



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Assessment and Training Package

For a

POTTER

Qualification Level: 1

Occupational Cluster: Art and Design

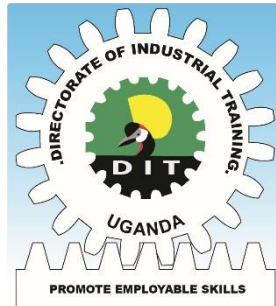
December 2020

Developed by:

Qualifications Standards Department
Directorate of Industrial Training

Funded by:

Government of Uganda



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POTTER**

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2021

ISBN: 978-9913-626-37-8

ISO: 9001:2015 Certificate No.: UG92580A

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and certification.
- (c) Assessment of prior learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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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.

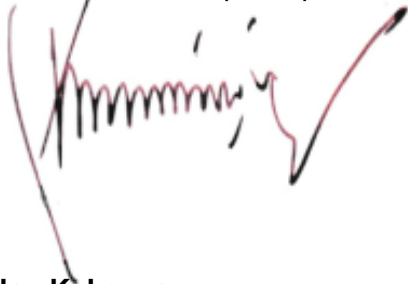
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **POTTER 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 POTTER.** This Occupational Profile which was reviewed by Potters practicing in the world of work mirrors the duties and tasks that Potters are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Potters 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 POTTER. These assessment instruments were reviewed jointly by job practitioners (Potters) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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



Patrick Byakatonda
Ag Director

Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of pottery from various secondary schools.
- Art and Design Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
Competence / 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 well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment 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 which define what a person is supposed to do which become the reference points for developing assessment standards and modular curricula.

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 POTTER

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

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

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop a Curriculum’

Expert Panel

Mukwaya M. William
Ndugu Africa Ceramics
Association

Kaye Ben
Chain Pottery

Wasswa Batte Abraham
City High School/NCDC

Kavuma Paul
Excel SS Kawala Mukono

KigoziSwaleh
Buddo SS

Kibirige Jackson Kiwanuka
Byentaro Ceramics Uganda
Ltd

Byentaro Moses
Byentaro Ceramics Uganda
Ltd

Obbo Allan Warayamo
Seeta High School

Muwanguzi George Wilson
Bukasa SS Kalangala

Nakiyemba Renata K.
Genjo Investments

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Training

Funded by;
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

of a

"POTTER"

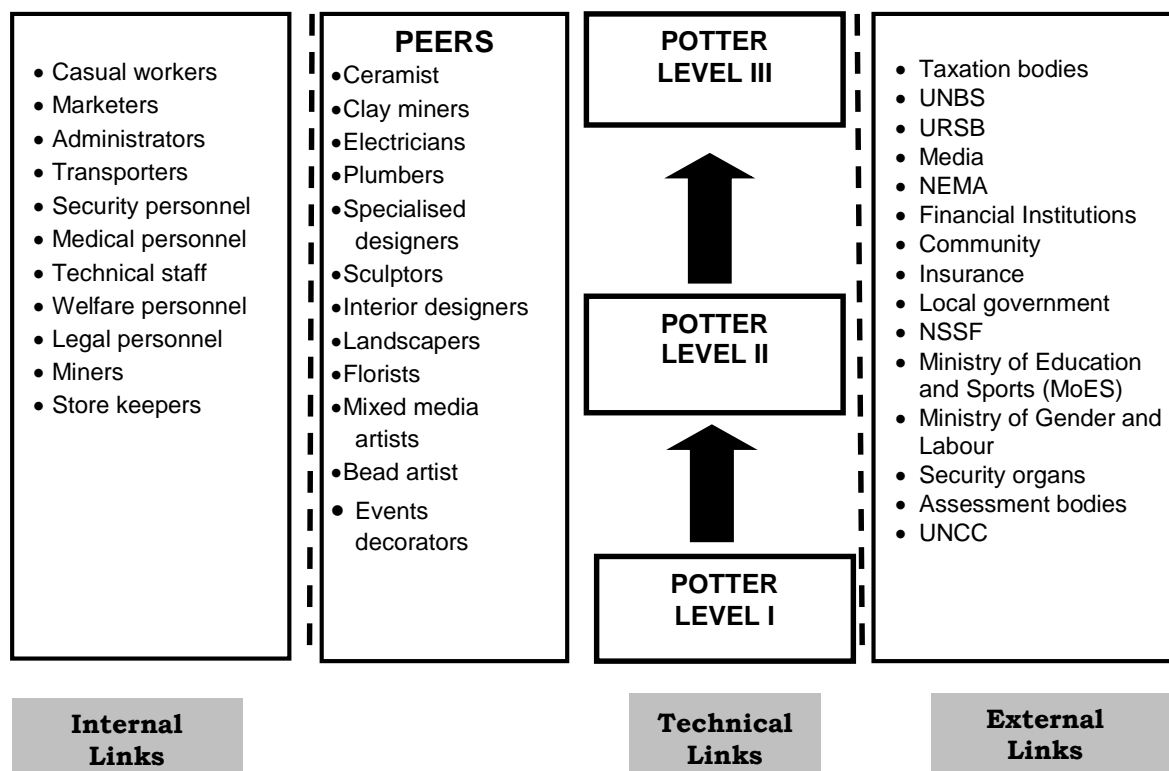
**Reviewed by: Qualifications Standards
Department of Directorate of
Industrial Training**

