



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

**Directorate of Industrial Training**



## **Assessment and Training Package**

**For a  
MIXED MEDIA ARTIST**

**Qualification Level: 1**

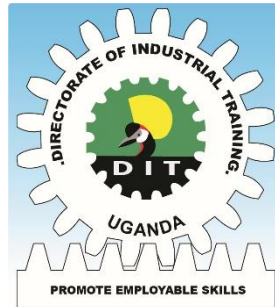
**Occupational Cluster: Art and Design**

**December 2020**

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

**Funded by:**  
Government of Uganda



## **Assessment and Training Package**

**For a**

**MIXED MEDIA ARTIST**

**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 **MIXED MEDIA ARTIST 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 MIXED MEDIA ARTIST.** This Occupational Profile which was reviewed by Mixed Media Artists practicing in the world of work mirrors the duties and tasks that Mixed Media Artists are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Mixed Media Artists 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 MIXED MEDIA ARTIST. These assessment instruments were reviewed jointly by job practitioners (Mixed Media Artists) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

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

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



**Patrick Byakatonda**  
**Ag. Director**

## Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of mixed media art 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
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

## Key Definitions

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-based education and training means that programs: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
<b>Modules</b>	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
<b>Occupational Profile (OP)</b>	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards

**Qualification** A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

**Task** Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

## 1.0 ATP-PART I

### **Occupational Profile for a MIXED MEDIA ARTIST**

- 1.1 The OCCUPATIONAL PROFILE (OP) for “MIXED MEDIA ARTIST” below defines the **Duties** and **Tasks** a competent Mixed Media Artist is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”<sup>1</sup>

