



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package
For a

JOINER**

Qualification Level: 1

Occupational Cluster: Technology and Design

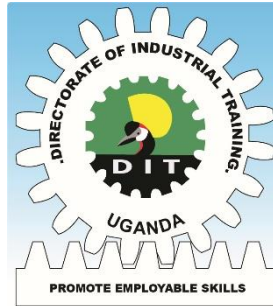
September 2020

Reviewed by:

**Qualifications Standards Department
Directorate Of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

**For a
JOINER**

Qualification Level: 1

Occupational Cluster: Technology 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.

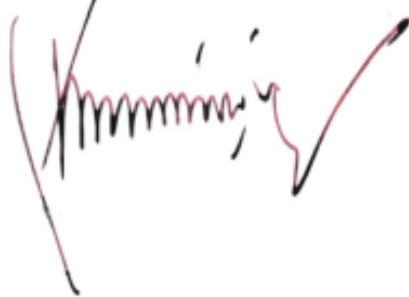
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **JOINER 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 JOINER.** This Occupational Profile which was reviewed by Joiners practicing in the world of work mirrors the duties and tasks that Joiners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Joiners 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 JOINER. These assessment instruments were reviewed jointly by job practitioners (Joiners) 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 wishes to sincerely acknowledge 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 of Technology and Design from various Secondary Schools,
- Joiner Curriculum Specialists from NCDC,
- Examination Specialists from UNEB,
- The facilitators involved in guiding the review panel in their activities,
- The Government of Uganda for financing the review 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
PPE	Personnel Protective Equipment

Key definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency 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 work2. focus is on 'doing something well3. 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 LWA are real work situations/assignments.
Module	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.
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/behaviour, 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.

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 JOINER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “JOINER” below defines the **Duties** and **Tasks** a competent JOINER 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 panellists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

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

Expert Panel

Jjunju Arthur Kiyimba
Mengo S.S

Benard Akol Otemor
National Curriculum Development
Center

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Mbarara High School

Rubangakene Fred
Footsteps Furniture Company
Limited

Baluku Gedion
St. Joseph's Technical Institute -
Kisubi

Kavubu John Bosco
Mt. St. Mary's College - Namagunga

Ouma Charles
Kabowa Country Furniture
Workshop - Kabowa

Kyamundu Isaac
Jinja Vocational Institute

Thembo Wilson Bailhwako
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Okwir Thomas
Nakawa Vocational Training Institute

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Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"JOINER"