Dates of workshop: 21th –25st September 2020

NOMENCLATURE FOR THE OCCUPATION OF A POTTER

Definition: Is a person who makes and fires articles out of clay ware for commercial purposes

JOB ORGANISATION CHART FOR A POTTER



Descriptions for the levels in the occupation of Potter

UVQ Level I Potter: Is a person who makes pottery products using hand forming methods for commercial purposes.

UVQ Level II Potter: Is a person who formulates clay bodies and make pottery work by using the potter's wheel and hand forming methods on a moderate scale for commercial purposes.

UVQ Level III Potter: Is a person who is able to formulate clay bodies and make complex products by throwing and hand forming method on a large scale for commercial purposes.

Duties and Tasks

A. PLAN POTTERY WORK	A1 Determine product type	A2 Prepare production plan	A3 Determine labour requirements
	A4 Prepare procurement plan	A5 Prepare marketing plan	A6 Prepare budget
	A7 Determine source of finance		
B. ESTABLISH POTTERY WORKSHOP	B1 Source of funds	B2 Select site	B3 Secure site
	B4 Prepare site	B5 Identify tools, materials and equipment	B6 Procure tools, materials and equipment
	B7 Set up workshop	B8 Legalise business	
C. PREPARE RAW MATERIALS	C1 Sort raw materials	C2 Dry raw material	C3 Crush raw material
	C4 Soak raw materials	C5 Sieve raw materials	C6 Drain suspension
	C7 Knead raw material	C8 Wedge raw material	C9 Mill raw materials
	C10 Formulate clay bodies	C11 Store raw material	
D. IDENTIFY MATERIALS	D1 Determine source of raw materials	D2 Secure standardised certification	D3 Pick samples of raw materials
	D4 Carryout testing	D5 Extract raw materials	D6 Transport raw materials
E. FORM POTTERY PRODUCTS	E1 Determine source of inspiration	E2 Make sketches	E3 Make working drawing
	E4 Select tools and materials	E5 Determine forming method	E6 Make product
	E7 Decorate product,	E9 Fire products	E10 Sort product
	E11 Grade Product	E12 Store products	

UVQF: Assessment and Training Package (ATP) for a POTTER
QUALIFICATION LEVEL 1 **December 2020**

F. MARKET POTTERY PRODUCTS	F1 Categorise products	F2 Brand products	F3 Determine product prices
	F4 Establish distribution points	F5 Exhibit products	F6 Advertise products
	F7 Sell products	F8 Offer Customer care services	F9 Obtain feedback on products
	F10 Prepare catalogues	F11 Offer after sales services	F12 Offer price packages

G. PERFORM ADMINISTRATIVE TASKS	G1 Keep records	G2 Recruit workers	G3 Assign tasks
	G4 Provide career guidance and counselling	G5 Supervise workers	G6 Train workers
	G7 Orients workers	G8 Mentor workers	G9 Pay bills
	G10 Motivate workers	G11 Perform occupational continuous professional development	

H. PERFORM OCCUPATIONAL HEALTH, SAFETY, AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Wear protective gears	H2 Display safety signs	H3 Administer first aid
	H4 Perform firefighting	H5 Sensitise workers on health issues	H6 Manage waste
	H7 Conserve wetlands	H8 Maintain sanitation and personal hygiene	

