THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Assessment and Training Package

For a

SCULPTOR

Qualification Level: 1

Occupational Cluster: Art and Design

December 2020

Developed by:

Qualifications Standards Department
Directorate of Industrial Training

Funded by:

Government of Uganda

Assessment and Training Package

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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.

Table Contents

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.

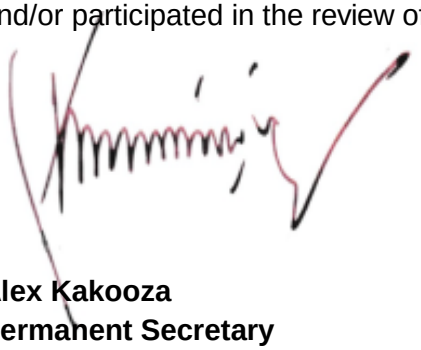
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **SCULPTOR 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 SCULPTOR.** This Occupational Profile which was reviewed by Sculptors practicing in the world of work mirrors the duties and tasks that Sculptors are expected to perform.

0.2 **PART II: Training Modules** in the form of guidelines to train Sculptors 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 SCULPTOR. These assessment instruments were reviewed jointly by job practitioners (Sculptors) 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 sculpture 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.

CBET Competence-Based Education and Training means that programs:

1. have content directly related to work
2. focus is on 'doing something well'
3. assessment is based upon industry work standards, and
4. curricula are developed in modular form

Duty A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).

Learning-Working Assignment (LWA) LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.

Modules Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.

Occupational Profile (OP) An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.

Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a SCULPTOR

1.1 The OCCUPATIONAL PROFILE (OP) for a "SCULPTOR" below defines the ***Duties*** and ***Tasks*** a competent Sculptor is expected to perform in the world of work (on the job) in Uganda and the East African region today.

1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.

1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of "occupational/job profiling.

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

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

Job Expert Panel

Okanya Paul
Eco-You Designs

Moses Miiro
Extreme Designers

Kato James Damba
Seeta High School

Mugenyi Gyaviira
Kyambogo University

Mukiibi Semakula David
VID Designers

Ruganzu Bruno Tusingwire
Eco Arts Uganda

Kasujja Henry
St Henry's College Kitovu

Namyalo Viola
Kawaala SS

Timothy Tebenkana
NCDC

Ninsima Bonita
St Patrick SS (Ssembabule)