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

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

### Expert Panel

**Lutaya Mustafah**  
Kibuli S.S

**Nanyonga Hellen Kibuuka**  
Kings College Buddo

**Asaba Fred**  
Trinity College Nabbingo

**Mukasa Geoffrey**  
London College

**Ssembajjwe Tonny**  
Standard High School

**Kigozi Samuel**  
Mt of Olives College

**Wycliff Edwine Tusiime**  
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**Ntawu Robert**  
MITA College

**Yiga Ibrahim**  
Namagabi S.S Kayunga

**Bukenya Bridget**  
Caltec Academy

**Ruzibiza Zawedde Maureen**  
Ntinda VTI

**Co-ordinator**  
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Directorate of Industrial Training

**Facilitators**  
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Directorate of Industrial Training

**Nalwanga Rebecca**  
Directorate of Industrial Training

**Funded by**  
Government of Uganda



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

**Directorate of Industrial Training**

## **Occupational Profile**

### **For a**

# **"MIXED MEDIA ARTIST"**

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

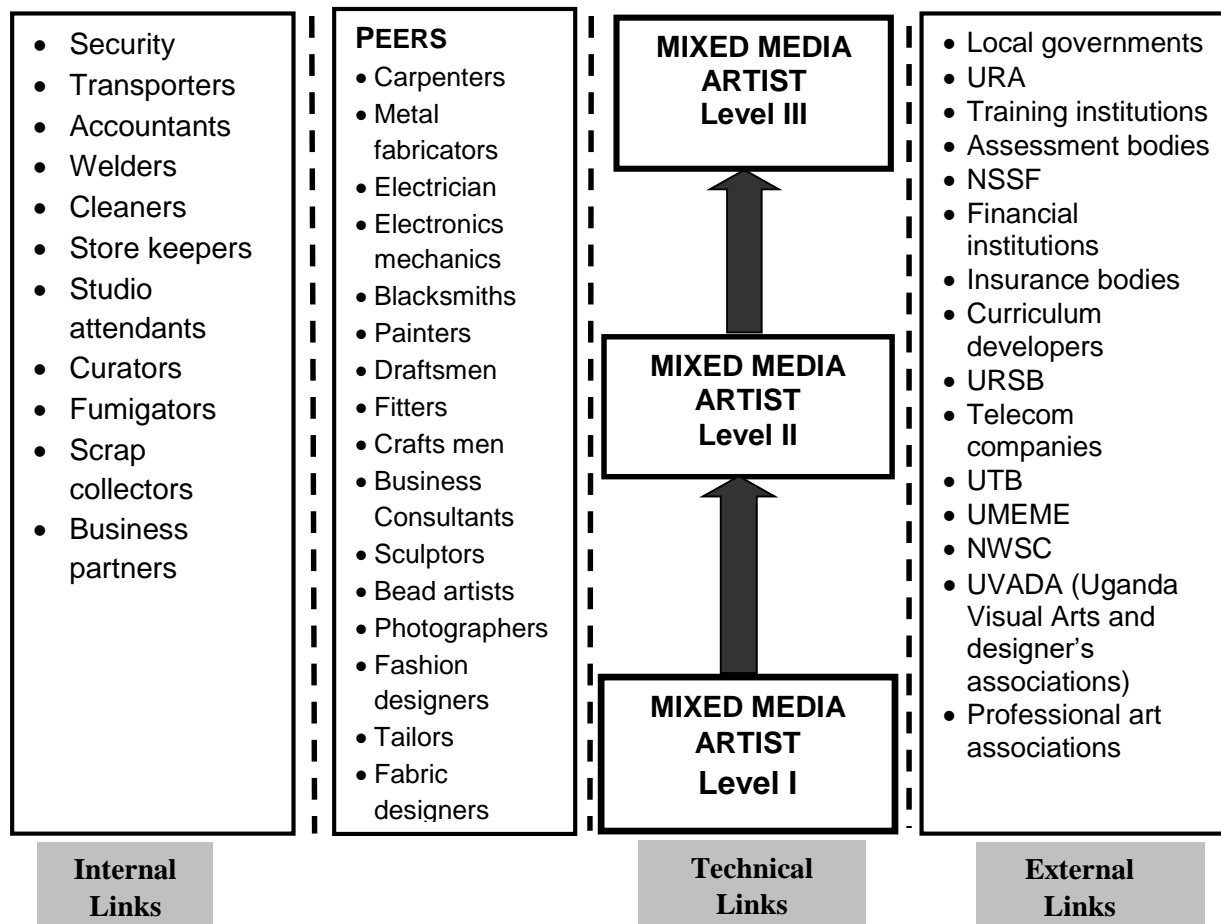
**Dates of workshop: 21<sup>st</sup> – 25<sup>th</sup> September 2020**



## NOMENCLATURE FOR THE OCCUPATION OF A MIXED MEDIA ARTIST

**Definition:** A MIXED MEDIA ARTIST is a person who creatively uses various media to produce art works.

### JOB ORGANISATION CHART FOR A MIXED MEDIA ARTIST



### Descriptions for the levels in the occupation of 'Mixed Media Artist'

**UVQ Level I Mixed media Artist:** Is a person who is able to explore various materials, tools, techniques and media to produce decorative artworks.

**UVQ Level II Mixed media Artist:** Is a person who is able to explore and experiment with various materials, tools, techniques and media to produce functional and decorative artworks.

**UVQ Level III Mixed media Artist:** Is a person who is able to explore, experiment and manipulate with various materials, tools, techniques and media to produce artworks.