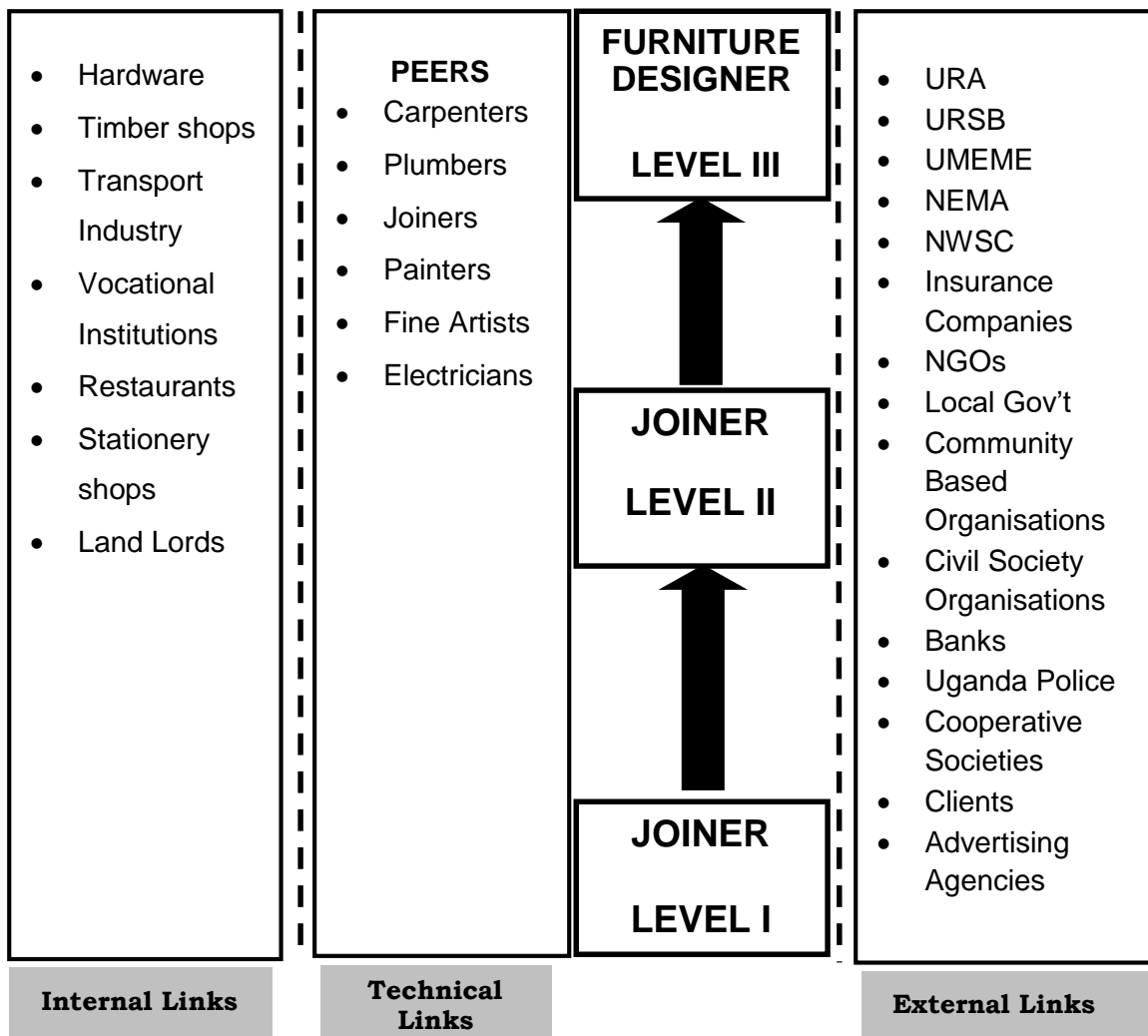
Reviewed by: Directorate of Industrial Training
(Qualifications Standards)

Dates of workshop: 14th –18th September 2020

NOMENCLATURE FOR THE OCCUPATION OF JOINER

Definition: A Joiner is a person who makes furniture using timber and other materials for commercial purposes.

JOB ORGANISATION CHART FOR A JOINER



UVQ Level I Joiner; is a person who uses basic skills to produce furniture using portable power tools and hand tools.

UVQ level II Joiner; is a person who makes complex furniture using machinery.

UVQ Level III Joiner; is a person who designs and innovates furniture products.

Duties and Tasks

A. PLAN WORK	A1. Identify site	A2. Prepare budget	A3. Source for resources
	A4. Identify tools, equipment and materials	A5. Conduct feasibility study	A6. Identify business name
B. ESTABLISH WORKSHOP	B1. Select site	B2. Clear site	B3. Design site and workshop layout
	B4. Construct workshop	B5. Procure tools, equipment and materials	B6. Install machines
C. PERFORM ADMINISTRATIVE TASKS	C1. Recruit workers	C2. Assign work	C3. Train workers
	C4. Manage worker's welfare	C5. Supervise work	C6. Manage records
	C7. Operate business	C8. Prepare reports	
D. MAKE PRODUCT	D1. Prepare material list	D2. Select tools, equipment and materials	D3. Prepare parts
	D4. Assemble parts	D5. Sand product	D6. Apply finishes
E. MARKET PRODUCT	E1. Advertise products	E2. Price products	E3. Cost products
	E4. Sell products	E5. Grade products	E6. Exhibit products
	E7. Promote products	E8. Brand products	E9. Label products
	E10. Provide after sale services		

