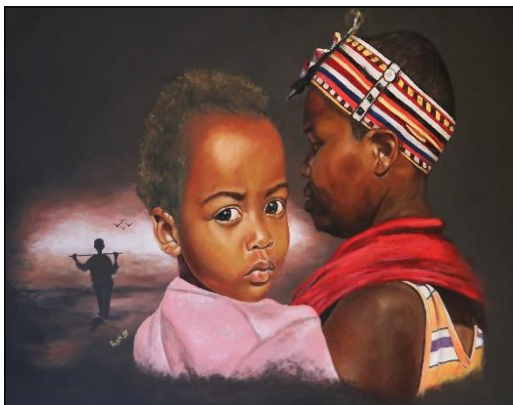




**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**



## **Assessment and Training Package**

**For a**

**VISUAL PAINTER**

**Qualification Level: 1**

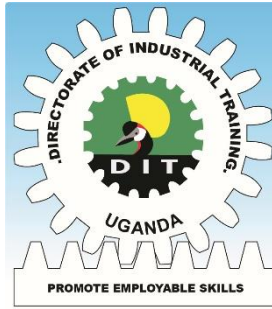
**Occupational Cluster: Art and Design**

**December 2020**

---

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

**Funded by:**  
Government of Uganda



## **Assessment and Training Package**

**For a**

**VISUAL PAINTER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

Directorate of Industrial Training  
Plot 97/99 Jinja Road/ Corner 3<sup>rd</sup> Street,  
P.O Box 20050, Lugogo, Kampala, Uganda  
Tel: +256 414 253 704; +256 312 279 344  
E-mail: [uvqf.dit@gmail.com](mailto:uvqf.dit@gmail.com)  
[Web: www.dituganda.org](http://www.dituganda.org)

© Directorate of Industrial Training

2021

ISBN: 978-9913-626-32-3

ISO: 9001:2015      Certificate No.: UG92580A

All rights reserved. No reproduction or copy transmission of this publication may be made without written permission or in accordance with the provisions of the Copyright, Designs and Patents Act or under the terms of licence permitting limited copying issued by the licencing agency in Uganda. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

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 OF CONTENTS

<b>Word from Permanent Secretary .....</b>	<b>iv</b>
<b>Executive summary .....</b>	<b>vi</b>
<b>Acknowledgement .....</b>	<b>viii</b>
<b>Abbreviations and acronyms .....</b>	<b>ix</b>
<b>Key definitions .....</b>	<b>x</b>
<b>1.0 ATP-PART I .....</b>	<b>1</b>
<b>Occupational Profile for a Visual Painter .....</b>	<b>1</b>
<b>2.0 ATP-PART II .....</b>	<b>9</b>
<b>Training Modules for a Visual Painter .....</b>	<b>9</b>
<b>3.0 ATP-PART III .....</b>	<b>25</b>
<b>Assessment Instruments for a Visual Painter .....</b>	<b>25</b>
<b>Written Test Items (Samples) .....</b>	<b>27</b>
<b>Performance Test Items (Samples) .....</b>	<b>35</b>
<b>4.0 ATP-PART IV .....</b>	<b>39</b>
<b>Information on Development Process .....</b>	<b>39</b>

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

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

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

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

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



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

## Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of visual painting 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

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence /</b>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	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/assignments.
<b>Module</b>	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.
<b>Occupational Profile (OP)</b>	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles 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 Visual Painter**

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panellists 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 for Visual Painter are listed on the following page.

---

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

**Expert Panel**

**Sempala Patrick**

Ministry of Education and Sports

**Jane Sebuliba**

National Curriculum Development Centre  
(NCDC)