## Duties and Tasks

<b>A. PLAN MIXED MEDIA WORKS</b>	<b>A1</b> Carry out feasibility study	<b>A2</b> Determine location	<b>A3</b> Prepare production plan
	<b>A4</b> Prepare procurement plan	<b>A5</b> Determine labour requirements	<b>A6</b> Prepare marketing plan
	<b>A7</b> Prepare financial plan		
<b>B. ESTABLISH A MIXED MEDIA WORKSHOP</b>	<b>B1</b> Source funds	<b>B2</b> Select site	<b>B3</b> Secure site
	<b>B4</b> Procure materials, tools and equipment	<b>B5</b> Set up studio	<b>B6</b> Legalise mixed media business
<b>C. PREPARE MATERIALS</b>	<b>C1</b> Source materials	<b>C2</b> Select materials	<b>C3</b> Sort materials
	<b>C4</b> Test materials	<b>C5</b> Preserve materials	<b>C6</b> Label materials
	<b>C7</b> Store materials		
<b>D. CREATE MIXED MEDIA ARTWORK</b>	<b>D1</b> Identify sources of Inspiration	<b>D2</b> Make sketches	<b>D3</b> Develop concept
	<b>D4</b> Determine materials and tools	<b>D5</b> Make mixed artwork	<b>D6</b> Perform finishing
	<b>D7</b> Test- run mixed artwork	<b>D8</b> Store mixed media artwork	
<b>E. MAINTAIN TOOLS, MATERIALS AND EQUIPMENT</b>	<b>E1</b> Prepare maintenance schedule	<b>E2</b> Clean tools, materials and equipment	<b>E3</b> Lubricate tools, materials and equipment
	<b>E4</b> Repair tools, materials and equipment	<b>E5</b> Revamp tools, materials and equipment	<b>E6</b> Take stock

<b>F. MARKET MIXED MEDIA ARTWORK</b>	<b>F1</b> Brand product	<b>F2</b> Price product	<b>F3</b> Exhibit product
	<b>F4</b> Advertise product	<b>F5</b> Prepare catalogue	<b>F6</b> Promote product
	<b>F7</b> Package product	<b>F8</b> Offer after sale services	<b>F9</b> Communicate with clients
	<b>F9</b> Display product	<b>F10</b> Sell product	

<b>G. PERFORM ADMINISTRATIVE TASKS</b>	<b>G1</b> Recruit workers	<b>G2</b> Orient workers	<b>G3</b> Assign duties
	<b>G4</b> Monitor performance	<b>G5</b> Motivate workers	<b>G6</b> Train workers
	<b>G7</b> Conduct meetings	<b>G8</b> Keep records	<b>G9</b> Resolve conflict
	<b>G10</b> Pay bills	<b>G11</b> Perform corporate social responsibility	<b>G12</b> Remunerate workers
	<b>G13</b> Pursue continuous personal professional development		

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>H1</b> Administer first aid	<b>H2</b> Wear protective gear	<b>H3</b> Perform firefighting
	<b>H4</b> Manage waste	<b>H5</b> Display safety signs	<b>H6</b> Maintain personal hygiene and sanitation
	<b>H7</b> Sensitise workers on occupational hazards		

## Additional Information

<b>Related Knowledge &amp; Skills</b>	
1. Elements and principles of Art and Design	18. Human resource management
2. Skills of selecting proper tools	19. Soldering skills
3. Resource mobilisation	20. Financial literacy
4. Grinding skill	21. ICT skills
5. Interpreting technical information	22. Record keeping skills
6. Colour mixing techniques	23. Marketing skills
7. Bolting	24. Research skills
8. Drawing skills	25. Numeracy skills
9. Communication skills	26. Analytical skills
10. Folding techniques	27. Finishing skills
11. Chiselling skills	28. Presentation skills
12. Customer handling	29. Hazard analysis
13. Material preparation	30. Rules, regulations and policies
14. Usage of tools and materials	31. Maintenance
15. Forms of mixed art works	32. First aid administration
16. Preservation techniques	33. Storage
17. Testing techniques	34. Labelling
	35. Waste management
<b>Materials, Tools and Equipment</b>	
1. Surface	28. Rubber
2. Paper	29. Chisel
3. Adhesive material	30. Cutters
4. Clay	31. Geometrical tools
5. Water	32. Pallets
6. Wood	33. Hammers
7. Cement	34. Filer
8. Fabric	35. Tweezer
9. Sow dust	36. An awl
10. Seeds	37. Needles
11. Fibbers	38. Brushes
12. Beads	39. Mallets
13. Assorted paints	40. Panga
14. Metal	41. Axe
15. Plastic	42. Hoe
16. Glass	43. Knife
17. Yarns	44. Blades
18. Wires	45. Scissors
19. Pebbles	46. Computer
20. Stones	47. Projector
21. Shells	48. Phones
22. Bones	49. Drills
23. Bottle Tops	50. Grinders
24. Hair	51. Sanding machine
25. Feathers	52. Engravers
26. Pencil	53. Electric motors
27. Bolting equipment	