F. MAINTAIN TOOLS AND EQUIPMENT	F1. Isolate tools and equipment	F2. Lubricate tools and equipment	F3. Sharpen tools and equipment
	F4. Replace damaged parts	F5. Fasten loose parts	F6. Clean tools
	F7. Repair tools and equipment		

G. OBSERVE OCCUPATIONAL HEALTH, SAFETY & ENVIRONMENTAL PRACTICES	G1 Sensitise workers on disease control and prevention	G2 Wear protective gear	G3 Clean work place
	G4 Display safety signs and notices	G5 Administer first aid	G6 Install firefighting equipment
	G7 Check machine condition	G8 Secure machine guards	
	G9 Manage wastes	A10 Gazette safety / assembly point	

Additional Information

<p style="text-align: center;">Generic Knowledge & Skills</p> <ol style="list-style-type: none"> 1. Tools, equipment and implement usage, operation and maintenance. 2. Knowledge of materials 3. Planning 4. Ability to measure 5. Communication 6. Knowledge on safety precautions 7. Craftsmanship 8. Design and drawing interpretation 9. Computer literacy 10. Waste management 11. Entrepreneurial skills 12. First aid 13. Firefighting 14. Public relations 15. Counselling and guidance 16. Resource mobilisation and management 	<p style="text-align: center;">Attitudes/ Traits/ Behaviour</p> <ol style="list-style-type: none"> 1. Integrity 2. Smart 3. Disciplined 4. Punctual 5. Obedient 6. Hard working 7. Accurate 8. Safety conscious 9. Responsible 10. Environmental awareness 11. Innovative 12. Team work 13. Reliability 14. Patience 15. Good listener
<p style="text-align: center;">Tools, Materials and Equipment</p> <ol style="list-style-type: none"> 1. Tape measure 2. Handsaw 3. Circular saw 4. Planers 5. Planes 6. Braces 7. Hand drills & bits 8. Files 9. Rasps 10. Spindle 11. Routers 12. Cramps 13. Hammer 14. Chisel 15. Hacksaw 16. Vice 17. Screwdriver 18. Pliers 19. Spirit level 20. Pincer 21. Clamp 	<ol style="list-style-type: none"> 22. Gouges 23. Computer 24. CAD software 25. Sand paper 26. Bow saw 27. Belt Sander 28. Workbench 29. Try square 30. Mitre square 31. Sliding bevel 32. Pencil 33. Stationery 34. Protective gear 35. Marking gauge 36. Mortise gauge 37. Cutting gauge 38. Sliding bench 39. Sharpening stone 40. Turning stone 41. Band saw 42. Adjustable protector 43. Scrapers

44.

Future Trends and Concerns

1. Computer literacy
2. Travel and operation documents
3. Market extension
4. Seminars to improve skills
5. Technology advancement
6. Attitude towards advancement
7. Establishment of Joiners Association

2.0 ATP – PART II

Training Modules for a JOINER

- 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 and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of the JOINER OCCUPATION 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 from training centres 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 in the form of Test Items described in Part II.
- 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 or at the work place; or combinations of both.

WHO IS A JOINER QUALIFICATION LEVEL 1?

A **Joiner Level I** is a person who uses basic skills to produce furniture using portable power tools and hand tools.

TRAINING MODULES FOR A JOINER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/J/M1.1	Make Product Designs and Drawings	80 hours	2 weeks
UE/J/M1.2	Construct Product	400 hours	10 weeks
UE/J/M1.3	Manage Joinery Workshop	120 hours	3 week
UE/J/M1.4	Establish Joinery Enterprise	80 hours	2 weeks
Summary	4 training modules	680 hours	17 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- a. 1 day is equivalent to 8 hours of nominal learning and
- b. 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 instruction, as the minimum exposure.

