



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Subsector Reform



Qualification Level: 1

**Occupational Cluster: Business Management
Services (Art and Design)**

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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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 centers;
- (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; and
- (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 define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) 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; and
- (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 recognized 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) Harmonizing 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 and
- 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 organizes and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

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

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) through the Directorate of Industrial Training conducts Competence Based Assessment.

The foreseen advantages of CBA include improved access, equity and relevance of skills development, reduced unit costs of training, and recognition of Prior Learning (or on-the-job-training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

To achieve the set-out targets, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Assessment (CBA) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

- 1.Occupational/job Profile
- 2.Training modules and
- 3.Assessment instruments Banks

The ATP 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 & Training Package (ATP)" for training, assessment and certification of **LEATHER DESIGNER – QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organizations and development partners who have contributed and/or participated in the review of this noble document.

Ketty Lamaro

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 LEATHER DESIGNER.** This Occupational Profile which was reviewed by Leather Designers practicing in the world of work, mirrors the duties and tasks Leather Designers are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **Leather Designers** 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 **Leather Designer**. These assessment instruments were developed jointly by job practitioners (Leather Designer) and teachers based on the occupational profile and training modules¹.
- 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.**

In combination, both parts -the OP and the test items- constitute the relevant ‘Assessment STANDARDS’ for competence-based assessment and certification for acquiring a credible Qualification for – Leather Designer Qualification Level 1.

- 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 of time 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 centers as well as companies can accommodate more students 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).

¹In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training

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

- i Part 1: Occupational Profile: *January 2022*
- ii Part 2: Training Modules: *January 2022*
- iii Part 3: Assessment Instruments (initial bank): *January 2022*

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

Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT,
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Teachers of Agriculture in various Secondary schools;
- Agriculture Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda for financing the review of this ATP;

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
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 programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g., "small projects"). In a working environment 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. (See also: *Duty*)

1.0 ATP-PART I

Occupational Profile for a LEATHER DESIGNER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Leather Designer” below defines the **Duties** and **Tasks** a competent Leather Designer 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.”¹

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

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

¹ The DACUM-method was used. DACUM is an acronym for 'Develop A Curriculum'

Job Expert Panel**Gitta Eric**

MoES

Wasswa Abraham Batte

NCDC

Nabakooza Janet

UNEB

Odong Paul

Masindi SS

Mugenyi Gyavira

Kyambogo University

Nakawunde Robinah

Makerere University

Tusiime Elly

Kabasanda Technical Institute

Akumu Juliet

Kyambogo University

Nabiryo Winfred

Fremi Textiles

Miir Moses

Chriskat Furniture

Mark Samuel Kiranda

Kabojja International School

(Director Kika Arts)