Additional Information

Generic Knowledge & Skills	
<ol style="list-style-type: none"> 1. Planning skills 2. Knowledge to identify materials 3. Material handling skills 4. Knowledge of operating pottery machinery 5. Quality control skills 6. Forming skill 7. Ability to understand clients' interest 8. Knowledge on material behaviour 9. Material preparations Human resource management Transportation procurement 10. Customer handling Marketing 11. First aid administration 	<ol style="list-style-type: none"> 12. Firing skill 13. Knowledge in art and design 14. Body glaze material skill 15. Communication skill 16. Record keeping 17. Finishing skill 18. Health and safety measures knowledge 19. Knowledge of repair and maintenance 20. Basic arithmetic skills 21. Usage of materials and tools 22. Pottery product and usage 23. Waste management 24. Regulations and policies

Attitudes/ Traits/ Behaviour	Trends and Concerns
<ol style="list-style-type: none"> 1. Creative 2. Patient 3. Objective 4. Result oriented 5. Self motivated 6. Competitive 7. Illustrative 8. Confident 9. Cooperative 10. Careful 11. Hard working 12. Flexible 13. Trustworthy 14. Receptive 	<ol style="list-style-type: none"> 1. It was considered as an ordinary home activity 2. Potters are under looked and despised 3. Products were recognised with high value 4. Production is based on cultural norms 5. Use of unprocessed material 6. Mostly learning is informal 7. Decline in quality in formal training 8. Use of software (computerisation) 9. Production of fine products 10. Advanced ceramic technologies e.g. (Bullet proof wares, dental etc) 11. Glass blowing technology 12. Inclusion of construction industry

15. Ambitious	13. Scientific application, insulators (P.O.P, filters, chalk)
16. Responsible	14. Automation processes
17. Self esteem	15. Preference of pottery/ceramic wares
18. Organised	16. Use of improved clay bodies
19. Time conscious	17. Construction furnishing
20. Teachable	

Tools, Materials and Equipment

1. Pencil	43. Sample bags (material)
2. T-square rulers	44. XRD X-ray
3. Mathematical set	45. XRF X-ray
4. Rubber	46. GPRS
5. Paper	47. Density bottles
6. Bucket	48. Moisture meter
7. Wood box	49. Truck
8. Drawing pen	50. Damp holes
9. Technical drawing pens	51. Vibrating sieve
10. Tracing paper	52. Magnetic collector
11. Metallic sheets	53. Filter press
12. Spade	54. Troughs
13. Panga	55. Blunger
14. Hoe/slasher	56. Pug mill
15. Caliper	57. Grinder
16. Pick axe	58. Ball mill
17. Pallet	59. Weighing scale
18. Kiln furniture	60. Packing bags
19. Spraying machine/spray gun	61. Test bottles/tubes
20. Brushes	62. Jigger & Jolly
21. Turn table	63. Pyrometer
22. Mesh and flame	64. Crush mill
23. Squeegee	65. Pressure pump
24. Gloves	66. Mixture compressor
25. Dust masks	67. Press machine
26. Head lamps	68. Extruders
27. Gum boots	69. Speed agitator
28. Aprons	70. Gypsum
29. Overall	71. Water
30. First aid kit	72. Cement
31. Spoons	73. Fibre glass
32. Tables	74. Clay
33. Chairs	75. Feldspar
34. Knives	76. Kaolin

35. Sponge	77. Mica
36. Strings	78. Grog
37. Wires	79. Sand
38. Containers	80. Silica
39. Potter wheel	81. Talc
40. Lathe machine	82. Bones
41. Bull dozer	83. Quartz
42. Wheelbarrow	84. Decor paper
43. Kilns	85. Oxides

2.0 ATP-PART II

Training Modules for a POTTER

- 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 Potter 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 reviewed jointly by both instructors from training centres and job practitioners. They were reviewed 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.

UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

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

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

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

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

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

WHO IS A POTTER QUALIFICATION LEVEL 1?

A **Potter** is a person who makes pottery products using hand forming methods for commercial purposes

TRAINING MODULES FOR A POTTER UVQF LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/PTR/M1.1	Process Pottery Materials	240	4
UE/PTR/M1.2	Form Clay Articles	480	9
UE/PTR/M1.3	Establish Pottery Business	80	2
UE/PTR/M1.4	Manage Pottery Workshop	80	2
Summary	4 Training modules	880hours	17weeks

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.