<b>Attitudes / Traits / Behaviour</b>	<b>Future Trends and Concerns</b>
<ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Committed</li> <li>3. Team spirit</li> <li>4. Calm</li> <li>5. Decent</li> <li>6. Customer care</li> <li>7. Self-motivated</li> <li>8. Faithful and</li> <li>9. Trustworthy</li> <li>10. Teachable</li> <li>11. Analytical</li> <li>12. Cooperative</li> <li>13. Listener</li> <li>14. Honest</li> <li>15. Social</li> <li>16. Strategic</li> <li>17. Committed</li> <li>18. Resourceful</li> <li>19. Team player</li> <li>20. Flexibility</li> <li>21. Tolerant</li> <li>22. Result oriented</li> <li>23. Optimistic</li> <li>24. Practical</li> <li>25. Integrity</li> <li>26. Creative and innovative</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide relevant training</li> <li>2. Integrate computer training related to Art and Design</li> <li>3. Price fluctuation</li> <li>4. Quality production</li> <li>5. Market trends</li> <li>6. Continuous professional development</li> <li>7. High industrial demands</li> <li>8. Need for value addition</li> <li>9. Inadequate equipment</li> <li>10. Inadequate infrastructure</li> <li>11. Lack of awareness</li> <li>12. Public private partnership</li> <li>13. Workers insurance</li> <li>14. Involve industrial sectors</li> <li>15. Technological advancement</li> <li>16. Competition</li> <li>17. Need for galleries</li> </ol>

## 2.0 ATP – PART II

### Training Modules for a MIXED MEDIA ARTIST

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of MIXED MEDIA ARTIST 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 centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

### UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

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

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

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

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

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

## WHO IS A MIXED MEDIA ARTIST QUALIFICATION LEVEL I?

A **Mixed Media Artist Level I** is a person who is able to explore various materials, tools, techniques and media to produce decorative art works.

### TRAINING MODULES FOR A MIXED MEDIA ARTIST UVQ LEVEL I

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/MA/M1.1	Create Mixed Media Artwork	720	15
UE/MA/M1.2	Establish Mixed Media Workshop	80	2
UE/MA/M1.3	Manage a Mixed Media Workshop	80	2
<b>TOTAL</b>	<b>3 Training modules</b>	<b>400 Hours</b>	<b>19 weeks</b>

**Note: Average duration is contact time but NOT calendar duration**

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160 hours of nominal learning.

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

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



<b>Code</b>	<b>UE/MA/M1.1</b>
<b>Module title</b>	<b>M1.1: Create Mixed Media Artworks</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Mixed Media Artist UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to explore a variety of materials into a Mixed media artwork.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Mixed Media Material</b>  <b>LWA 1/2: Make A Collage</b>  <b>LWA 1/3: Make Sculpture Products</b>  <b>LWA 1/4: Make Assemblage</b>  <b>LWA 1/5: Make Wet and Dry Mixed Media</b>  <b>LWA 1/6: Make Mosaic</b>  <b>LWA 1/7: Perform Occupational Health, Safety and Environmental Protection</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare Mixed Media Material</b>                      PEX 1.1: Determine materials                      PEX 1.2: Identify materials                      PEX 1.3: Sort materials                      PEX 1.4: Clean materials                      PEX 1.5: Store materials</p> <p><b>LWA 1/2: Make a Collage</b>                      PEX 2.1: Determine source of inspiration                      PEX 2.2: Make sketches                      PEX 2.3: Develop concept                      PEX 2.3: Select tools and materials needed                      PEX 2.4: Transfer developed concept to the working surface                      PEX 2.5: Execute work                      PEX 2.6: Perform finishing</p> <p><b>LWA 1/3: Make Sculpture Art Work</b>                      PEX 3.1: Determine tools and materials needed                      PEX 3.2: Determine source of inspiration                      PEX 3.3: Make sketches</p>