**Nsubuga Joseph**

UMSS Namugongo

**Walyendo Edgar Brevis**

SINA/Walyendo Gallery

**Bbuye Isaac**

Mengo S.S

**Owomugasho Rabboni**

Visual Painter

**Nampeke Florence**

Ntinda VTI

**Muleeto Sadrack**

Nabisunsa Girls' S.S

**Bahumbize Jonah**

Artfield Institute of Design

**Kajimu Robert**

Michelangelo College of Creative Arts

**Kajimu Robert**

Bex Hill High School -Kamutuuza

**Kwizera Alex**

Kwiz Era Studio

**Lukwago Alex**

Visual Painter

**Makanga Jacob Zaake**

St Peters S.S Naalya

**Facilitators**

**Tuhirirwe Doreen**

Directorate of Industrial Training

**Matovu Javiira Christian**

Directorate of Industrial Training

**Elizabeth Ruth Mukyala**

Directorate of Industrial Training

**Co-ordinator**

**Patrick Byakatonda**

Directorate of Industrial Training

**Funded by**

Government of Uganda



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

**Directorate of Industrial Training**

**Occupational Profile**  
**of a**  
**Visual Painter**

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

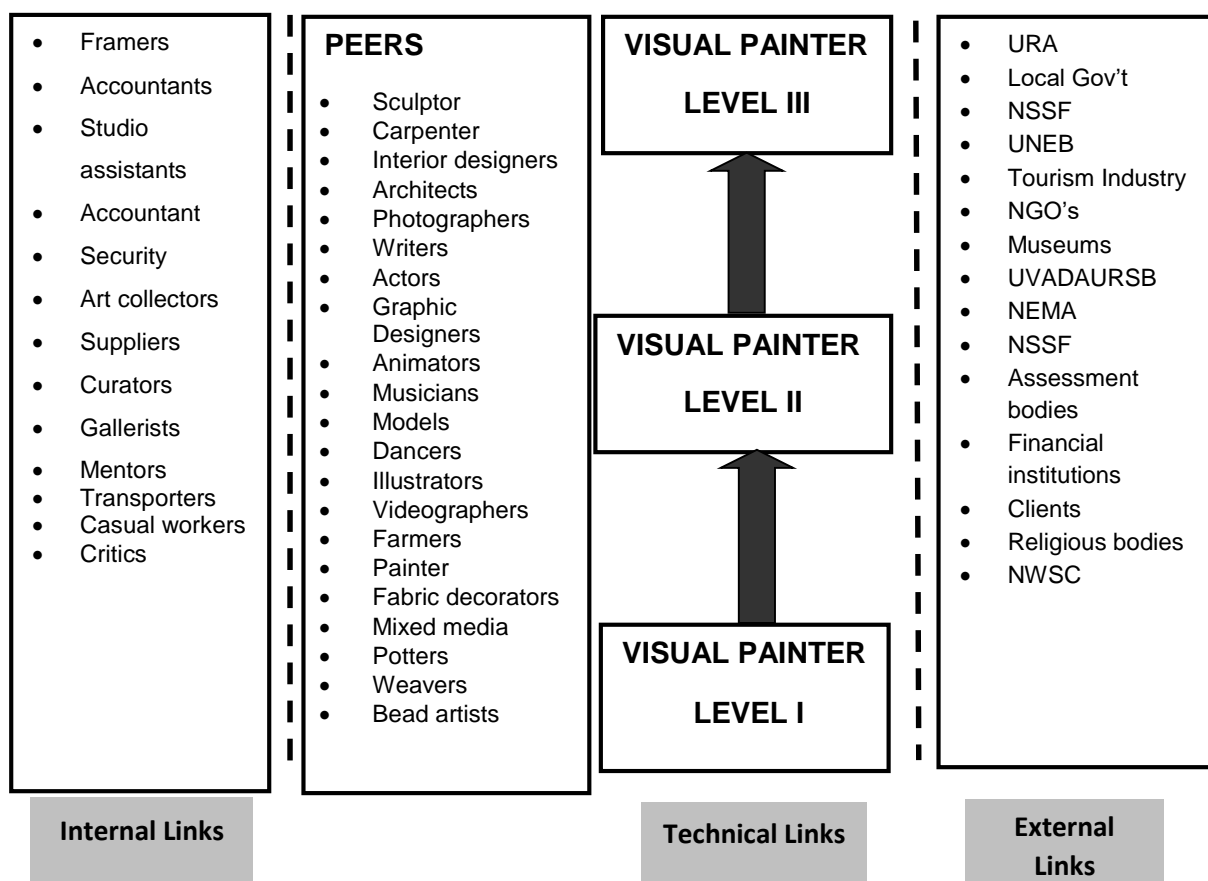
**Dates of workshop: 21<sup>st</sup> – 25<sup>th</sup> September 2020**



## NOMENCLATURE FOR THE OCCUPATION OF A VISUAL PAINTER

**Definition:** A person who communicates through painting on surfaces with a given idealism.

### JOB ORGANISATION CHART FOR A VISUAL PAINTER



### Level Descriptor

- Level I (Visual Painter);** A person who communicates through painting on surfaces by exploring all kinds of art movement.
- Level II (Visual Painter):** A person who communicates through painting on the surface by exploring and manipulating
- Level III (Visual Painter):** A person who possesses advanced techniques, knowledge and skills in expressing him/herself through a defined style of painting.

## Duties and Tasks

<b>A. PLAN WORK</b>	<b>A1</b> Conduct pilot study	<b>A2</b> Prepare work schedule	<b>A3</b> Determine financial resources
	<b>A4</b> Determine location	<b>A5</b> Determine tools, equipment and materials	<b>A6</b> Prepare budget

<b>B. ESTABLISH STUDIO</b>	<b>B1</b> Select size	<b>B2</b> Secure site	<b>B3</b> Prepare site
	<b>B4</b> Procure materials, tools and equipment	<b>B5</b> Set up studio	<b>B6</b> Legalise business

<b>C. MANAGE AND MAINTAIN STUDIO</b>	<b>C1</b> Organise studio	<b>C2</b> Replace tools and materials	<b>C3</b> Clean tools
	<b>C4</b> Control materials, tools and equipment usage	<b>C5</b> Check product quality	<b>C6</b> Label tools, equipment and materials
	<b>C7</b> Test tools and materials	<b>C8</b> Repair tools and materials	<b>C9</b> Clean tools and materials
	<b>C10</b> Refurbish work		

<b>D. EXECUTE WORK</b>	<b>D1</b> Determine theme	<b>D2</b> Make sketches	<b>D3</b> Develop composition
	<b>D4</b> Prepare tools and materials	<b>D5</b> Prepare painting ground	<b>D6</b> Prepare paints
	<b>D7</b> Plot on surface	<b>D8</b> Apply paint	<b>D9</b> Critique work
	<b>D10</b> Make adjustments	<b>D11</b> Sign art-piece	

<b>E. APPLY FINISHING</b>	<b>E1</b> Apply fixatives	<b>E2</b> Measure Art piece	<b>E3</b> Trim work
	<b>E4</b> Mount Art piece	<b>E5</b> Prepare Frame	<b>E6</b> Frame Art Piece