Co-ordinator**Mukyala E. Ruth**

Directorate of Industrial Training

Facilitators**Nakisendo Fatuma**

Directorate of Industrial Training

Kabibi Enock

Directorate of Industrial Training

Funded by

The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

**Business, Technical and Vocational
 Education and Training (BTVET) Sub sector Reform**

Occupational Profile**For a****“LEATHER DESIGNER”**

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

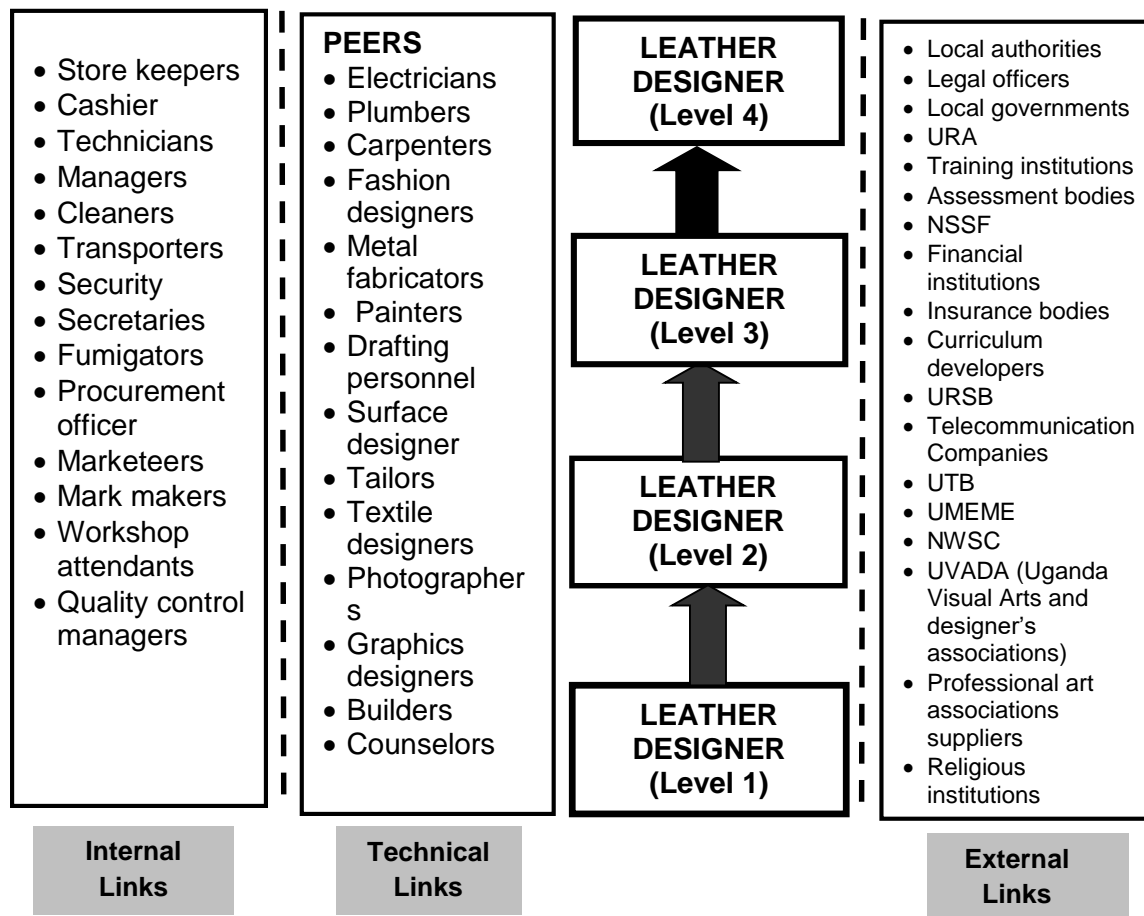
Date of workshop: 10th –14th January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A LEATHER DESIGNER

Definition of a Leather Designer

This is a person who creates design impressions on leather

JOB ORGANISATION CHART FOR A LEATHER DESIGNER



Descriptions for the levels in the occupation of a ‘Leather Designer’

UVQ Level 1 Leather Designer: Is a person who can identify leather as a material for a given product and be able to generate and apply aesthetic impressions on leather.

UVQ Level 2 Leather Designer: is a person who can identify, classify and prepare leather material as well as determine and apply appropriate designs

UVQ Level 3 Leather Designer: Is a person who can identify, classify, analyse and prepare leather material as well as determine and apply appropriate functional designs

Duties and Tasks

A. PLAN LEATHER DESIGN WORKS	A1 Conduct feasibility study	A2 Determine the location	A3 Prepare communication plan
	A4 Prepare production plan	A5 Prepare procurement plan	A6 Prepare marketing plan
	A7 Prepare financial plan	A8 A8 Determine labor requirements	A9 Prepare legal procedure plan
	A10 Prepare process activity plan	A11 Prepare risk management plan	A12 Prepare resource allocation plan
	A13 Construct induction plan		
B. ESTABLISH A LEATHER DESIGN WORKSHOP	B1 Source funds	B2 Select site	B3 Secure Site
	B4 Procure materials, tools and equipment	B5 Set up workshop	B6 Legalize leather design business
C. PREPARE TOOLS, EQUIPMENT AND MATERIALS	C1 Source tools, materials and equipment	C2 Select tools equipment and materials	C3 Sort materials
	C4 Test tools equipment and materials	C5 Preserve materials	C6 Label materials
	C7 Package and repackage tools equipment and materials	C8 Batch materials tools and equipment	C9 Store tools equipment and materials
D. CREATE LEATHER DESIGNS	D1 Identify source of inspiration	D2 Generate sketches	D3 Generate design concepts
	D4 Determine tools equipment and materials	D5 Make prototype	D6 Develop motif
	D7 Test run motif	D8 Make leather designs	D9 Perform finishing
	D10 Preserve leather designs	D11 Critique designed works	D12 Store work

E. MANAGE TOOLS EQUIPMENT AND MATERIALS	E1 Purchase tools, materials and equipment	E2 Prepare maintenance schedule	E3 Clean tools, materials and equipment
	E4 Lubricate tools and equipment	E5 Repair tools, materials and equipment	E6 Inspect tool and materials
	E7 Replace damaged tools and equipment	E8 Take stock	E9 Dispose unwanted tools, materials and equipment