	PEX 3.4: Develop concept PEX 3.5: Execute work PEX 3.6: Perform finishing
	<b>LWA 4/3: Make Mixed Media Assemblage Products</b> PEX 2.1: Determine tools and materials needed PEX 2.2: Determine source of inspiration PEX 2.3: Make sketches PEX 2.4: Develop concept PEX 2.5: Assemble product PEX 2.6: Perform finishing
	<b>LWA 4/4 Make Wet and Dry Mixed Media Artworks</b> PEX 2.1: Determine tools and materials needed PEX 2.2: Determine source of inspiration PEX 2.3: Make sketches PEX 2.4: Develop concept PEX 2.5: Execute final product PEX 2.6: Perform finishing
	<b>LWA 4/4 Make Mosaic</b> PEX 2.1: Determine tools and materials needed PEX 2.2: Determine source of inspiration PEX 2.3: Make sketches PEX 2.4: Develop concept PEX 2.5: Execute final product PEX 2.6: Perform finishing
	<b>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</b> PEX 4.1: Administer first aid PEX 4.2: Wear protective gear PEX 4.3: Display safety signs PEX 4.4: Fumigate work area PEX 4.5: Manage waste PEX 4.6: Perform firefighting PEX 4.7: Sensitise workers on health and safety issues
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Elements of mixed media art</li> <li>• Types of assemblage products</li> </ul>

	<ul style="list-style-type: none"> <li>• Wet and dry media techniques</li> <li>• Types of sculptures</li> <li>• Sculpturing techniques</li> <li>• Assemblage finishing</li> <li>• Wet and dry finishing</li> <li>• Collage finishing</li> <li>• Cutting techniques</li> <li>• Color schemes</li> <li>• Measurements</li> <li>• Mosaic finishing techniques</li> <li>• Type of material</li> <li>• Drawing techniques</li> <li>• Painting techniques</li> <li>• Hazard analysis</li> <li>• Material exploration</li> <li>• Material manipulation</li> <li>• Toning techniques</li> <li>• Shading techniques</li> </ul>
<b>Average duration of learning</b>	<p>720 hours (15weeks 90days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>05 days of occupational theory and</i></li> <li>• <i>85 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	hammer, hand saw, brushes, pens, graphite, scissors, rulers, cutter
<b>Minimum required materials and consumables or equivalent</b>	sand, paper, glue, feather, fabric, polythene, adhesives, water, sanitisers, glass, metal, beads, stones, bronzes, cement, plastics, fiber, jades, colour, paint, seeds, fiber glass, resin, hardener, charcoal, rubber, soap
<b>Special notes</b>	

<b>Code</b>	<b>UE/MA/M1.2</b>
<b>Module title</b>	<b>M1.2: Establish a Mixed Media Workshop</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (Mixed Media Artist UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, a trainee shall be able to establish a Mixed media enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 2/1: Develop Business Plan</b> <b>LWA 2/2: Mobilise Resources</b> <b>LWA 2/3: Register Business</b> <b>LWA 2/4: Perform Occupational Health Safety and Environmental Protection Practices</b>  <b>Note:</b> 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.
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 2/1: Develop Business Plan</b> PEX 1.1: Conduct feasibility study PEX 1.2: Determine location PEX 1.3: Prepare production plan PEX 1.4: Prepare financial plan PEX 1.5: Prepare marketing plan PEX 1.6: Prepare procurement plan  <b>LWA 2/2: Mobilise Resources</b> PEX 2.1: Source funds PEX 2.2: Source labour PEX 2.3: Source tools and materials PEX 2.4: Transport tools and materials PEX 2.5: Store tools and materials  <b>LWA2/3: Set up Mixed Media Workshop</b> PEX 3.1: Select site PEX 3.2: Secure site PEX 3.3: Prepare site PEX 3.4: Set up studio  <b>LWA 2/4: Legalise Business</b> PEX 4.1: Register business PEX 4.2: Acquire operational permits PEX 4.3: Insure business