George Kyeyune
Makerere University

Co-ordinator

Mukyala Ruth Elizabeth
Directorate of Industrial Training

Facilitators

Babirye Pamela
Directorate of Industrial Training

Akiba Saverino
Directorate of Industrial Training

Funded by
The Government of Uganda

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
For a
Sculptor

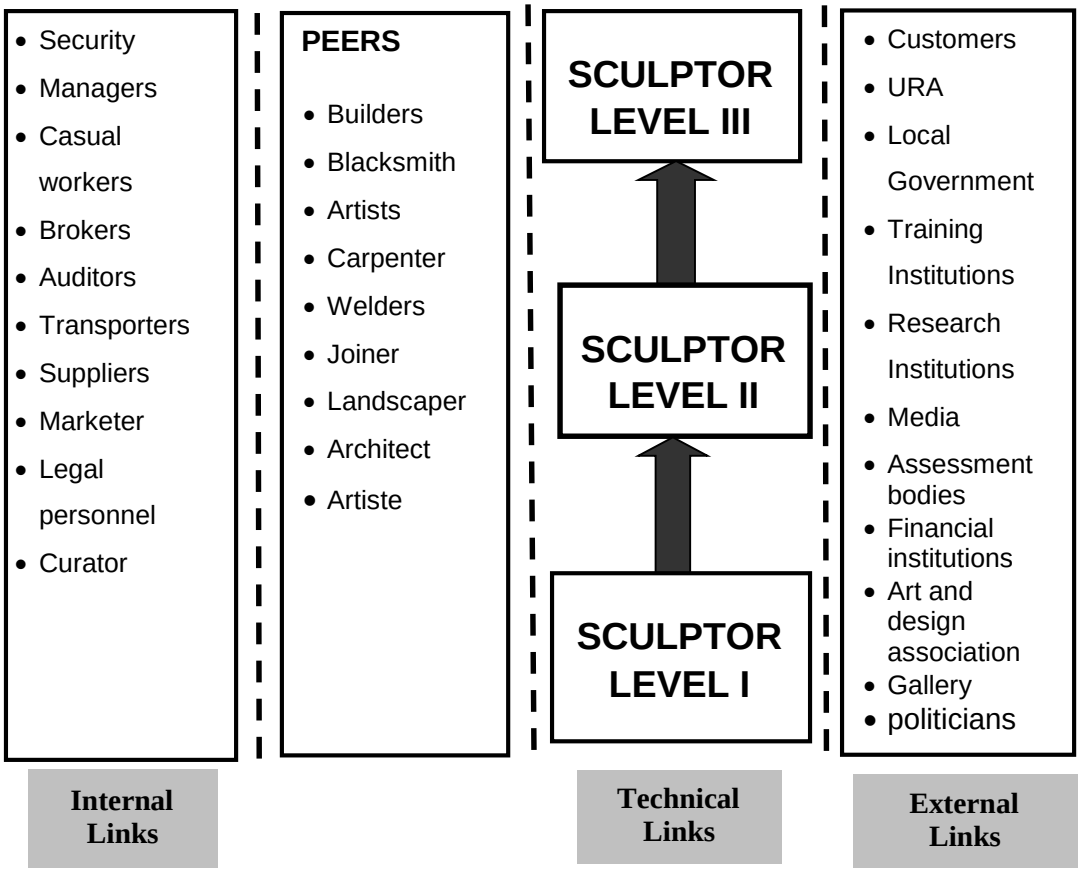
Developed by:
Qualifications Standards Department
of Directorate Industrial Training

Dates of workshop: 21st- 25thSeptember 2020

NOMENCLATURE FOR THE OCCUPATION OF SCULPTOR

Definition: A SCULPTOR is a person who creates art forms in relief and in the round using specific or wide range of materials, tools and techniques.

JOB ORGANISATION CHART FOR A SCULPTOR



1. **UVQ Level I Sculptor:** is a person who creates art forms in relief and in the round using modeling technique by exploring material from the environment.

2. **UVQ level II Sculptor:** Who creates art form in relief and in the round using various materials from the environment by modeling, carving and casting.

3. **UVQ Level III Sculptor:** Who creates art forms in relief and in the round using various materials from the environment by modeling, carving, casting and assemblage.

Duties and Tasks

A. PLAN SCULPTOR WORK	**A1** Sculptor ideas	**A2** Carry out feasibility study	**A3** Determine location
	A4 Prepare procurement plan	**A5** Prepare marketing plan	**A6** Prepare production plan
	A7 Determine labor requirements	**A8** Prepare financial plan	

B. ESTABLISH SCULPTOR WORKSHOP	**B1** Source funds	**B2** Select site	**B3** Secure site
	B4 Prepare site	**B5** Procure materials, tools and equipment	**B6** Set up workshop
	B7 Legalise business		

C. CREATE SCULPTURE	**C1** Identify sources of Inspiration	**C2** Develop concept	**C3** Make sketches
	C4 Determine Materials and tools	**C5** Marquette	**C6** Scale up work idea
	C7 Build sculpture to scale	**C8** Apply finishing	**C9** Preserve work

D. MARKET SCULPTUAL PRODUCT	**D1** Exhibit products	**D2** Catalogue products	**D3** Advertise products
	D4 Brand products	**D5** Price product	**D6** Sell product
	D7 Establish distribution points	**D8** Label product	**D9** Grade products
	D10 Package product	**D11** Deliver Product	**D12** Communicate with clients

E. MAINTAIN SCUPTURAL TOOLS AND MATERIALS	**E1** Label tools, equipment	**E2** Prepare maintenance schedule	**E3** Repair tools and equipment
	E4 Replace out tools and equipment	**E5** Store tools and equipment	**E6** Train workers on equipment use
	E7 Lubricate tools and equipment	**E8** Clean tools and equipment	**E9** Update tools and equipment