Code	UE/PTR/M1.1
Module title	Process Pottery Materials
Related Qualification	Part of: Uganda Vocational Qualification (Potter UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to source and prepare materials needed for pottery work
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Source Materials LWA 1/2: Prepare Materials LWA 1/3: Test Materials LWA 1/4: Store Materials LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may 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: Source Materials PEX 1.1: Determine type of material PEX 1.2: Identify source of material PEX 1.3: Extract material PEX 1.4: Transport material</p> <p>LWA 1/2: Prepare Materials PEX 2.1: Select tools, materials and equipment PEX 2.2: Sort materials PEX 2.3: Dry raw material PEX 2.4: Crush raw materials PEX 2.5: Soak raw materials PEX 2.6: Sieve raw materials PEX 2.7: Knead raw materials PEX 2.8: Wedge raw materials PEX 2.9: Mill raw materials PEX 2.10: Formulate clay bodies</p>

	<p>LWA 1/3: Test Materials PEX 3.1: Select equipment PEX 3.2: Test performance properties PEX 3.3: Record outcomes PEX 3.4: Label materials</p> <p>LWA 1/4: Store Materials PEX 4.1: Select storage materials PEX 4.2: Weigh materials PEX 4.3: Label stored materials</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Observe personal hygiene PEX 5.2: Wear personnel protective equipment PEX 5.3: Administer first aid PEX 5.4: Manage waste PEX 5.5: Sensitise workers on key issues PEX 5.6: Display safety signs</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 service and maintenance • Material behaviour and properties • Sources of materials • Safety and handling of materials • Usage of workshop tools • Workshop ethics • Human resource management • Storage of materials • Customer handling • Waste management • Hazard analysis
	<ul style="list-style-type: none"> • Different types of clay • First aid administration • Environmental conservation • Clay extraction • Material preparation

Average duration of learning	240hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>25 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 center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items
Minimum required tools/ equipment/ implements or equivalent	hoe, spade, timer, wheelbarrow, panga, bucket, basin, wires, first aid kit, polythene papers, gun boots, sieves, knives, hummer, axe.
Minimum required materials and consumables or equivalent	water, overalls, cleaning materials, containers, packaging material, gloves, sponge, clay, water, grog, kaolin, oxides
Special notes	

Code	UE/PTR/M1.2
Module title	M1.2: Form Pottery Articles
Related Qualification	Part of: Uganda Vocational Qualification (Potter UVQ1)
Qualification Level	1
Module purpose	At the end of this module the trainee shall be able to make various clay articles using different techniques.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Develop Concept</p> <p>LWA 2/2: Prepare Materials</p> <p>LWA 2/3: Make Pottery Products</p> <p>LWA 2/4: 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 2/1: Develop Concept</p> <p>PEX 1.1: Determine source of inspiration</p> <p>PEX 1.2: Conduct research</p> <p>PEX 1.3: Develop sketch</p> <p>PEX 1.4: Make working drawings</p>
	<p>LWA 2/2: Prepare Materials</p> <p>PEX 2.1: Select tools, materials and equipment</p> <p>PEX 2.2: Sort materials</p> <p>PEX 2.3: Dry raw material</p> <p>PEX 2.4: Crush raw materials</p> <p>PEX 2.5: Soak raw materials</p> <p>PEX 2.6: Sieve raw materials</p> <p>PEX 2.7: Knead raw materials</p> <p>PEX 2.8: Wedge raw materials</p> <p>PEX 2.9: Mill raw materials</p> <p>PEX 2.10: Formulate clay bodies</p>
	<p>LWA 2/3: Make Pottery Products</p> <p>PEX 3.1: Determine product type</p> <p>PEX 3.2: Make clay articles</p> <p>PEX 3.3: Finish clay articles</p> <p>PEX 3.4: Fire clay articles</p>

	<p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Wear personnel protective gear PEX 4.2: Manage waste PEX 4.3: Administer first aid PEX 4.4: Clean workshop PEX 4.5: Maintain general hygiene PEX 4.6: Sensitise workers on safety issues</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Shape formation • Clay properties • Usage of tools and materials • Safety precautions • Conversion of measurement units • Clay defects • Proper handling of clay articles • Storage of clay articles • Screening techniques • Coil pot products • Slab pot products • Pinch pot products • Cutting and joining techniques • Preparation of materials • Assembling the shapes • De-watering materials • Finishing techniques • Pinching • Coiling • Slabbing • Throwing