	<b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</b> PEX 5.1: Display safety signs PEX 5.2: Administer first aid PEX 5.3: Wear protective gear PEX 5.4: Sensitise workers on safety and health issues PEX 5.5: Perform firefighting PEX 5.6: Manage waste PEX 5.7: Observe personal hygiene
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• ICT</li> <li>• Communication skills</li> <li>• Networking skills</li> <li>• Customer care</li> <li>• Research</li> <li>• Transport</li> <li>• Small scale enterprise</li> <li>• Negotiation skills</li> <li>• Waste management</li> <li>• Human resource management</li> <li>• Environmental awareness</li> <li>• Regulations and policies</li> <li>• Procurement</li> <li>• Marketing</li> <li>• Financial management</li> <li>• First aid administration</li> </ul>
<b>Average duration of learning</b>	80 hours (2 weeks) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 02 days of occupational theory and</li> <li>• 08 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

<b>Minimum required tools or equivalent</b>	pencil, pens, telephone, calculator, data storage device, hammer, handsaw, wheelbarrow, spade, fire extinguishers, trucks, first aid kit, cut saw, sprayers, computer
<b>Minimum required materials and consumables or equivalent</b>	timber, plywood, sand, cement, water, paint, bricks, iron sheets, tarpaulin, sanitisers, masks, found objects, paraffin, thinner, nails
<b>Special notes</b>	

<b>Code</b>	<b>UE/MA/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage a Mixed Media Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Mixed Media Artist UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to manage a Mixed media enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 3/1: Keep Records</b> <b>LWA 3/2: Manage Tools and Materials</b> <b>LWA 3/3: Perform Administrative Duties</b> <b>LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices</b>  <u><b>Note:</b></u> 1. <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 3/1: Keep Records</b> PEX 1.1: Keep financial records PEX 1.2: Keep human resource records PEX 1.3: Keep inventory records PEX 1.4: Keep production records PEX 1.5: Keep marketing records PEX 1.6: Keep procurement records  <b>LWA 3/2: Perform Administrative Duties</b> PEX 2.1: Recruit workers PEX 2.2: Orient workers PEX 2.3: Pay taxes PEX 2.4: Supervise work PEX 2.5: Remunerate workers PEX 2.6: Motivate workers PEX 2.7: Assign duties PEX 2.8: Reward workers PEX 2.9: Provide customer care  <b>LWA 3/3: Maintain Tools and Materials</b> PEX 3.1: Clean tools and materials PEX 3.2: Replace tools and materials PEX 3.3: Repair tools and materials PEX 3.4: Sterilise tools and materials PEX 3.5: Lubricate tools PEX 3.6: Sharpen tools

	<b>LWA 3/4: Perform Art Curatorship</b> PEX 4.1: Collect work PEX 4.2: Develop story line for work PEX 4.3: Catalogue work PEX 4.4: Display work PEX 4.5: Brand work PEX 4.6: Advertise work PEX 4.7: Price work PEX 4.8: Sell work
	<b>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices.</b> PEX 5.1: Display safety signs PEX 5.2: Administer first aid PEX 5.3: Wear protective gear PEX 5.4: Sensitise workers on health and safety issues PEX 5.5: Manage waste PEX 5.6: Perform firefighting
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Types of business</li> <li>• Human resource management</li> <li>• Marketing</li> <li>• Financial management</li> <li>• Usage of tools and materials</li> <li>• Storage of tools and materials</li> <li>• Record keeping</li> <li>• Labour laws</li> <li>• Regulations and policies</li> <li>• Customer handling</li> <li>• Maintenance</li> <li>• Procurement</li> <li>• Waste management</li> <li>• First aid</li> <li>• Negotiation skills</li> <li>• Costing and price</li> </ul>