F. PERFORM ADMINISTRATIV E TASKS	**F1** Recruit workers	**F2** Orient workers	**F3** Train workers
	F4 Assign work	**F5** Monitor Performance	**F6** Motivate workers
	F7 Conduct meetings	**F8** Keep records	**F9** Resolve conflict
	F10 Pay Taxes	**F11** Perform Corporate Social Responsibility	**F12** Remunerate workers
	F13 Pursue continuous professional development	**F14** Pay bills	

G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION	**G1** Plant trees	**G2** Display safety signs	**G3** Clean work environment
	G4 Administer first aid	**G5** Manage wastes	**G6** Sensitise workers on health issues
	G6 Perform firefighting		

Additional Information

Generic Knowledge and skills

1. Drawing skills
2. Communication skills
3. Computer skills
4. Elements and principles of art and design
5. Safety precautions
6. Good eye-hand coordination skills
7. Measuring skills
8. Resource mobilisation
9. Analytical skills
10. Hazard analysis
11. Material preparation
12. Assemblage
13. Usage of tools and equipment
14. Recycling skills
15. Colour
16. Documentation
17. Networking
18. Photography
19. Storage of materials and products
20. Public relations
21. Story telling
22. Transporting
23. Ability to use manual and electric tools
24. First aid administration
25. Management skills
26. Planning
27. Record keeping
28. Finishing
29. Manipulation of materials
30. Waste management
31. Exploitation of materials
32. Casting
33. Modeling
34. Engraving
35. Rules and regulations
36. Human anatomy
37. Packaging
38. Customer handling
39. Preservation
40. Export trade
41. ICT
42. Government policies

Tools Materials and Equipment

1. Measuring tools (tape measure, spirit level, cumber board, strings)
2. Writing and drawing tools
3. Computer
4. Camera
5. Funnel
6. Chisels
7. Files/Rasps
8. Cutting tools
9. Hoe
10. Planners
11. Detergents
12. Belt sanders
13. First aid kit
14. Hand drills
15. Spraying gun
16. Compressor
17. Grog
18. Jack
19. Overalls and masks
20. Spades and hammers
21. Gloves
22. Safety boots
23. Sponge
24. Phones
25. Fabric
26. Marble
27. Soft boards
28. Rubber
29. Saw dust
30. Sand
31. Cement
32. Bones
33. Horns
34. Peppier muche
35. Books
36. Wires
37. Wood mallet
38. Cramp
39. Screw drivers and pliers
40. Transportation equipment
41. Sanding drums
42. Safety ware
43. Spoke shave
44. Work bench and bench vice
45. Sharpening tools
46. Adhesive
47. Wood
48. Clay
49. Plastic
50. Metal
51. Nails (screw, round wire, tack nails)
52. Power generators
53. Moisture meter
54. Painting brushes
55. Wax
56. Resin
57. Hardener
58. Fiber glass
59. Scrappers
60. Sand paper
61. Cranes
62. Plaster of Paris
63. Water
64. Scoopers
65. Welding rods
66. Tracing papers

Attitudes / Traits / Behaviour

1. Self-motivated
2. Creative
3. Trust worthy
4. Hard working
5. Tolerant
6. Team player
7. Disciplined
8. Time conscious
9. Committed
10. Good listener
11. Flexible
12. Result oriented
13. Trainable
14. Curious
15. Competitive
16. Innovative
17. Responsible
18. Physically fit
19. Critique
20. Kind
21. Integrity
22. Observant
23. Imaginative
24. Creative
25. Appreciates effort
26. Honesty
27. Cost caring
28. Fore sighted
29. Approachable
30. Dependable
31. Knowledgeable
32. Persistent
33. Decision maker
34. Effective communicator
35. Respects people
36. Appreciates effort
37. Consults
38. Patient
39. Dependable
40. Time conscious
41. Tidy
42. Intelligent
43. Ethical
44. Friendly
45. Interactive