	<ul style="list-style-type: none"> • Customer handling • Human resource • Slip preparation • Glaze preparation • Drying technique • Firing techniques • Kiln build • First aid administration • Health, safety and environmental issues/concerns
Average duration of learning	640 hours (80 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 70 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	weighing scale, wheelbarrow, overalls/aprons, gloves, nose mask, brooms, rolling pins, closed shoes, brushes, sponge, knife, callipers, working table, wires, hummer, fork, batts, potters' needles/pins, pottery kidneys, burnishing stones, rasp blade, shaping sticks
Minimum required materials and consumables or equivalent	water, clay, kaolin, grog, oxides, polythene bags, paint/stains
Special notes	Plasticity of clay and dryness of product should be highly emphasised

Code	UE/PTR/M1.3
Module title	M1.3: Establish Pottery Business
Related Qualification	Part of: Uganda Vocational Qualification (Potter UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to establish a pottery business.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Plan Workshop</p> <p>LWA 3/2: Mobilise Resources</p> <p>LWA 3/3: Set Up Work Space</p> <p>LWA 3/4: Legalise Pottery Business</p> <p>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <p>1 <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></p> <p>2 <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Plan Pottery Workshop</p> <p>PEX 1.1: Develop business idea</p> <p>PEX 1.2: Conduct research</p> <p>PEX 1.3: Determine market</p> <p>PEX 1.4: Determine human resource needs</p> <p>PEX 1.5: Determine financial resource needs</p> <p>PEX 1.6: Determine sources of materials</p> <p>PEX 1.7: Make budget</p> <p>PEX 1.8: Prepare work schedules</p> <p>LWA 3/2: Mobilise Resources</p> <p>PEX 2.1: Source for funds</p> <p>PEX 2.2: Recruit workers</p> <p>PEX 2.3: Acquire tools, equipment and materials</p> <p>LWA 3/3: Set up Work Space</p> <p>PEX 3.1: Select site</p> <p>PEX 3.2: Secure site</p> <p>PEX 3.3: Prepare tools, equipment and materials</p> <p>PEX 3.4: Prepare site</p> <p>PEX 3.5: Demarcate site</p> <p>PEX 2.6: Set up workshop</p> <p>PEX 2.3: Label studio sections</p>

	<p>LWA 3/4: Legalise Pottery Business</p> <p>PEX 4.1: Register business PEX 4.2: Acquire operational permits PEX 4.3: Insure business</p> <p>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Wear protective gear PEX 5.2: Keep work space clean PEX 5.3: Manage waste PEX 5.4: Clean tools and equipment PEX 5.5: Store tools and equipment PEX 5.6: Display safety signs PEX 5.7: Administer first aid</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"> • Generating business ideas • Types of related products • Record keeping skills, • Costing • Networking, • Marketing techniques • ICT/Computer literacy • Business planning and management • Literacy and numerous skills • Accounting practices • Resource management • Procurement skills • Communication skills • Product design development • Research and Innovation • E-marketing
	<ul style="list-style-type: none"> • Social responsibility • Negotiation skills
Average duration of learning	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>

Suggestions on organisation of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	measuring tools, writing tools, calculator, exhibition tables, computer, construction tools cameras, printers, ledger books, receipt books, printers, waste bin, boards
Minimum required materials and consumables or equivalent	packaging materials, writing materials, advertising materials, construction materials, toner, stationery, advertising materials,
Special notes	Every learner should be encouraged to start and manage a personal pottery business

Code	UE/PTR/M1.4
Module title	M1.4: Manage Pottery Workshop
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (POTTER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage a pottery workshop.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Manage Records</p> <p>LWA 4/2: Perform Administrative Duties</p> <p>LWA 4/3: Maintain Tools and Materials</p> <p>LWA 4/4: Market Pottery Business</p> <p>LWA 4/5: 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 4/1: Manage Records</p> <p>PEX 4.1: Prepare financial records</p> <p>PEX 4.2: Prepare human resource records</p> <p>PEX 4.3: Prepare production records</p> <p>PEX 4.4: Prepare inventory</p> <p>LWA 4/2: Perform Administrative Duties</p> <p>PEX 2.1: Recruit workers</p> <p>PEX 2.2: Orient workers</p> <p>PEX 2.3: Pay bills</p> <p>PEX 2.4: Supervise work</p> <p>PEX 2.5: Remunerate workers</p> <p>PEX 2.6: Motivate workers</p> <p>PEX 2.7: Assign duties</p> <p>PEX 2.8: Reward workers</p> <p>PEX 2.9: Provide customer care</p> <p>PEX 2.10: Train workers</p> <p>LWA 4/3: Maintain Tools and Materials</p> <p>PEX 3.1: Clean tools</p> <p>PEX 3.2: Replace tools</p>