<b>Average duration of learning</b>	80 hours (2 week 10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 03 day of occupational theory and</li> <li>• 07 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by arecognised assessment body using related practical and written test items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	containers, office furniture, computer, printer, fax machine storage facility, calculators ,telephone set/mobile phone, and equipment, Internet and first aid kit, pens, pencils, letter storage device,
<b>Minimum required materials and consumables or equivalent</b>	log books, receipt books, and other office stationery, lubricants
<b>Special notes</b>	

## 3.0 ATP-PART III

### **Assessment Instruments for a MIXED MEDIA ARTIST**

- 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/or informally.
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **MIXED MEDIA ARTIST** are included:

### 3.9 Overview of test item samples included

No.	Type of Test Item	Numbers included
1.	Written (Theory)- short answer	1
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching item- generic	2
4.	Written (theory)- matching item-cause effect	1
5.	Written (Theory)- matching item (work sequence)	1
6.	Performance (Practical) test items	1
<b>Total</b>		<b>8</b>

## WRITTEN TEST ITEMS (SAMPLES)

DIT/QS	Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	Mixed media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	Mention any 4 used in production of mosaic collage art pie
Answer spaces	(i) .....
	(ii) .....
	(iii) .....
	(iv) .....
Expected key (answers)	(i) Glue (ii) Beads (iii) Yarn (iv) Banana fibre (v) Paper (vi) Support surface

DIT/QS	Test Item Database Written (Theory) Test Item- no.2			
Occupational Title:	Mixed media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	3 minutes			

Test Item	Which of the following is a technique used in finishing a mask
Distractors and correct answer	A. Painting B. Sketching C. Drawing D. Casting

Key (answer)	A
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DIT/QS	Test Item Database Written (Theory) Test Item- no.3			
Occupational Title:	Mixed Media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.3			
Time allocation:	3 minutes			

Test Item	Which of the following are activities involved in managing mixed media workshop? 1. Prepare financial plan 2. Pay taxes 3. Prepare reports 4. Perform finishing 5. Develop concept 6. Maintain tools
Distractors and correct answer	A. 1,3,4 and 5 B. 4,2,5 and 6 C. 1,2,3 and 6 D. 3,4,5 and 6

Key (answer)	C
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DIT/QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Mixed Media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	3 minutes			

Test Item	Match the following collage material to their relevant functions.
-----------	---

Materials (A)	
1	Support
2	Glue
3	Paint
4	Vanish

Functions (B)	
A	Preserve materials
B	Hold materials
C	Bond materials
D	Draw sketches
E	Decorating
F	Coloring

Key (answer)	1;B, 2;C,3;F;4;A
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DIT/QS	Test Item Database Written (Theory) Test Item- no.5			
Occupational Title:	Mixed Media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	3 minutes			

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

Materials (A)	
1	Paper
2	Glue
3	Clay
4	Varnish
5	Paints
6	Beads

Functions (B)	
A	Make mold
B	Preserve material
C	Form layers of mask
D	Stick material
E	Act as accessories
F	Color mask
G	Store mask

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

Test Item	Match the following causes to their faults
-----------	--

Column A (Causes)	
1	Failure to dry
2	Poor handling
3	Poor quality of adhesive
4	Poor assembling of materials

Column B (Faults)	
A	Peeling off
B	Cracking
C	Buckling
D	Rotting
E	Fading

Key (answer)	1: D, 2:B, 3:A, 4:C
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DIT/QS	Test Item Database Written (Theory) Test Item- no.7			
Occupational Title:	Mixed Media Artist			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	3 minutes			

Test Item	Re-arrange the following steps followed when making a puppet.
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Apply material following sketch
2 <sup>nd</sup>	B	Develop concept
3 <sup>rd</sup>	C	Generate product idea sketch
4 <sup>th</sup>	D	Select tools and materials needed
5 <sup>th</sup>	E	Perform finishing