Prior to summative assessment by recognised agencies, the users of these Module 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/J/M1.1
Module title	M1.1: Make Product Designs and Drawings
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (JOINER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to interpret and design products.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Draw Lines and Construct Angles LWA 1/2: Design Table LWA 1/3: 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 1/1: Draw Lines and Construct Angles PEX 1.1: Select equipment, instruments and materials PEX 1.2: Set drawing paper PEX 1.3: Draw horizontal lines PEX 1.4: Draw inclined lines PEX 1.5: Draw vertical lines PEX 1.6: Construct perpendicular lines PEX 1.7: Bisect lines PEX 1.8: Draw parallel lines PEX 1.9: Draw a circle PEX 1:10: Construct 90°, 60° PEX 1:11: Bisect 90°, 60°</p> <p>LWA 1/2: Design Table PEX 2.1: Make pictorial view PEX 2.2: Insert dimensions PEX 2.3: Make orthographic projection PEX 2.4: Identify materials to be used PEX 2.5: Write specification notes</p>

	<p>LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 3.1: Wear personnel protective equipment PEX 3.2: Maintain personal hygiene PEX 3.3: Manage waste PEX 3.4: Practice firefighting PEX 3.5: Administer first aid PEX 3.6: Gazette safety zones</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	<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"> • Types of polygons • Types of projections i.e. orthographic and • Type of pencil • Type of paper and size • Type of lines and usage • Care of drawing instrument i.e. sharpening, storage • Types of angles
Average duration of learning	80hours (10days) of nominal learning suggested to include: <i>3 days of occupational theory and 7 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 if 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	drawing board, try square, set square, ruler, drawing pencil, measuring tape, drawing clipper, sharpener, drawing paper, CAD software, table and chair, projector
Minimum required materials and consumables or equivalent	masking tape, drawing paper, drawing set, computer
Special notes	None

Code	UE/J/M1.2
Module title	M1.2: Construct Products
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (JOINER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to successfully produce furniture.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Make Battened, Ledged and Braced Door</p> <p>LWA 2/2: Make Desk</p> <p>LWA 2/3: Make Drawer</p> <p>LWA 2/4: Make Stool</p> <p>LWA 2/5: 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 2/1: Make Battened, Ledged and Braced Door</p> <p>PEX 1.1: Select drawing tools and equipment</p> <p>PEX 1.2: Make working drawing</p> <p>PEX 1.3: Select material</p> <p>PEX 1.4: Size material</p> <p>PEX 1.5: Make widening joints</p> <p>PEX 1.6: Assemble parts</p> <p>PEX 1.7: Prepare surface for finishing</p> <p>PEX 1.8: Apply finishes</p> <p>PEX 1.9: Brand product</p> <hr/> <p>LWA 2/2: Make Desk</p> <p>PEX 2.1: Select drawing tools and equipment</p> <p>PEX 2.2: Make working drawing</p> <p>PEX 2.3: Select material</p> <p>PEX 2.4: Size material</p> <p>PEX 2.5: Make framing joints</p>

	<p>PEX 2.6: Make widening joints</p> <p>PEX 2.7: Assemble parts</p> <p>PEX 2.8: Prepare surface for finishing</p> <p>PEX 2.9: Apply finishes</p> <p>PEX 2.10: Brand product</p>
	<p>LWA 2/3: Make Drawer</p> <p>PEX 3.1: Select drawing tools and equipment</p> <p>PEX 3.2: Make working drawing</p> <p>PEX 3.3: Select material</p> <p>PEX 3.4: Size material</p> <p>PEX 3.5: Make widening joints</p> <p>PEX 3.6: Assemble parts</p> <p>PEX 3.7: Prepare surface for finishing</p> <p>PEX 3.8: Apply finishes</p> <p>PEX 3.9: Brand product</p>
	<p>LWA 2/4: Make stool</p> <p>PEX 4.1: Select drawing tools and equipment</p> <p>PEX 4.2: Make working drawing</p> <p>PEX 4.3: Select material</p> <p>PEX 4.4: Size material</p> <p>PEX 4.5: Make framing joints</p> <p>PEX 4.6: Make widening joints</p> <p>PEX 4.7: Assemble parts</p> <p>PEX 4.8: Prepare surface for finishing</p> <p>PEX 4.9: Apply finishes</p> <p>PEX 4.10: Brand product</p>
	<p>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Wear personnel protective equipment</p> <p>PEX 5.2: Maintain personal hygiene</p> <p>PEX 5.3: Manage waste</p> <p>PEX 5.4: Practice firefighting</p> <p>PEX 5.5: Administer first aid</p> <p>PEX 5.6: Gazette safety zones</p>
Occupational health and safety	<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>

Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of polygons • Types of projections i.e. orthographic and • Type of pencil • Type of paper and size • Type of lines and usage • Care of drawing instrument i.e. sharpening, storage • Types of angles
Average duration of learning	<p>400 hours (50 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 15 days of occupational theory and • 35 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 if 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	measuring tapes, try square, pencils, mortice chisel, mortise gauge, mallet, harmer, rebate plane, smoothing plane, hand saw, Tenon saw, hack saw, marking gauge, cramps, vice, nail punch, hand brace, portable power drill, hand drill, angle grinders, orbital sanders, disc sanders, belt sanders, bradawl, screw drivers, pliers, router, pincer, jig saw, spoke shave.
Minimum required materials and consumables or equivalent	sand paper, nails, screws, glue, thinner, varnish, bolts and nuts, sanding sealer, stain, timber polish, lean seed oil, rubbers, silicon
Special notes	None

Code	UE/J/M1.3
Module title	M1.3: Manage Workshop
Related Qualification	Part of: Uganda Vocational Qualification (JOINER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to successfully care for tools and equipment.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Recondition Tools and Equipment</p> <p>LWA 3/2: Repair Tools</p> <p>LWA 3/3: Replace Tools</p> <p>LWA 3/4: Clean Tools</p> <p>LWA 3/5: Store Tools</p> <p>LWA 3/6: Season Timber</p> <p>LWA 3/7: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Recondition Tools and Equipment</p> <p>PEX 1.1: Top tools</p> <p>PEX 1.2: Grinds tools</p> <p>PEX 1.3: Set tools</p> <p>PEX 1.4: Sharpen tools</p> <p>PEX 1.5: Side dress tools</p> <p>LWA 3/2: Repair Tools</p> <p>PEX 2.1: Troubleshoot tools</p> <p>PEX 2.2: Tighten lose parts</p> <p>PEX 2.3: Replace parts</p> <p>PEX 2.4: Lubricate parts</p>

	<p>LWA 3/3: Clean Tools PEX 3.1: Wash tools PEX 3.2: Sand tools PEX 3.3: Dust tools PEX 3.4: Oil tools</p> <p>LWA 3/4: Store Tools PEX 4.1: Cluster tools PEX 4.2: Label tools</p> <p>LWA 3/5: Season Timber PEX 5.1: Prepare seasoning base PEX 5.2: Prepare stickers PEX 5.3: Cluster timber PEX 5.4: Secure timber ends PEX 5.5: Stack timber</p> <p>LWA 3/6: Perform Occupational Health, Safety and Environmental Protection Practices PEX 6.1: Wear personnel protective equipment PEX 6.2: Maintain personal hygiene PEX 6.3: Manage waste PEX 6.4: Perform firefighting PEX 6.5: Administer first aid PEX 6.6: Gazette safety zones</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	<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"> • Machine ops • Tool handling • Properties of material used • Methods of grading • Troubleshooting

	<ul style="list-style-type: none"> • Types Lubricants • Types of detergent • Classification of tools • Timber properties • Types and methods of seasoning • Fire fighting • Environmental conservation
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>10 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 if 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	hand planes, hand saws, back saws, special saws, chisels, hammer, claw bar, oil (lubricant), measuring tape, marking gauge, wheel brace, ratchet brace, bradawl, try square, vices, router, jig saw, pencil, orbital sander, disc sander, angle grinder, nail punch, saw set, hand drill, boring bits, hack saw
Minimum required materials and consumables or equivalent	timber, oil (lubricant), forms, metal, plastic, bolts and nuts, screws
Special notes	None