<b>F. MARKET ART WORK</b>	<b>F1</b> Prepare catalogue	<b>F2</b> Brand art-piece	<b>F3</b> Price art-piece
	<b>F4</b> Advertise art-piece	<b>F5</b> Exhibit art-work	<b>F6</b> Deliver art-piece
	<b>F7</b> Sell art-piece	<b>F8</b> Package art-piece	<b>F9</b> Communicate with clients
	<b>F10</b> Offer price packages		

<b>G. PERFORM ADMINISTRATIVE TASKS</b>	<b>G1</b> Recruit team	<b>G2</b> Assign duties	<b>G3</b> Orient team
	<b>G4</b> Train team	<b>G5</b> Manage finances	<b>G6</b> Keep records
	<b>G7</b> Supervise workers	<b>G8</b> Motivate team	<b>G9</b> Pay taxes
	<b>G10</b> Appraise team	<b>G11</b> Pursue continuous professional development	<b>G12</b> Develop portfolios

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>H1</b> Insure studio	<b>H2</b> Administer first aid	<b>H3</b> Perform firefight
	<b>H4</b> Wear protective gear	<b>H5</b> Manage waste	<b>H6</b> Practice personal hygiene
	<b>H7</b> Sensitise team on occupational hazards		

## Additional Information

### Generic knowledge & skills

- |   |                             |
|---|-----------------------------|
| 1. Entrepreneurship                     | 20. Story telling           |
| 2. Originality and identity             | 21. Stretching canvas       |
| 3. Selection of tools and materials     | 22. Colour scheming         |
| 4. Research                             | 23. Photography             |
| 5. ICT                                  | 24. Cleaning brushes        |
| 6. Understanding composition            | 25. Documenting             |
| 7. Intellectual property                | 26. Administrative skills   |
| 8. Marketing matrix                     | 27. Joining                 |
| 9. Knowledge on export trade            | 28. Alignment and dimension |
| 10. Government policies and regulations | 29. Tool handling           |
| 11. Environmental conservation          | 30. Packaging skills        |
| 12. Consumer's tastes and preferences   | 31. Experimenting           |
| 13. Creativity                          | 32. Drafting                |
| 14. Storage of art-works and materials  | 33. Colour application      |
| 15. Public relations                    | 34. Skills on shipping      |
| 16. Different painting styles           | 35. Exhibiting              |
| 17. Customer handling                   | 36. Priming canvas          |
| 18. Waste management                    | 37. Collaborative skills    |
| 19. Record keeping                      | 38. Networking              |

### Tools, Equipment and Materials

- |                    |                      |
|--------------------|----------------------|
| 1. Brushes         | 31. Glass cutters    |
| 2. Rollers         | 32. Knives           |
| 3. Palettes        | 33. Nails            |
| 4. Bottles         | 34. Screws           |
| 5. Containers      | 35. Protective gear  |
| 6. Hammers         | 36. Overalls         |
| 7. Sand papers     | 37. Masks            |
| 8. Paint           | 38. Gloves           |
| 9. Measuring tape  | 39. Headsets         |
| 10. Rulers         | 40. Goggles          |
| 11. Easels         | 41. Air brush        |
| 12. Crane          | 42. Spray cans       |
| 13. Lens           | 43. Paints           |
| 14. Pens           | 44. Filler           |
| 15. Sponge         | 45. Inks             |
| 16. Digital tablet | 46. Pastels          |
| 17. Twig           | 47. Painting grounds |
| 18. Camera         | 48. Nails            |
| 19. Laptop         | 49. Fixatives        |
| 20. Projectors     | 50. Paper            |
| 21. Phones         | 51. Thinner          |
| 22. Scrapers       | 52. Sugar            |
| 23. Staple gun     | 53. Egg tempera      |
| 24. Glue gun       | 54. Water            |
| 25. Hand saw       | 55. Resin            |
| 26. Drill          | 56. Natural pigment  |
| 27. Chisels        | 57. Glass            |
| 28. Alcohol        | 58. Eggs             |
| 29. Paraffin       | 59. Sugar            |
| 30. Soil           | 60. Dung             |
|                    | 61. Newspaper        |

Attitudes/Traits/Behaviour	Future Trends and Concerns
<ol style="list-style-type: none"> <li>1. Creative</li> <li>2. Curious</li> <li>3. God-fearing</li> <li>4. Patient</li> <li>5. Calm</li> <li>6. Reflective</li> <li>7. Open-minded</li> <li>8. Time conscious</li> <li>9. Honest</li> <li>10. Humble</li> <li>11. Imaginative</li> <li>12. Collaborative</li> <li>13. Truthful</li> <li>14. Exemplary</li> <li>15. Tidy</li> <li>16. Innovative</li> <li>17. Social</li> <li>18. Friendly</li> <li>19. Inquisitive</li> <li>20. Faithful</li> <li>21. Teachable</li> <li>22. Clean</li> <li>23. Observant</li> <li>24. Ethical</li> <li>25. Self-motivated</li> <li>26. Physically fit</li> <li>27. Interactive</li> <li>28. Fair</li> </ol>	<ol style="list-style-type: none"> <li>1. Projectors Vs value</li> <li>2. Age of software</li> <li>3. Recycling and innovation</li> <li>4. Functionality</li> <li>5. New marketing forums</li> <li>6. Product value</li> <li>7. Online exhibitions</li> <li>8. Competition with printers</li> <li>9. Collaboration</li> <li>10. Art writing</li> <li>11. Policy making</li> <li>12. Camera Vs paintings</li> <li>13. Patron-ship</li> <li>14. Philanthropy</li> <li>15. Community awareness</li> <li>16. Art for advocacy</li> <li>17. Era of social innovation</li> </ol>

## 2.0 ATP-PART II

### **Training Modules for a VISUAL PAINTER**

- 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 Visual Painter Occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centres and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes in the form of Test Items described in Part II.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre or at the work place; or combinations of both.

### UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

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

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

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

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

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



## WHO IS A VISUAL PAINTER QUALIFICATION LEVEL 1?

A **Visual Painter Lever 1** is a person who communicates through painting on surfaces by exploring various kinds of art movements.

### TRAINING MODULES FOR A VISUAL PAINTER

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/VP/M1.1	Make Paintings Materials and Tools	240 hours	6 weeks
UE/VP/M1.2	Make Visual Paintings	80 hours	2 weeks
UE/VP/M1.3	Establish Visual Painting Studio	160 hours	4 weeks
UE/VP/M1.4	Manage Visual Painting Studio	160 hours	4 weeks
Summary	4 Training modules	640 hours	16 weeks

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

It is assumed that:

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

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

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

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

<b>Code</b>	<b>UE/VP/M1.1</b>
<b>Module title</b>	<b>M1.1: Make Painting Materials and Tools</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (VISUAL PAINTER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	On completion of this module, the trainee shall be able to make painting materials and tools
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 1/1: Prepare Surfaces</b> <b>LWA 1/2: Prepare Paints</b> <b>LWA 1/3: Make Basic Painting Tools</b> <b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b>  <b>Note:</b> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 1/1: Prepare Surfaces</b> PEX 1.1: Determine surface type PEX 1.2: Measure surface PEX 1.3: Demarcate surface PEX 1.4: Prime surface PEX 1.5: Preserve surface  <b>LWA 1/2: Prepare Paints</b> PEX 2.1: Determine nature of paint PEX 2.2: Determine mix ratios PEX 2.3: Mix paints PEX 2.4: Form secondary colours PEX 2.5: Form tertiary colours PEX 2.6: Form tints and shades PEX 2.7: Package paints PEX 2.8: Store paints  <b>LWA 1/3: Make Basic Painting Tools</b> PEX 3.1: Determine tools and materials PEX 3.2: Identify type of painting tool PEX 3.3: Source materials and tools PEX 3.4: Prepare materials and tools PEX 3.5: Make tool

	<p>PEX 3.6: Preserve tool  PEX 3.7: Store tool</p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear  PEX 4.2: Administer first aid  PEX 4.3: Display safety signs  PEX 4.4: Manage waste  PEX 4.5: Clean tools and equipment  PEX 4.6: Store tools and equipment  PEX 4.7: Perform firefighting</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Colour wheel</li> <li>• Names of primary, secondary and tertiary colours</li> <li>• Colour schemes</li> <li>• Colour values</li> <li>• Types of colour</li> <li>• Selecting colours</li> <li>• Proper mixing of colour</li> <li>• Sketching techniques</li> <li>• Shapes and forms</li> <li>• Dangers of different mediums</li> <li>• History of colour</li> <li>• Tonal variations</li> <li>• Principles of drawing</li> <li>• Cleaning tools</li> <li>• Repairing of tools</li> </ul>

	<ul style="list-style-type: none"> <li>• Usage of different tools</li> <li>• Storage of paint</li> <li>• Storage of tools</li> <li>• Maintenance of tools</li> <li>• Mixing ratios</li> <li>• Waste management</li> <li>• Measurements</li> <li>• First aid administration</li> <li>• Package</li> <li>• Colour trends</li> <li>• Marketing</li> </ul>
<b>Average duration of learning</b>	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>2 days of occupational theory and</i></li> <li>• <i>13 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	colour mixer, pallets, brushes, improvised tins, apron, rugs, rulers, rollers, sticks, tape, spray gun, pencil, colour pencils, eraser, first aid, containers, drill, scoopers, spoons, measuring cups, tape measure, cutters
<b>Minimum required materials and consumables or equivalent</b>	oil paint, acrylic paint, crayons, sketch pads, water, linseed oil, thinner, paraffin, powder paint, makers, filler, ink colours, spray paint, wood, sugar, eggs, stationery
<b>Special notes</b>	

<b>Code</b>	<b>UE/VP/M1.2</b>
<b>Module title</b>	<b>M1.2: Make Visual Paintings</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (VISUAL PAINTER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	On completion of this module, the trainee shall be able to generate themes, and come up with a creative composition.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Develop Composition</b></p> <p><b>LWA 2/2: Prepare Tools and Materials</b></p> <p><b>LWA 2/3: Paint Composition</b></p> <p><b>LWA 2/4: Perform Finishing</b></p> <p><b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Develop Composition</b></p> <p>PEX 1.1: Identify inspiration</p> <p>PEX 1.2: Select subject matter</p> <p>PEX 1.3: Make studies</p> <p>PEX 1.4: Determine art movements</p> <p>PEX 1.4: Sketch idea</p> <p>PEX 1.5: Apply colour</p>
	<p><b>LWA 2/2: Prepare Tools and Materials</b></p> <p>PEX 2.1: Identify tools, materials and equipment</p> <p>PEX 2.2: Select tools, materials and equipment</p> <p>PEX 2.3: Prepare colours</p> <p>PEX 2.4: Prepare painting surface</p> <p>PEX 2.5: Prepare tools</p>
	<p><b>LWA 2/3: Paint Composition</b></p> <p>PEX 3.1: Sketch layout</p> <p>PEX 3.2: Measure layout</p> <p>PEX 3.2: Create format</p> <p>PEX 3.3: Apply paint</p> <p>PEX 3.4: Sign work</p>