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

DIT/ QS	Test Item Database Performance Test Item No.8
<b>Occupational Title:</b>	Mixed Media Artist
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Using wet and dry media, create a composition showing the topic "Narrow escape"
<b>Complexity level:</b>	P2
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Drawing skills</li> <li>• Colour combination</li> <li>• Colour schemes</li> <li>• Poetry skills</li> <li>• Story telling skills</li> <li>• Drama skills</li> <li>• Imaginative skills</li> <li>• Elements and principals of design</li> <li>• The Design process</li> <li>• Communication skills</li> <li>• Wet and dry techniques</li> <li>• Time management</li> </ul>
<b>Required tools, Equipment, and Materials:</b>	projector, torch, bulbs, clear background, scissors, software, sketch book, card boards, computer, sound gadgets, recorders, video cameras, smart phones, stationery. water and oil based colour, graphite, pen, sharpener, paint brush, cutter, pallet, water, thinner, wood, paraffin, soap, isles, paper, markers, rulers, adhesives, fabric,
<b>Time allocation:</b>	5 Hours
<b>Preferred venue:</b>	Mixed media studio
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>• Be creative</li> <li>• Be innovative</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• The assessor should make sure that the assessee is availed with tools and materials</li> <li>• Studio attendant</li> </ul>
<b>Special notes</b>	Handle toxic materials with care.

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gear (overall, gloves, masks, safety shoes).		3
		Cleaned work area	2	
		Dirty free area observed		4
		Selected tools and materials	3	
		Prepared tools and materials	2	
		Assembled tools and materials	3	
2.	Production process	Made sketches	2	
		Final sketches of composition observed (story board)		3
		Final sketches out of papers		3
		Plotted on given surface	2	
		Balance plotted composition observed		4
		Applied desired media	3	
		Wet and dry media applied consistently		4
		Applied finishing	3	
		Dried work	3	
		Dry work observed		4
		Applied finishing	3	
		Neatly finished work observed		4
3	Demobilisation of resources	Cleaned tools		2
		Stored tools and materials	2	
		Cleaned work area	2	
		Clean work place observed		3
TOTAL			30	33
Maximum score (Y)		(X/Y) x 100	63	

## 4.0 ATP- PART IV

### **INFORMATION ON DEVELOPMENT PROCESS**

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

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

#### **4.3 Test Item Development (September 2020)**

Based on the Occupational Profile for Mixed Media Artist 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 Development Panel

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

S/No	Name	Organisation
1.	Mustafa Lutaaya	Kibuli S.S (NCDC)
2.	Nanyonga Hellen Kibuuka	Kings College Buddo
3.	Asaba Fred	Trinity College Nabbingo
4.	Mukasa Geoffrey	London College
5.	Ssembajjwe Tony	Standard High School
6.	Kigozi Samuel	Mt. of Olives College
7.	Wycliff Edwine Tusiime	Kyambogo University (Bushenyi Campus)
8.	Tayebwa Nicholas	Gayaza Road SS
9.	Ntawu Robert	MITA College
10.	Yiga Ibrahim	Namagabi SS Kayunga
11.	Bukenya Bridget	Caltec Academy
12.	Ruzibiza Zawedde Maureen	Ntinda VTI

QUALITY CHECK PANEL		
No	Names	Organisation
1	Muganga K Christopher	NCDC
2	Nakisendo Fatuma	DIT
3	Nalwanga Rebecca	DIT
4	Kyatuhire Fortunate	DIT
5	Ntambi Denis	DIT
6	Komakech Joseph	DIT
7	Tuhirirwe Doreen	DIT
8	Ainembabazi Faith	DIT
9	Benjamin Alex Kibira	DIT
10	Matende Shamsi	DIT
11	Hanyerere Hattie Wright	DIT

#### 4.6 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, Qualification Standards Department, Directorate of Industrial Training
2. **DIT Facilitators:** Ms. Nakisendo Fatuma and Nalwanga Rebecca
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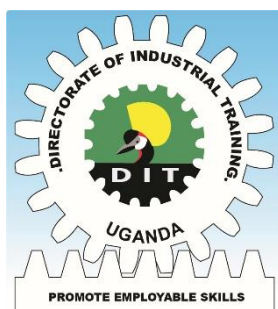
#### 4.7 Reference time:

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.

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