Code	UE/J/M1.4 Establish Joinery Workshop
Module title	M1.4:
Related Qualification	Part of: Uganda Vocational Qualification (JOINER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to produce furniture.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Prepare Business Plan LWA 4/2: Perform Administrative Tasks LWA 4/3: Manage Records LWA 4/4: Market Products LWA 4/5: Operate Business LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Prepare Business Plan PEX 1.1: Prepare budget PEX 1.2: Conduct market survey PEX 1.3: Source for funds PEX 1.4: Prepare work plan PEX 1.5: Identify name</p> <p>LWA 4/2: Perform Administrative tasks PEX 2.1: Recruit workers PEX 2.2: Train workers PEX 2.3: Appraise workers PEX 2.4: Assign duties PEX 2.5: Supervise workers PEX 2.6: Provide welfare PEX 2.8: Organise meetings PEX 2.9: Carryout stock counting</p>

	<p>LWA 4/3: Manage Records</p> <p>PEX 3.1: Keep financial records PEX 3.2: Keep production records PEX 3.3: Keep records of tools and equipment PEX 3.4: Keep employees' database PEX 3.5: Keep meeting minutes PEX 3.6: Keep records on material PEX 3.7: Keep business plan records</p> <p>LWA 4/4: Market Product</p> <p>PEX 4.1: Brand product PEX 4.2: Price product PEX 4.3: Advertise product PEX 4.4: Label product PEX 4.5: Sell product PEX 4.6: Display product</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	<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"> • Computer skills • Communication skills • Networking skills • Human resource management • Accounting skills • Entrepreneurial skills • Administration skills
Average duration of learning	80 hours (10 days) of nominal learning suggested to include: <i>3 days of occupational theory and 7 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 if 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	computer, cabinets, power source, Internet, phones
Minimum required materials and consumables or equivalent	stationery, fuel, electricity, timber,
Special notes	None

3.0 ATP-PART III

Assessment Instruments for a JOINER

- 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 or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, 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 Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise 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 and
 - 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/ informally.
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **JOINER** are included.

3.9 Overview of test item samples included:

No	Type of test Items	Numbers included
1	Written (Theory) - short answer	1
2.	Written (Theory) - multiple choice	2
3.	Written (Theory) - matching with generic	1
4.	Written (Theory) - matching with cause effect	0
5	Written(theory) - matching with work-sequence	1
6.	Performance (Practical) test items	2
Total		7

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Joiner			
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:	M 1.2			
Time allocation:	4 minutes			

Test Item	State any three framing joints used by a joiner.
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Mortise and tenon joint (ii) Dovetail joint (iii) Housing joint (iv) Dowelled joint (v) Butt joint

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Joiner			
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:	M 1.2			
Time allocation:	2 minutes			

Test Item	Which one of the following lines is used for outline?
Answer spaces	A. Thin dotted line B. Thin long chain C. Thick line D. Wavy line

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Joiner			
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:	M1.2			
Time allocation:	2 minutes			

Test Item	Which of the following planes is used when smoothing curved surfaces?
Distractors and correct answers	A. Try plane B. Spoke shave C. Plough plane D. Rebate plane

Key (answer)	B
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DIT/ QS		Test Item Database Written (Theory) Test Item- No.4			
Occupational Title:	Joiner				
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:	M1.3				
Time allocation:	2 minutes				

Test item	Match the following hand tools to their class.
------------------	--

Column A (Practice)	
A	Wheel brace
B	Claw hammer
C	spoke shave
D	Sliding bevel

Column B (Activity)	
1	Cramping and holding tool
2	Marking, setting and measuring tools
3	Abrading tools
4	Impelling tools
5	Boring tools
6	Cutting and planning tool

Key (answer)	A:5, B:4, C:6, D:2
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DIT/ QS		Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	Joiner				
Competence level:	1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work- sequence	
				√	
Complexity level:	C 2				
Date of OP:	September 2020				
Related modules:	M 1.3				
Time allocation:	4 minutes				

Test Item	Arrange the sequence of reconditioning a worn-out handsaw.
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Side dressing
2 nd	B	Grinding
3 rd	C	Oiling
4 th	D	Sharpening
5 th	E	Topping
6 th	F	Setting
7 th	G	Shaping