	<b>LWA 2/4: Perform Finishing</b> PEX 4.1: Apply fixatives PEX 4.2: Make Frame PEX 4.3: Frame work PEX 4.4: Display work
	<b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practice</b> PEX 5.1: Manage waste PEX 5.2: Clean tools and equipment PEX 5.3: Use personnel protective equipment PEX 5.4: Store chemical, equipment and tools PEX 5.5: Perform firefighting PEX 5.6: Administer first aid
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate.</i></p> <ul style="list-style-type: none"> <li>• Organisation skills</li> <li>• Sorting</li> <li>• Tool and material selection</li> <li>• Elements and principles of painting</li> <li>• Sketching</li> <li>• Observing</li> <li>• Measurements</li> <li>• Cleaning tools</li> <li>• Colour application</li> <li>• Painting grounds</li> <li>• Safety precautions</li> <li>• Skills on storytelling</li> <li>• Plotting</li> <li>• Tools and materials</li> <li>• Art movements</li> </ul>

	<ul style="list-style-type: none"> <li>• Usage of tools and materials</li> <li>• Hazard analysis</li> <li>• Mixing paint</li> <li>• Nature of paints</li> <li>• Color theme</li> <li>• Picture plains</li> </ul>
<b>Average duration of learning</b>	80 hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 1 days of occupational theory and</li> <li>• 9 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	colour mixer, palettes, brushes, improvised tins, apron, rags, rulers, rollers, sticks, tape, spray gun, pencil, colour pencils, crayons, eraser, ink colours, cranes, helmets, ladders, safety boots, canvas, hammers
<b>Minimum required materials and consumables or equivalent</b>	paper, cartridges, masking tape, software program, masks, note books, rubbers, software programs, sketch book, tracing paper, bond paper, flip chart, oil paint, acrylic paint, crayons, sketch pads, water, linseed oil, thinner, paraffin, powder paint, makers, filler, ink colours and spray paint, masks, varnish, gloves, wood, nail, cloth, palette knives, masking tapes,
<b>Special notes</b>	

<b>Code</b>	<b>UE/VP/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Visual Painting Studio</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (VISUAL PAINTER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	On completion of this module, the trainee shall be able to successfully set up a studio.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 3/1: Plan Visual Paint Enterprise</b> <b>LWA 3/2: Determine Location</b> <b>LWA 3/3: Construct Studio</b> <b>LWA 3/4: Acquire Tools and Materials</b> <b>LWA 3/5: Legalize Visual Painting Studio</b> <b>LWA 3/6: Perform Occupational, Health, Safety and Environmental Protection Practices</b>  <u><b>Note:</b></u> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence</i></li> <li><i>The trainee is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 3/1: Plan Visual Paint Enterprise</b> PEX 1.1: Conduct feasibility study PEX 1.2: Prepare financial plan PEX 1.3: Determine labour requirement PEX 1.4: Prepare procurement plan PEX 1.5: Determine source of materials PEX 1.6: Prepare marketing plan  <b>LWA 3/2: Determine Location</b> PEX 2.1: Conduct pilot study PEX 2.2: Draft plan PEX 2.3: Identify site PEX 2.4: Select site  <b>LWA 3/3: Construct Studio</b> PEX 3.1: Plan layout PEX 3.2: Source tools, materials and equipment PEX 3.3: Select tools, materials and equipment PEX 3.4: Prepare tools, materials and equipment PEX 3.5: Setup studio PEX 3.6: Partition studio PEX 3.3: Label studio sections



	<b>LWA 1/4: Acquire Tools and Materials</b> PEX 4.1: Determine tools and materials PEX 4.2: Budget tools and materials PEX 4.3: Source for tools and materials PEX 4.4: Purchase tools and materials PEX 4.5: Transport tools and materials PEX 4.6: Sort tools and materials PEX 4.7: Label tools and materials PEX 4.8: Store tools and materials
	<b>LWA 1/5: Legalise visual Painting Studio</b> PEX 5.1: Register business PEX 5.2: Acquire operational permits PEX 5.3: Insure business
	<b>LWA 1/6: Perform Occupational Health, Safety and Environment Protection Practices</b> PEX 6.1: Identify fire assembly point PEX 6.2: Manage waste PEX 6.3: Administer first aid PEX 6.4: Practice firefighting PEX 6.5: Wear protective gear PEX 6.6: Display health and safety signs
<b>Occupational health and safety</b>	Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate.</i></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Budgeting</li> <li>• Safety precautions</li> <li>• Transportation</li> <li>• Security</li> <li>• Illumination</li> <li>• Qualities of a good studio</li> <li>• negotiation</li> <li>• Construction</li> <li>• Types of paints</li> <li>• Types of materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Storage facilities</li> <li>• Record keeping</li> <li>• Regulations and policies</li> <li>• Studio setting</li> <li>• Human resource</li> <li>• Financial planning</li> <li>• Waste management</li> <li>• First aid administration</li> <li>• Usage of tools and materials</li> </ul>
<b>Average duration of learning</b>	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 15 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	paper, pens, bounds, nails, hammers, protective gear, brushes, ladders, graphite, palette knives, computers, projectors, first aid kit, easles
<b>Minimum required materials and consumables or equivalent</b>	paint, timber, cloth, wood, soap, thinner, water, paraffin, sponge, towels, rugs, brooms, lubricants, toiletries, nails, power source, furniture,
<b>Special notes</b>	