	PEX 3.3: Repair tools PEX 3.4: Sterilise tools PEX 3.5: Lubricate tools PEX 3.6: Sharpen tools
	LWA 4/4: Market Pottery Business PEX 4.1: Catalogue work PEX 4.2: Display work PEX 4.3: Brand work PEX 4.4: Advertise work PEX 4.5: Price products PEX 4.6: Exhibit products PEX 4.7: Offer incentives PEX 4.8: Transport products PEX 4.9: Negotiate prices PEX 4.10: Sell products
	LWA 4/5: Perform occupational Health, Safety and Environmental Protection Practices. 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 issues PEX 5.5: Manage waste
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate: <ul style="list-style-type: none"> • Types of business • Human resource management • Financial management

	<ul style="list-style-type: none"> • Marketing • Usage of tools and materials • Storage of tools and materials • Record keeping • Labour laws • Regulations and policies • Customer handling
Average duration of learning	80 hours (2 week 10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>03 day of occupational theory and</i> • <i>07 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 center or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools or equivalent	computers, pens, photocopier, calculators, telephone, furniture, waste bin, fire extinguishers, first aid kit, grinders, files, projectors
Minimum required materials and consumables or equivalent	oil, stationery, water, disinfectant, dusters, soap, rugs, brooms,
Special notes	

3.0 ATP-PART III

Assessment Instruments for a POTTER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory)all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI)are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a POTTER are included.

3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice	1
3	Written (Theory)- matching item with generic	1
4	Written (Theory)- matching item with cause and effect	1
4.	Written (Theory)- matching item with work sequence	2
5.	Performance (Practical) test items	1
	Total	9

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M 1.1			
Time allocation:	2 minutes			

Test Item	State two ways in which ball clay can be made uniform and ready for hand forming
Answer spaces	(i) (ii)
Expected key (answers)	(i) Kneading (ii) Wedging

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M 1.2			
Time allocation:	1 minute			

Test Item	List three hand forming methods used in making pottery articles
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Pinching method (ii) Coiling method (iii) Slab method (iv) Pressing method (v) Throwing method

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M 1.1			
Time allocation:	1 minute			

Test Item	State three properties of clay
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Plasticity (ii) Shrinkage (iii) Porosity

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M 1.1			
Time allocation:	3 minute			

Test Item	The clay used in hand forming method is a combination of:
Answer spaces	A. Kaolin and slip B. Ball clay and grog C. Sand and terracotta D. Baked clay and feldspar

Key (answer)	B
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M 1.1			
Time allocation:	2 minutes			

Test Item	Match the following applications with their functions
------------------	---

Column A	
A	Sieving
B	Kneading
C	De-watering
D	Ageing

Column B	
1	Improve clay quality
2	Preserving of clay
3	Particle sizing
4	Homogeneity of clay
5	Remove excess water
6	To control cooling

Key (answer)	A-3; B-4; C-5; D-1
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	Potter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M 1.1			
Time allocation:	3 minutes			

Test Item	Match the following causes with their effects as applied in clay preparation
------------------	--

Column A	
1	Improper sieving
2	Too much water in clay
3	Improper clay storage
4	Poor wedging

Column B	
A	Impurities in clay
B	Soggy clay
C	Burnishing articles
D	Low plasticity
E	Hardens the clay
F	Crush of articles

Key (answer)	1:A, 2:B, 3:E, 4:F, 5:E
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 7			
Occupational Title:	Potter			
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 1.1			
Time allocation:	3 minutes			

Test Item	Arrange the following processes as applied in clay preparation
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Sort clay
2 nd	B	Sieve clay
3 rd	C	Dry clay
4 th	D	Drain clay
5 th	E	Survey site
6 th	F	Sample clay
7 th	G	Mine clay
8 th	H	Store clay

Key (answer)	1:E, 2:F, 3:G, 4:A, 5:C, 6:B, 7:D, 8:H
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 8			
Occupational Title:	Potter			
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 1.2			
Time allocation:	5 minutes			

Test Item	Arrange the following steps of making a pottery vase using coil method
-----------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Portion clay
2 nd	B	Prepare slip for joining
3 rd	C	Stick coils
4 th	D	Dry the vase
5 th	E	Finish the vase
6 th	F	Roll coils
7 th	G	Wedge ball clay