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

DIT/ QS	Test Item Database Performance Test Item- No. 6
Occupational Title:	Joiner
Competence level:	1
Code no.	
Test Item:	Make a drawer (450mm x 300mm x 150mm)
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Knowledge of safety precaution craftsmanship • Measuring skills • Marking skills • Material selection • Assembling skills • Sanding skills • Cutting skills • Fixing skills • Finishing skills
Required tools, Materials and Equipment:	Try square, sliding bevel, firmer chisel, measuring tape, Tenon saw, dovetail saw, marking gauge, hammer, plough plane, mallet, coping saw, planes (smoothing plane), dovetail template, vice, cramps, timber, sand paper, glue, nails
Time allocation:	6 Hours
Preferred venue:	Joinery workshop
Remarks for candidates	<ul style="list-style-type: none"> ▪ Candidates must have PPE
Remarks for assessors	<ul style="list-style-type: none"> ▪ Provide all the required tools, equipment and materials for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore personal protective gear i.e. Overall, strong shoes, helmet		2
		Selected required tools, materials and equipment		2
2	Preparation of materials	Measured front piece	2	
		150mm x 300mm piece observed		2
		Measured side pieces	2	
		2 side pieces of 450mm x 150mm observed		2
		Measured bottom piece	2	
		450mm x 300mm piece observed		2
3	Cut Joints	Cut lap dovetail joints	4	
		Front and side pieces with lap dovetail piece observed		1
		Cut through housing joints	2	
		Back and side pieces with through housing joints observed		1
		Marked bottom piece	1	
		Cut the depth line	3	
		Groove on bottom piece observed		1
4	Assembling	Assembled front to sides	2	
		Assembled sides to back	2	
		Fixed bottom into the groove	2	
		Secured parts together using nails and glue	2	
		Fixed handle	3	
		Sanded drawer	4	
		Dusted drawer	1	
		Smooth drawer surfaces observed		2
5	Clean working area	Collected waste	1	
		Disposed off waste	1	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Clean work area observed		2
		Tools collected and stored		3
	TOTAL (Y)	Process + Results	34	20
			54	
	TOTAL MAXIMUM SCORE	$\frac{x}{y} \times 100$	$\frac{x}{99} \times 100$	

DIT/ QS	Test Item Database Performance Test Item- No. 7
Occupational Title:	Joiner
Competence level:	1
Code no.	
Test Item:	Make a stool of (450mmx300mmx300mm)
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Knowledge Of Safety Precaution Craftsmanship • Measuring Skills • Marking Skills • Material Selection • Assembling Skills • Sanding Skills • Fixing skills • Finishing skills
Required tools, Materials and Equipment:	pencil, measuring tape, try square, sliding bevel, 10mm mortice chisel, 25mm paring chisel, tenon saw, cross cut saw, G-cramp, sash cramp, bench vice, hammer, mallet, hark saw, brush /spray gun, rebates, smoothing planes, mortice gauge
Time allocation:	6 Hours
Preferred venue:	Joinery workshop
Remarks for candidates	<ul style="list-style-type: none"> ▪ Candidates must have PPE
Remarks for assessors	<ul style="list-style-type: none"> ▪ Provide all the required tools, equipment and materials for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore personal protective gear i.e. overall, helmet, goggles, strong shoes		3
		Selected required tools and equipment		2
2	Preparation materials of	Selected timber	1	
		Defect free timber selected		2
		Cut legs	2	
		4 Legs of sizes of 40mmx40mmx450mm observed		1
		Cut top rails	2	
		Top rails of size 70mmx30mmx250mm observed		1
		Cut bottom rails	2	
		Bottom rails of size 30mmx30mmx3000mm observed		1
		Cut 1 top piece	2	
		Top piece of 25mmx300mmx300mm observed		1
		Plane top piece	2	
		Plane top piece of size 25mm thick observed		1
		Plane rails	2	
		8 plane rails of size 30mm thick observed		1
		Mark mortises on legs	2	
		16 mortises observed		1
		Mark Tenon on rails	2	
		16 Tenon on rails observed		1
		Mark bevels on rails	2	
		16 bevels on rails observed		1
Mark Tenon	2			
16 Tenon observed		1		
Chop mortises	2			
16 mortices observed		1		

