monica and Nalubega Sharifa, Data Entrants DIT and edited by Ms. Mukyala Ruth Ag. DD QS Dept. DIT
5. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

4.7 Reference time:

The Assessment and Training Package was reviewed in August 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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