Future trends and concern

1. Computer literacy
2. Need to have sculpture products on the international markets
3. Sculptor association
4. Need for a national gallery
5. Promotion of tree planting for highly demanded sculptures
6. Need for advanced technology
7. Competition
8. Market expansion
9. Public awareness of sculpture as an occupation
10. Exposure to sculpture works in other countries
11. Curators
12. Climate change
13. Political environment
14. Government policies
15. Cultural influence
16. Religious influence

2.0 ATP – PART II

Training modules for a SCULPTOR

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 SCULPTOR 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 reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.

2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

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

PEXs are therefore sub-sets of a LWA.

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

WHO IS A SCULPTOR QUALIFICATION LEVEL1?

A Level I Sculptor is a person who creates art forms in relief and in the round by exploring material from the environment using modeling techniques

TRAINING MODULES FOR A SCULPTOR UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/SC/M1.1	Process Sculptural Materials	160	4
UE/SC/M1.2	Form Sculpture Work	720	18
UE/SC/M1.3	Establish a Sculptural Workshop	240	6
UE/SC/M1.4	Manage Sculpture Studio	240	6
Summary	**4 Training Modules**	**940hours**	**38 weeks**

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

Prior to summative assessment by recognised agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/SC/M1.1
Module title	**M1.1: Process Sculptural Materials**
Related Qualification	Part of Uganda Vocational Qualification (Sculptor UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee should be able to manipulate materials into a meaningful structure
Learning-Working Assignments (LWAs)	**LWA 1/1: Source Material** **LWA 1/2: Prepare Material** **LWA 1/3: Store Material** **LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices** ***Note:*** *1. The learning exercises may be repeated until the trainee acquires targeted competence;* *2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment*.
Related Practical Exercises (PEXs)	**LWA 1/1: Source Material** PEX 1.1: Determine source of materials PEX 1.2: Identify materials PEX 1.3: Prepare sample materials PEX 1.4: Test sample materials PEX 1.5: Extract materials PEX 1.6: Transport material
	LWA 1/2: Prepare Material PEX 2:1: Sort materials PEX 2.2: Clean materials PEX 2.3: Sieve materials PEX 2.4: Mix materials PEX 2.5: Label materials
	LWA 1/3: Store Material PEX 3.1: Select storage unit PEX 3.2: Weigh materials PEX 3.3: Pack materials PEX 3.4: Label materials PEX 3.5: Label storage unit

	PEX 3.6: Assemble materials
	LWA 1/6: Perform Occupational Health, Safety and Environmental Protection Practices PEX 6.1: Wear protective gear PEX 6.2: Administer first aid PEX 6.3: Maintain personal hygiene PEX 6.4: Sensitise workers on health issues PEX 6.5: Display safety signs and precautions notes PEX 6.6: 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:* • Occupational health and safety • Machine operation and servicing • Material properties • Storage of material • Hazard analysis • Sorting • Preparation of materials • Weighing • Customer handling • Record keeping • Regulations and policies • Storage • Transportation • Material properties • Sample analysis
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: • *05 days of occupational theory and* • *15 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided 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	cutters, sieve, mortar and pestle, containers, masks, test kin, labeling tags, camera, pens, hoe, panga, gum boots, overalls, wheelbarrow, polythene bags, first aid kit, pulleys
Minimum required materials and consumables or equivalent	water, packaging materials, clay, wood, metal, chemicals, wire, gloves, sawdust, wax, plastic, plaster, adhesives, ash, lubricants, soap, paper, masking tape
Special notes	