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
4	Pre-assembling	Fitted joints	4	
		Firmness of joints observed		1
		Checked diagonals	4	
		Equal diagonals observed		1
5	Assembling pieces	Dry assembled pieces	3	
		Assembled piece observed		1
		Applied glue	2	
		Glued parts observed		1
		Cramped pieces	4	
		Cramped pieces observed		1
		Fixed dowels	4	
		Dowels observed		1
6	Finishing	Sanded finished piece	4	
		Smoothed surfaces observed		2
7	Clean working area	Collected waste	1	
		Disposed of waste	1	
		Clean work area observed		2
		Tools collected and stored		3
	TOTAL (Y)	Process + Results	50	31
	TOTAL MAXIMUM SCORE	$\frac{x}{y} \times 100$	81	
			$\frac{x}{99} \times 100$	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Review (September 2020)

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

4.2 Training Module Review (September 2020)

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

4.3 Test Item Review (September 2020)

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

4.4 Methodology

The rationale for the Assessment and Training Package review 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 review philosophy.

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

4.5 Reviewing Panel

The participating panel of Job Practitioners required for different stages of the Assessment and Training Package i.e. occupational profile, training modules, assessment instruments were constituted by members from the following organisations;

No.	Name	Institution/ Organisation
1.	Jjunju Arthur Kiyimba	Mengo Senior School
2.	Benard Akol Otemor	National Curriculum Development Centre
3.	Kigenyi Patrick Paul	Mbarara High School
4.	Rubangakene Fred	Footsteps Furniture Company Limited
5.	Baluku Gedion	St. Joseph's Technical Institute - Kisubi
6.	Kavubu JohnBosco	Mt. St. Mary's College, Namagunga
7.	Ouma Charles	Kabowa Country Furniture Workshop - Kabowa
8.	Kyamundu Isaac	Jinja Vocational Institute
9.	Thembo Wilson Bailhwako Wilson	Kibuli Secondary School
10.	Okwir Thomas	Nakawa Vocational Training Institute
11.	Osilo David Raphael	Manjasi High School - Tororo

4.6 Facilitator team

This Assessment and Training Package (ATP) was reviewed by a DIT Facilitator team listed below:

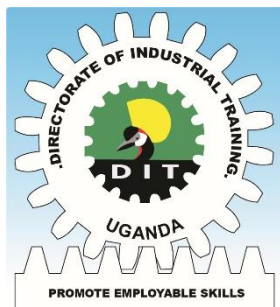
1. **Lead Administrator:** Byakatonda Patrick, Ag. Director, DIT
2. **Lead, ATP workshops:** Mukyala Ruth, Ag Deputy Director, DIT
3. **Coordinator, ATP workshops:** Nakyobe Safinah
4. **Facilitators (Occupational Profile Development):**
 Kibira Benjamin, Mushabenta Brendah,
 Matovu Javiira, Rose Acom.
5. **Facilitators (Training Modules Development):**
 Mr. Kibira Benjamin, Mushabenta Brendah,
 Matovu Javiira, Rose Acom.
6. **Facilitators (Test Item Development):**
 Kibira Benjamin, Mushabenta Brendah,
 Matovu Javiira, Rose Acom.
7. **Compiled by:** Kibira Benjamin, Mushabenta Brendah,
 Matovu Javiira, Rose Acom.

4.7 Reference time:

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

References

1. Carpentry and Joinery by Bates (Vol I, II & III)
2. Carpentry and joinery book by Peter Brett (Vol. I & II)
3. Carpentry and Joinery book
4. By JN Green FOR G.C.E and C.E (Vol I)
5. Carpentry and Joinery by P.E.Flyer (Vol I, II, III, & IV)
6. Carpentry and Joinery - George Love Vol 1
7. Carpentry and Joinery - Frank Hilton Vol I
8. Wood Work by Motivate – Book one
9. Technical Drawing for Today by Discol, Book 1&2



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