F. MARKET LEATHER DESIGNS	F1 Display leather designs	F2 Price leather designs	F3 Package leather designs
	F4 Advertise leather designs	F5 Prepare catalogue	F6 Offer after sale services
	F7 Exhibit leather designs	F8 Promote leather designs	F9 Communicate with clients
	F10 Brand leather designs	F11 Sell leather designs	

G. PERFORM ADMINISTRATIVE TASKS	G1 Resolve conflict	G2 Orient Workers	G3 Monitor Performance
	G4 Assign duties	G5 Conduct Meetings	G6 Keep Records
	G7 Motivate Workers	G8 Recruit Workers	G9 Remunerate workers
	G10 Perform Corporate Social Responsibility	G11 Train Workers	G12 Make and present periodical reports
	G13 Appraise staff	G14 Validate staff	

H. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Administer first aid	H2 Wear protective gear	H3 Perform fire fighting
	H4 Display safety signs	H5 Maintain personal hygiene and sanitation	H6 Manage waste
	H7 Conduct firefighting drills	H8 Install health and safety equipment	H9 Set up emergency management protocol and procedure

Additional Information

Related knowledge & skills

- | | |
|--|---|
| 1. Entrepreneurship skills | 27. Human resource management |
| 2. Design thinking skills | 28. Financial literacy |
| 3. Elements and principles of Art and Design | 29. ICT Skills |
| 4. Soldering | 30. Record keeping skills |
| 5. Collaborative skills | 31. Marketing Skills |
| 6. Cutting skills | 32. Research Skills |
| 7. Creative thinking | 33. Numeracy Skills |
| 8. Skills of selecting proper tools | 34. Analytical skills |
| 9. Resource mobilization | 35. Finishing skills |
| 10. Interpreting technical information | 36. Presentation skills |
| 11. Color mixing techniques | 37. Hazard analysis |
| 12. Drawing skills | 38. Rules, regulations and policies |
| 13. Communication skills | 39. Maintenance |
| 14. Folding techniques | 40. First aid administration |
| 15. Chiseling skills | 41. Storage |
| 16. Customer handling | 42. Labelling and branding skills |
| 17. Material preparation | 43. Waste management |
| 18. Usage of tools and materials | 44. Interpersonal skills |
| 19. Forms of mixed art works | 45. Measuring skills |
| 20. Preservation techniques | 46. Product design skills |
| 21. Testing techniques | 47. Tooling skills |
| 22. Surface and structural design techniques | 48. Tailoring skills |
| 23. Fashion appreciation skills | 49. Tool manipulation skills |
| 24. Gaging trendy forecasting skills | 50. Critical thinking skills |
| 25. Engraving techniques | 51. Motivation skills |
| 26. Stitching techniques | 52. Problem solving |
| | 53. Risk management skills |
| | 54. Knowledge on evaluation of the production process |

Tools, Equipment and**Materials**

- | | | |
|--|---------------------------------|-----------------------------|
| 1. Leather | 33. Straight edge for measuring | 66. Eyelet setter |
| 2. Paper | 34. Pen for marking off | 67. Fid |
| 3. Offcuts | 35. An awl (needle) | 68. Thong |
| 4. Fabric | 36. Nylon thread | 69. Oblong punches |
| 5. Water | 37. Mallet | 70. Computers |
| 6. Salt | 38. Leather punch | 71. Projectors |
| 7. Dyes | 39. Assorted needles | 72. Printers |
| 8. Stains | 40. Drawing board | 73. Leather turnery machine |
| 9. Paint | 41. Vivo knives | 74. Embossing wheel |
| 10. Adhesives | 42. Leather stitching tools | 75. Grinding machine |
| 11. Yard sticks | 43. Wood stamp | 76. Digital watches |
| 12. Measuring tape | 44. Draw gauge | 77. Working table |
| 13. Ruler | 45. Leather shears | 78. Snap button fastener |
| 14. Steel square | 46. Corn edger | 79. Creaser |
| 15. Rotary punch | 47. Heating source | 80. Leather scissors |
| 16. Pencils | 48. Charcoal | 81. Sharpening stone |
| 17. Highlighters | 49. Chalk | 82. French curves |
| 18. Pins | 50. Polyethene | 83. Camera |
| 19. Safety pins | 51. Rubber | 84. Mobile phone |
| 20. Thumb pins | 52. Wood | 85. Scanners |
| 21. Tack nails | 53. Metal | 86. Soft wares |
| 22. Skiving knife | 54. Swivel knife | 87. Photo copier |
| 23. Engraving tools | 55. Pro-gauge | 88. Files |
| 24. Sewing machine | 56. Evolving punch | 89. Fire extinguisher |
| 25. Patent leather campus and dividers | 57. Round drive punch | 90. Hummers |
| 26. Containers | 58. Chisels | 91. Stiplers |
| 27. Basin | 59. Brushes | 92. Striking stick |
| 28. Jerrycan | 60. Scratch awl | 93. Clips |
| 29. Spoons | 61. Stitching punch | 94. Toiletries |
| 30. Stencil tools | 62. Gloves | 95. Detergents |
| 31. Tracers | 63. Safety shoes | 96. Sanitizers |
| 32. Lacing needle | 64. Nose masks | 97. Helmet |
| | 65. Googles | |