Code	UE/SC/M1.2
Module title	**M1.2: Form Sculpture Work**
Related Qualification	Part of Uganda Vocational Qualification (Sculptor UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manipulate materials into a meaningful structure
Learning-Working Assignments (LWAs)	**LWA 2/1: Develop Concept** **LWA 2/2: Form Marquette** **LWA 2/3: Execute Sculpture** **LWA 2/5: Practice Occupational Health, Safety and Environmental Protection Practices** **Note:** *1. The learning exercises may be repeated until the trainee acquires targeted competence;* *2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.*
Related Practical Exercises (PEXs)	**LWA 2/1: Develop Concept** PEX 1.1: Determine source of inspiration PEX 1.2: Conduct research PEX 1.3: Develop sketches PEX 1.3: Make working drawings
	LWA 2/2: Form the Marquette PEX 2.1: Determine material PEX 2.3: Prepare material PEX 2.4: Make armature PEX 2:5: Build Marquette PEX 2:6: Finish Marquette
	LWA 3/3: Execute Sculpture PEX 3.1: Determine material PEX 3.2: Prepare material PEX 3.3: Scale from marquette PEX 3.4: Build armature PEX 3.5: Build sculpture PEX 3.6: Finish sculpture

	LWA 3/4: Practice Occupational Health Safety and Environment Protection Practices PEX 4.1: Wear protective gear PEX 4.2: Clean and disinfect tools and equipment PEX 4.3: Manage waste PEX 4.4: Sensitise workers on key health issues PEX 4.5: Administer first aid PEX 4.6: Display safety signs
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:* • Types of materials • Properties of different materials • Preservation techniques • Usage of tools and materials • Occupational health and safety • Storage techniques • Research • Drawing • Measurement • Modeling techniques • Waste management • Hazard analysis • Customer handling • Maintenance of tools and materials
Average duration of learning	*720 hours (90 days) of nominal learning suggested to include*: • *10 days of occupational theory and* • *80 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training 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	hoes, panga, axe, basins, bucket, gloves, gum boots, polythene papers, overalls, wheelbarrow, spade, hammer, shovel, brick trowel, tape measurement, rulers, drawing tools, pallets, bullets, containers, spoon, pallet knife, fork, sculpture set, squares, kiln.
Minimum required materials and consumables or equivalent	clay, water, cement, saw dust, lubricants, paint, adhesives, plastics, dyes, wire, strings, nails, cotton waste, fabric off cuts, sponge, polythene, paper, ink, graphite, iron bars, wire mesh, plaster of Paris, scrapbook, drawing board, sand, gravel, glass,
Special notes	

Code	UE/SC/M 1.3
Module title	**M1.3: Establish Sculptural Workshop**
Related Qualification	Part of Uganda Vocational Qualification (Sculptor UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to establish a sculptural workshop.
Learning-Working Assignments (LWAs)	**LWA 3/1: Plan Workshop** **LWA 3/2: Mobilize Resources** **LWA 3/3: Legalize Sculptural Business** **LWA 3/4: Observe Occupational Health Safety and Environmental Protection Practices** ***Note:*** 1. *The learning exercises may be repeated till the trainee acquires 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)	**LWA 3/1: Plan Sculptural Workshop** PEX 1.1: Develop business idea PEX 1.2: Conduct research PEX 1.3: Determine market PEX 1.4: Determine human resource needs PEX 1.5: Determine financial resource needs PEX 1.6: Determine sources of materials PEX 1.7: Prepare budget PEX 1.8: Prepare work schedules
	LWA 3/2: Mobilise Resources PEX 2.1: Source for funds PEX 2.2: Recruit workers PEX 2.3: Acquire tools, equipment and materials
	LWA 3/3: Legalize Sculptural Workshop PEX 3.1: Register business PEX 3.2: Acquire operational permits PEX 3.3: Insure business

	LWA 3/4: Observe Occupational Health Safety and Environmental Protection Practices PEX 4.1: Manage waste PEX 4.2: Sensitise workers on key health issues PEX 4.3: Wear protective gear PEX 4.4: Administer first aid PEX 4.5: Perform firefighting PEX 4.6: Display safety sign
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:* • Entrepreneur skills • Basic research • Resource allocation • Financial literacy • Budgeting • ICT • Customer handling • Qualities of a good studio • Safety precautions • Negotiation • Transportation • Planning • Human resource management • Usage of tools and materials • First aid administration • Record keeping • Storage of tools and materials
Average duration of learning	*160 hours (20 days) of nominal learning suggested to include*: • *5 days of occupational theory and* • *15 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided 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	cameras, projectors, computer, printers, waste bin, boards
Minimum required materials and consumables or equivalent	airtime and data, stationery, toiletries, strings, nails, vanish, ropes, belts
Special notes	