<b>Code</b>	<b>UE/VP/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Visual Painting Studio</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (VISUAL PAINTER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to manage a visual painting studio
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Market Business Enterprise</b>  <b>LWA 4/2: Maintain Tools and Materials</b>  <b>LWA 4/3: Maintain Paintings</b>  <b>LWA 4/4: Perform Administrative Tasks</b>  <b>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Market Business Enterprise</b>                      PEX 1.1: Participate in exhibitions                      PEX 1.2: Offer price packages                      PEX 1.3: Prepare catalogue                      PEX 1.4: Advertise enterprise                      PEX 1.5: Display samples                      PEX 1.6: Offer aftersales services                      PEX 1.7: Revise prices                      PEX 1.8: Brand work                      PEX 1.9: Package work                      PEX 1.10: Price work</p> <p><b>LWA 4/2: Maintain Tools and Materials</b>                      PEX 2.1: Prepare maintenance schedules                      PEX 2.2: Sort tools and materials                      PEX 2.3: Repair tools and materials                      PEX 2.4: Clean tools and materials                      PEX 2.5: Display tools and materials                      PEX 2.6: Replace tools and materials                      PEX 2.7: Revamp tools and materials</p>

	<p>PEX 2.8: Advance tools and materials</p> <p>PEX 2.9: Disinfect tools and materials</p> <p>PEX 2.10: Label tools and materials</p> <p>PEX 2.11: Stock take tools and materials</p> <p>PEX 2.12: Store tools and materials</p>
	<p><b>LWA 4/3: Maintain Paintings</b></p> <p>PEX 3.1: Identify tools and materials</p> <p>PEX 3.2: Select tools and materials</p> <p>PEX 3.3: Prepare tools and materials</p> <p>PEX 3.4: Wash work</p> <p>PEX 3.5: Dust work</p> <p>PEX 3.6: Repair work</p> <p>PEX 3.7: Revamp work</p> <p>PEX 3.8: Re-stretch work</p> <p>PEX 3.9: Reframe work</p> <p>PEX 3.10: Retouch work</p> <p>PEX 3.11: Display work</p>
	<p><b>LWA 4/4: Perform Administrative Tasks</b></p> <p>PEX 4.1: Recruit workers</p> <p>PEX 4.2: Appraise worker</p> <p>PEX 4.3: Benchmark with other companies</p> <p>PEX 4.4: Pay bills</p> <p>PEX 4.5: Remunerate workers</p> <p>PEX 4.6: Monitor performance</p> <p>PEX 4.7: Keep records</p> <p>PEX 4.8: Train workers</p>
	<p><b>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practisees</b></p> <p>PEX 5.1: Observe health and safety regulations</p> <p>PEX 5.2: Wear protective gear</p> <p>PEX 5.3: Administer first aid</p> <p>PEX 5.4: Maintain personal hygiene</p> <p>PEX 5.5: Manage waste</p> <p>PEX 5.6: Clean tools and equipment</p> <p>PEX 5.7: Store tools and equipment</p> <p>PEX 5.8: Display signs</p>

<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Organising</li> <li>• Partitioning</li> <li>• Planning</li> <li>• Labelling</li> <li>• Storage</li> <li>• Cleaning</li> <li>• Renovation</li> <li>• Sorting</li> <li>• Stock taking</li> <li>• Handling painting</li> <li>• Writing skills</li> <li>• Storytelling</li> <li>• Curatorship</li> <li>• Maintenance</li> <li>• Waste management</li> <li>• First aid administration</li> <li>• Occupational hazard</li> <li>• Maintenance of paintings</li> <li>• First aid administration</li> </ul>
<b>Average duration of learning</b>	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 05 days of occupational theory and</li> <li>• 15 days of occupational practice</li> </ul>
<b>Suggestions on organization of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	hammers, nails, pens, pencils, markers, brushes, containers, protective gear, locks containers, drill, scoopers, spoons, measuring cups, tape measure

<b>Minimum required materials and consumables or equivalent</b>	paint, papers, bounds, timber, masks, vanish, gloves, wood, cloth, palette knives, masking tapes, cloth, wood, soap, thinner, water, paraffin, sponge, towels, rugs, brooms, lubricants, toiletries, nails, fixatives
<b>Special notes</b>	

## 3.0 ATP-PART III

### **Assessment Instruments for a VISUAL PAINTER**

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
  - Multiple choice test items and,
  - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment / test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous / formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally/or informally.
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **VISUAL PAINTER** are included:

3.9 Overview of test item samples included:

No	Type of test items	Numbers included
1	Written (theory) –short answer	3
2	Written (theory)- multiple choice	2
3	Written (theory)- matching with cause and effect	1
4	Written (theory)- matching with work sequences	1
5	Written (theory)- matching with generic	1
6	Performance (practical) test item	2
<b>Total</b>		<b>10</b>



## WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Visual Painter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause effect	Work sequence
Complexity level:	C 1			
Date of OP:	September 2020			
Related modules:	M1.4			
Time allocation:	3 minutes			

Test Item	List any 4 materials used when painting a composition
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected answers	(i) Ink (ii) Thinner (iii) Paint (iv) Paper (v) Graphite (vi) Canvas (vii) Pastel (viii) Charcoal (ix) Wall (x) Glass (xi) Wood

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Visual Painter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause effect	Work sequence
Complexity level:	C 1			
Date of OP:	September 2020			
Related modules:	M1.3			
Time allocation:	3 minutes			

Test Item	State any four examples of media used in painting
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected answers	(i) Oil paint (ii) Acrylics (iii) Water paint (iv) Coloured pencils (v) Charcoal (vi) Pastels (vii) Natural pigment

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Visual Painter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause effect	Work sequence
Complexity level:	C 1			
Date of OP:	September 2020			
Related modules:	M1.3			
Time allocation:	2 minutes			

Test Item	List any 3 tertiary colours
Answer spaces	(i) ..... (ii) ..... (iii) .....
Expected answers	(i) Red – Orange (ii) Blue – Green (iii) Blue – Purple (iv) Yellow – Orange (v) Yellow – Green (vi) Red – Purple

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Visual Painter			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	✓		
	Matching item	Generic	Cause effect	Work sequence
Complexity level:	C 1			
Date of OP:	September 2020			
Related modules:	M1.3			
Time allocation:	2 minutes			

Test Item	.....is a secondary colour.
Distractors and correct answer	A. Blue B. Red C. Purple D. Yellow

Key (answers)	C
---------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	Visual Painter			
Competence level:	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:	M1.4			
Time allocation:	2 minutes			

Test Item	..... is another word to mean “drafting” in painting
Distractors and correct answer	A. Sketching B. Finishing C. Allocating D. Selecting

Key (Answers)	A
---------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	Visual Painter			
Competence level:	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:	M1.2			
Time allocation:	5 minutes			

Test Item	Match the following colour defects to their causes
-----------	--

Column A (Defects)	
A	Cracking paints
B	Peeling off paints
C	Dirty paints
D	Fading colours

Column B (Causes)	
1	Absence of fixatives
2	Exposure to direct sunshine
3	Using of pallet knife
4	Unclean working tools
5	Poor priming
6	Improper mixing
7	Poor storage

Key (answer)	A-6, B-5, C-4, D-2
--------------	--------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no.7			
Occupational Title:	Visual Painter			
Competence level:	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 module:	M1.4			
Time allocation:	10 minutes			

Test Item	Arrange the steps of preparing a canvas
-----------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Select tools and materials
2 <sup>nd</sup>	B	Make stretcher bar by joining
3 <sup>rd</sup>	C	Identify tools and materials
4 <sup>th</sup>	D	Trim the extra canvas
5 <sup>th</sup>	E	Display to dry
6 <sup>th</sup>	F	Acquire tools and materials
7 <sup>th</sup>	G	Prime the canvas
8 <sup>th</sup>	H	Fix the canvas on the stretcher bar
9 <sup>th</sup>	I	Determine measurement of the canvas

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

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 8			
Occupational Title:	Visual Painter			
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:	M1.3			
Time allocation:	2 minutes			

Test Item	Match the following colours with their combinations
-----------	---

Column A	
A	Orange
B	Purple
C	Green
D	Grey

Column B	
1	Red + Pink
2	Blue + Yellow
3	Red + Blue
4	Blue + Brown
5	Red + Yellow
6	Black + white

Key(answer)	A-5, B-3, C-2, D-6
-------------	--------------------



## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 9
Occupational Title:	Visual Painter
Competence level:	Level 1
Code no.	
Test Item:	Make a value scale of nine boxes for colour green, measuring (2x3) cm each
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.3
Related skills and knowledge:	<ul style="list-style-type: none"> <li>Identifying primary colours</li> <li>Mixing colours</li> <li>Knowledge of colour value</li> <li>Skill of measuring</li> <li>Skill of applying colour</li> </ul>
Required tools, Materials and Equipment:	palette, palette knife, brushes, containers, pencil, water colours, ruler, masking tape, paper, measuring tools,
Time allocation:	2 hours
Preferred venue:	Studio
Remarks for candidates	<ul style="list-style-type: none"> <li>Colour should be mixed well</li> <li>Variations of value to be considered</li> <li>Health, safety and environmental pre-cautions should be observed</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>Provide tools, materials and equipment</li> </ul>

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for mask	Wore protective gear Mask tape Overall Safety boots		4
		Selected materials observed		2
2	Draw Scale	Measured dimensions	1	
		Measured dimensions of 9 boxes of (2x3) cm drawn		2
		Drew to scale	3	