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

DIT/ QS	Test Item Database Performance Test Item- No.9
Occupational Title:	Potter
Competence level:	1
Code no.	
Test Item:	Make a charcoal stove using a coiling method of height 25cm, base 20cm and rim 25cm diameter.
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Joining coils • Tool handling • Finishing techniques • Clay properties • Different types of forming • Sketch interpretation • Slip preparation • Measurements • Clay preparation • Concept development • colour
Required tools, Materials and Equipment:	Ball clay, water, additive (grog), paper, ruler, scraper, bucket, working bench, butts, pencil, turn table, calliper, rasp blades, knife, cutting wire, sponge
Time allocation:	4 Hours
Preferred venue:	Workshop
Remarks for candidates	<ul style="list-style-type: none"> • Observe health, safety and environmental precautions • Equip yourself with protective gear
Remarks for assessors	<ul style="list-style-type: none"> • Provide all the required tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	<u>Wore protective gear:</u>		
		Overall/Apron		1
		Dust mask		1
		Closed shoes		1
		Assembled tools and materials		3
2	Develop concept	Determined source of inspiration	2	
		Made sketches	2	
		Working drawing depicting a charcoal stove observed		4
3	Preparation of clay	Checked clay plasticity portioned clay	3	
		Kneaded clay	3	
		Wedged clay	3	
		Plastic clay observed		4
		No lumps observed		4
4	Make charcoal stove	Portioned clay	2	
		Made coils	3	
		Uniform rolled coils observed		4
		Assembled coils		1
		A cylindrical shape of the of height 25cm, base 20cm and rim 25cm diameter observed		4
		No grain particles observed		4
		No cracks observed		4
		Applied finishes	3	
		Smooth surface observed		4
		Air-inlets observed		4
		Pot support observed		4
		Handles observed		4
		Leg stand observed		4
		Crate observed		4
Ash tray observed		4		

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
5	Demobilisation of resources	Cleaned tools		3
		Cleaned workplace		3
		Stored tools and materials		3
	TOTAL			
	Maximum score (Y)	X/Y		

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Reviewed (September 2020)

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

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 reviewed Occupational Profile for Potter of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (September 2020)

Based on the reviewed Occupational Profile for Potter of September 2020, and Training Modules of September 2020, Test Items were reviewed by combined panels of Teachers 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 teachers 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 Review Panel

The participating panel of Job Practitioners required for different stages of the assessment training package i.e. Occupational Profile, Training Modules, and Assessment instruments were constituted by members from the following organisations;

Review Panel		
No.	Name	Institution/ Organisation
1.	Mr. Mukwaya M. William	Ndugu Africa Ceramics Association
2.	Mr. Kaye Ben	Chain Pottery
3.	Mr. Wasswa Abraham Batte	City High School/ NCDC
4.	Mr. Kavuma Paul	Excel SS
5.	Mr. Kigozi Swaleh	Buddo SS
6.	Mr. Kibirige Jackson Kiwanuka	Byentaro Ceramics Uganda Ltd
7.	Mr. Byentaro Moses	Byentaro Ceramics Uganda Ltd
8.	Mr. Obbo Allan Warayamo	Seeta High School main campus
9.	Mr. Muwanguzi George Wilson	Bukasa SS Kalangala
10.	Ms. Nakiyemba Renata	Genjo Investments
11.	Mr. Rubasimbira Jairo	Genjo Investments

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

4.6 Facilitator team

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

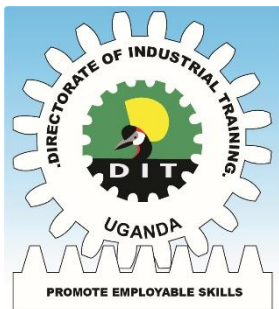
- Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, QS DIT
- Facilitators:** Ms. Atai Sarah, DE, DIT and Mr. Mawata Grace, DE, DIT.
- Facilitators for quality check:**
 Kusasira Agnes,
 Ahimbisibwe Judith
 Namwebya Sarah as a Data Entrant
- DIT Data Entrants:** Mr. Taremwa Yehu and Ms. Ainembabazi Sharon
- Compiled by:** Mr. Taremwa Yehu DE, A&C DIT and edited by Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
- Coordinated by:** Mr Byakatonda Patrick, Ag. Director, DIT;

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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ISBN 978-9913-626-37-8



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