Code	UE/SC/M1.4
Module title	**M1.4: Manage Sculpture Workshop**
Related Qualification	Part of: Uganda Vocational Qualification (Sculptor UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage and sustain a sculptor workshop
Learning-Working Assignments (LWAs)	**LWA 4/1: Manage Records** **LWA 4/2: Perform Administrative Duties** **LWA 4/3: Manage Tools and Materials** **LWA 4/4: Perform Art Curatorship** **LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices** **Note:** 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)	**LWA 4/1: Manage Records** PEX 1.1: Prepare financial records PEX 1.2: Prepare production records PEX 1.3: Prepare procurement records PEX 1.4: Prepare marketing records PEX 1.5: Prepare human resource records PEX 1.6: Prepare inventory
	LWA 4/2: Perform Administrative Duties 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
	LWA 4/3: Maintain Tools and Materials PEX 3.1: Clean tools

	PEX 3.2: Replace tools PEX 3.3: Repair tools PEX 3.4: Sterilise tools PEX 3.5: Lubricate tools PEX 3.6: Sharpen tools
	LWA 4/4: Perform Art Curatorship 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
	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:* • Types of business • Human resource management • Financial management • Usage of tools and materials • Storage of tools and materials • Record keeping • Labor laws • Regulations and policies • Curatorship • Customer handling • Waste management • Maintenance of tools and materials

	• First aid administration
Average duration of learning	80 hours (2 week 10 days) of nominal learning suggested to include: • *03 day of occupational theory and* • *07 days of occupational practice*
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided 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, filer, safety boots
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 SCULPTOR

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 **SCULPTOR** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	02
2.	Written (Theory)- multiple choice	02
3.	Written (Theory)- matching with generic	01
4.	Written (Theory)- cause effect	02
5	Performance (Practical) test items	01
Total		**08**

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Sculptor			
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:	MI.2			
Time allocation:	2 minutes			

Test Item	List any two techniques used in modelling
Answer spaces	(i) …… (ii) ……
Expected key (answers)	(i) Pinching methods (ii) Coiling method (iii) Slabing method

<table>
<tr><td>DIT/ QS</td><td colspan="4">Test Item Database
Written (Theory) Test Item- No. 2</td></tr>
<tr><td>Occupational Title:</td><td colspan="4">Sculptor</td></tr>
<tr><td>Competence level:</td><td colspan="4">Level 1</td></tr>
<tr><td>Code no.</td><td colspan="4"></td></tr>
<tr><td>Test Item type:</td><td colspan="4"><table>
<tr><td>Short answer</td><td>√</td></tr>
<tr><td>Multiple choice</td><td></td></tr>
<tr><td rowspan="2">Matching item</td><td>Generic</td><td>Cause-Effect</td><td>Work-sequence</td></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Complexity level:</td><td colspan="4">C2</td></tr>
<tr><td>Date of OP:</td><td colspan="4">September 2020</td></tr>
<tr><td>Related Module:</td><td colspan="4">MI.1</td></tr>
<tr><td>Time allocation:</td><td colspan="4">2 minutes</td></tr>
</table>

Test Item	State any four precautions observed when preparing sculptural materials.
Answer spaces	(i) …… (ii) …… (iii) …… (iv) ……
Expected key (answers)	(i) Observe personal hygiene (ii) Administer first aid (iii) Manage waste (iv) Cleaning tools (v) Display safety signs (vi) Wear protective gear (vii) Sensitise workers on key health issues