**UVQF: Assessment Training Packages (ATP) for a VISUAL PAINTER**  
**QUALIFICATION LEVEL 1** **December 2020**

		Accuracy in drawn boxes observed		2
		Applied masking tape	2	
		Applied masking tape on the borders of the boxes observed		4
3	Mix Colours	Selected colours	3	
		Yellow and blue colors observed		
		Mixed yellow and blue	3	
		Green colour observed		4
		White added to green	3	
		Tints of green observed		4
		Black added to green	3	
		Shades of green observed		4
4	Apply colour in the scale	Applied colour precisely		
		Consistently applied colour	4	
		Nine boxes of green values in sequence observed		4
5	Demobilization of resources	Disassemble tools and materials		3
		Sort tools and materials		3
		Clean tools		3
		Pack remaining materials		3
		Store tools and material		3
		Clean working environment		4
		Dirt-free environment observed		4
	<b>Total</b>			
	<b>MAXIMUM SCORE (Y)</b>	$\frac{x}{y} \times 100$		

DIT/ QS	Test Item Database Performance Test Item- No.10
Occupational Title:	Visual Painter
Competence level:	1
Code no.	
Test Item:	Mix powder pigment to create an orange colour of 500ml
Performance level:	P.1
Date of OP:	September 2020
Related Module:	M1.3
Related skills and knowledge:	spraying skills, mixing of chemicals, spraying schedule, spraying method, signs and symptoms of pests and diseases, pesticides, usage of knapsack sprayer
Required tools, materials and equipment:	Knapsack sprayer, measuring cylinder, water, pesticides gumboots, overall, gloves, masks, soap, stirring rod, helmet
Time allocation:	20 Minutes
Preferred venue:	Studio
Remarks for candidates	<ul style="list-style-type: none"> <li>• Observe health and safety precautions</li> <li>• Observe cleanliness and be tidy</li> <li>• Avoid material wastage</li> <li>• Give time appropriately</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>• Provide all the required tools, equipment and materials for assessment</li> <li>• Label the pigment</li> <li>• Prepare a sample for comparison</li> <li>• Observe health and safety precautions</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Prepare work	Wore safety gear		1
		Selected tools and materials Brushes Papers Water colour Geometrical set Pencil Palette		1
		Selected tools and materials observed		2
2.	Prepare and	Prepared material		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	measure material	Carried out the following measurements:		
		a) 200ml of red powder		1
		b) 200ml of yellow powder pigment		1
		c) 100ml of liquid binder		1
		d) 200ml of red and yellow powder and 100ml of liquid binder observed		3
3.	Mixing	Selected mixing tools		1
		Combined and measured material in one context	2	
		Mixed for a minimum of 3 minutes	3	
		Verified mixture	1	
		Accurately mixed pure orange colour observed		4
		Covered Paint	1	
3	Maintenance	Stored paint		1
	Demobilisation of resources	Washed tools	1	
		Displayed tools	1	
		Cleaned work place by washing off stains	1	
		An organised studio observed		3
	<b>Total</b>			
	<b>MAXIMUM SCORE (Y)</b>	$\frac{x}{y} \times 100$		

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

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

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

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

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

#### **4.4 Methodology**

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

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

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

#### 4.5 Development Panel

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

Development Panel		
No.	Name	Institution/ Organisation
1.	Jane Ssebuliba	National Development Curriculum Centre
2.	Nsubuga Joseph	Uganda Martyrs SS, Namugongo
3.	Walyendo Edgar Brevis	Sina/Walyendo Gallery
4.	Bbuye Isaac	Mengo Senior School
5.	Owomugasho Rabboni	Visual Painter
6.	Nampeka Florence	Ntinda VTI
7.	Muleeto Sadrack	Nabisunsa Girls' School
8.	Bahumbize Jonah	Artfield Institute of Design
9.	Kagimu Robert	Michelangelo College of Creative Arts
10.	Kwizera Alex	Kwiz Era Studio
11.	Makanga Jacob Zaake	St. Peter's S.S Naalya
12.	Lukwago Alex	Visual Painter

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	Nabinje Asha	DIT

#### 4.6 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators:** Tuhirirwe Doreen, QS, DIT, Matovu Javiira .
3. **Facilitators for quality check:** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as data Entrant.
4. **DIT Data Entrant:** Twinamatsiko Davis, Nyakeyo Julian
5. **Compiled by:** Nyakeyo Julian
6. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
7. **Coordinated by:** Mr Byakatonda Patrick, Ag. Director, DIT

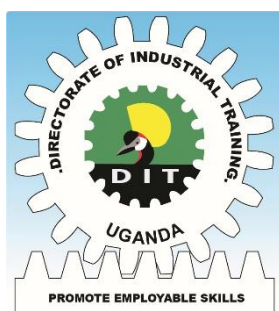
#### **4.7 Reference time:**

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.

#### **References:**

- Merrick Posnansky: (1962) Roho 2. Journal of the visual Arts in East Africa.
- Mullins, Charlotte (2008) Painting People, the State of the Art, Thames and Hudson Ltd 181A High Holborn London WC1V7QX. 1<sup>st</sup> edition paper back.
- Pirie, Greig J, (1938): World famous painting; Published by W and G Foyle Ltd London.
- Simon Jennings (2003). Artist's Colour Manual: The Complete Guide to working with Colour. Chronicle Books.
- Sultan, Altoon: (1999) The Luminous Brush: Painting with Egg Tempera; Watson Guptill Publication, New York.
- Kevin, Walker (2007) Drawing and Painting Fantasy Beasts, David and Charles publication Inc Company. 4700 East Galbrich road Singapore.





ISBN 978-9913-626-32-3