<table>
<tr><td>DIT/ QS</td><td colspan="4">Test Item Database
Written (Theory) Test Item- No. 3</td></tr>
<tr><td>Occupational Title:</td><td colspan="4">Sculptor</td></tr>
<tr><td>Competence level:</td><td colspan="4">Level 1</td></tr>
<tr><td>Code no.</td><td colspan="4"></td></tr>
<tr><td rowspan="4">Test Item type:</td><td>Short answer</td><td colspan="3"></td></tr>
<tr><td>Multiple choice</td><td colspan="3">√</td></tr>
<tr><td rowspan="2">Matching item</td><td>Generic</td><td>Cause-Effect</td><td>Work-sequence</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Complexity level:</td><td colspan="4">C1</td></tr>
<tr><td>Date of OP:</td><td colspan="4">September 2020</td></tr>
<tr><td>Related modules:</td><td colspan="4">MI.3</td></tr>
<tr><td>Time allocation:</td><td colspan="4">2 minutes</td></tr>
</table>

Test Item	The following tools are used in sculpture **Except**
Distracters and correct answer	A. Gouge B. Mallet C. Shuttle D. Rasp

Key (answer)	C

<table>
<tr><td>DIT/ QS</td><td colspan="4">Test Item Database
Written (Theory) Test Item- No. 4</td></tr>
<tr><td>Occupational Title:</td><td colspan="4">Sculptor</td></tr>
<tr><td>Competence level:</td><td colspan="4">Level 1</td></tr>
<tr><td>Code no.</td><td colspan="4"></td></tr>
<tr><td>Test Item type:</td><td colspan="4"><table>
<tr><td>Short answer</td><td colspan="3"></td></tr>
<tr><td>Multiple choice</td><td colspan="3">√</td></tr>
<tr><td rowspan="2">Matching item</td><td>Ge eric</td><td>Cause-Effect</td><td>Work-sequence</td></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Complexity level:</td><td colspan="4">C1</td></tr>
<tr><td>Date of OP:</td><td colspan="4">September 2020</td></tr>
<tr><td>Related modules:</td><td colspan="4">MI.2</td></tr>
<tr><td>Time allocation:</td><td colspan="4">2 minutes</td></tr>
</table>

Test Item	Which of the following applies to terracotta sculpture
Distracters and correct answer	A. Firing B. Welding C. Melting D. Hammering

Key (answer)	A

DIT/QS	Test Item Database Written (Theory) Test Item- no. 5
Occupational Title:	Sculptor
Competence level:	Level 1
Code no.	
Test Item type:	Short answer Multiple choice Matching item: Generic √; Cause-Effect; Work-sequence
Complexity level:	C1
Date of OP:	September 2020
Related Modules:	MI.2
Time allocation:	2 minutes

Test Item	Match the following materials to their applications

Column A (Materials)	
1	Clay
2	Metal
3	Plaster
4	Wood

Column B (Applications)	
A	Carving
B	Welding
C	Firing
D	Casting
E	Assembling
F	Blasting

Key (answer)	1:C 2:B 3:D 4:A

DIT/QS	Test Item Database Written (Theory) Test Item- no. 6
Occupational Title:	Sculptor
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 Modules:	MI.1
Time allocation:	3 minutes

Test Item	Match the most appropriate way of preserving the following sculptures

Column A (Type)	
A	Wood
B	Metal
C	Clay
D	Paper Mache

Column B (Way of preservation)	
1	Use sand paper
2	Apply glaze
3	Apply oil
4	Apply water
5	Fire
6	Apply polish
7	Paint

Key (answer)	A:6 B:3 C:5 D:7

DIT/QS	Test Item Database Written (Theory) Test Item- no. 7
Occupational Title:	Sculptor
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 Modules:	MI.2
Time allocation:	3 minutes

Test Item	Match the following defects to their effects in sculpture work

Column A (Cause)	
1	Lack Marquette
2	Lack of armature
3	Lack of pedestal
4	Lack of working drawing

Column B (Effect)	
A	Fragile work
B	Poor scaling
C	Warping
D	Explosion
E	Failure to execute concept
F	Melting

Key (answer)	1-B, 2-C,3-A,4-E

PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Sculptor
Competence level:	Level 1
Code no.	
Test Item:	Produce a clay sculpture out of geometric forms expressing violence. Apply any of the following techniques of modelling; slabbing, pinching and coiling not exceeding 30cm in height
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• Modeling techniques • Clay preparation • Clay properties • Tools for modeling • Knowledge on geometrical forms and structure • Finishing
Required tools, Materials and Equipment:	Spatulas, Knives, Callipers, Clay cutters, Needles, Tongs, Lifting tools, pliers, wire, wire mesh, spoon
Time allocation:	8hrs
Preferred venue:	Sculpture Studio
Remarks for candidates	♦ Observe health and safety precautions
Remarks for assessors	♦ Assessment should be handled under a sheltered place

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore PPE		2
		Organised work space		4
		Assembled tools and materials		4
2	Design Concept	Determined source of inspiration		3
		Made sketches		3
		Developed concept		4
		Working drawing observed		4

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
3	Developed Marquette	Selected tools and materials		2
		Formed armature	3	
		Amateur observed		4
		Built Marquette		4
4	Execute work	Selected tools and materials		2
		Scaled from Marquette	4	
		Formed armature	4	
		Scaled armature observed		4
		Modelled on amateur with appropriate material	4	
		Made finishing	4	
		Details of the theme observed		4
		A sculpture not exceeding 30cm height observed		4
		Sculpture depicting working drawing observed		4
		Covered the sculpture piece		3
5	Perform post task activities	Cleaned the work area		2
		Cleaned tools		2
		Stored tools, equipment and materials		2
		Manage waste	1	2
TOTAL			**22**	**65**
Maximum score (Y)		**(X/Y) x 100**	**87**	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Development (September 2020)

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

4.3 Test Item Review (September 2020)

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

4.4 Methodology

The rationale for the Assessment and Training Package review was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the review philosophy.

The 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 and 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.	Okanya Paul	Eco-You Designs
2.	Miiro Moses	Extreme Designers
3.	Kato James Damba	Seeta High School
4.	Mugenyi Gyaviira	Kyambogo University
5.	Ruganzu Bruno Tusingwire	Eco Art Uganda
6.	Mukiibi Semakula David	VID Designers
7.	Kasujja Henry	St. Henry's Collage Kitovu
8.	Tebenkana Timothy	NCDC
9.	Kyeyune George	Makerere University
10.	Namiro Viola	Kawala SS
11.	Ninsima Bonita	St Patrick SS (Sembabule)

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

4.6 Facilitator team

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

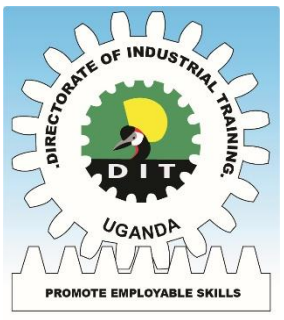
1. **Team Leader**: Ms. Mukyala Ruth E., Ag Deputy Director, QS DIT
2. **Facilitators**: Ms. Babirye Pamela, DIT, Mr. Akiba Saverino DIT.
3. **Faciltitors for quality check;** Ahimbisibwe Judith, Kusasira Agnes and Namwebya Sarah as dara entrant all from qualification standards.
4. **Data Entrants**: Ms. Katusime Gloria DE, DIT and Ms. Ajore Ruth Elizabeth DE
5. **Compiled by:** Ms. Katusime Gloria DE, DIT
6. **Edited by:** Ms. Mukyala Ruth E. , Ag Deputy Director, QS DIT
7. **Coordinated by**: Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. 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:

References:

1. *Peter Rubino (2010). Sculpting the figure in clay: an artistic and technical journey at understanding the creative of dynamic forces in figurative sculpture. Watson- GapHLLISBN-13:0823099245.*
2. *Bruno Lucchesi and Margit malmztrom (1996). Modeling the figure in clay. Sculptors' guide to Anatomy. 30th Anniversary Edition =. Watson-Guptill ISBN-13:978-0823030965*
3. *Milt Liebzon (2001). Direct wood sculpture: techniques, innovation, creativity.*



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