Attitudes / Traits / Behaviour	Future Trends and Concerns
1. God fearing	1. Changing fiscal monetary policies
2. Time manager	2. Natural calamities
3. Economical	3. Manmade calamities
4. Reliability	4. Provide relevant training
5. Assertive	5. Political instability
6. Endurance	6. Changing technology
7. Patient	7. Integrate computer training related to Art and Design
8. Shrewd	8. Fashion trends
9. Empathetic	9. Price fluctuation
10. Discretion	10. Health
11. Expression	11. Quality production
12. Apologetic	12. Brand competition
13. Friendly	13. Market trends
14. Committed	14. Inconsistency in income
15. Team spirit	15. Continuous professional development
16. Calm	16. Management practices
17. Decent	17. High industrial demands
18. Customer care	18. Cultural and religious boundaries
19. Self-motivated	19. Need for value addition
20. Faithful	20. Mind set
21. Trustworthy	21. Inadequate equipment
22. Teachable	22. Export and import policies
23. Analytical	23. Inadequate infrastructure
24. Cooperative	24. Family integration
25. Listener	25. Lack of awareness
26. Honest	26. Global trends
27. Social	27. Public private partnership
28. Strategic	28. Sustainability of operations
29. Committed	29. Workers insurance
30. Resourceful	30. Population structure
31. Team player	31. Involve industrial sectors
32. Flexibility	32. Future education reforms
33. Tolerant	33. Technological advancement
34. Result oriented	34. Infrastructure
35. Optimistic	35. Competition
36. Practical	36. Global economics
37. Integrity	37. Need for galleries
38. Creative and innovative	
39. Compassionate	
40. Accountable	
41. Organized	

2.0 ATP – PART II

Training Modules for LEATHER DESIGNER

- 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 Leather Designer to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time 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 students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

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

PEXs are therefore sub-sets of a LWA.

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

WHO IS A LEATHER DESIGNER QUALIFICATION LEVEL 1?

A **Leather Designer Level 1** is a person who can identify leather as a material for a given product and be able to generate and apply aesthetic impressions on leather.

TRAINING MODULES FOR LEATHER DESIGNER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/LD/M1.1	Design leather	480	12
UE/LD/M1.2	Establish a leather designing workshop	320	8
UE/LD/M1.3	Manage leather workshop	320	8
Summary	3 Training Modules	1120 Hours	28 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 instructions, as the minimum exposure.

Prior to summative assessment by recognized 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 for **Leather Designer**.

Code	UE/LD/M1.1
Module title	M1.1: Design leather
Related Qualification	Part of Uganda Vocational Qualification (Leather Designer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to understand, appreciate, generate and apply aesthetic impressions on leather
Learning-Working Assignments (LWAs)	<p>LWA 1.1: Prepare tools, equipment and materials</p> <p>LWA 1/2: Make dyed leather designs</p> <p>LWA 1/3: Make incision leather designs</p> <p>LWA 1/4: Make tooling leather designs</p> <p>LWA 1/5: Make weaving leather designs</p> <p>LWA 1/6: Make scorching leather designs</p> <p>LWA 1/7: Make stitched leather designs</p> <p>LWA 1/8: Preserve leather designs</p> <p>LWA 1/9: Perform occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 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)	<p>LWA 1/1: Prepare tools, equipment and materials</p> <p>PEX 1.1: Identify tools, equipment and materials</p> <p>PEX 1.2: Sort Materials, tools and equipment</p> <p>PEX 1.3: Service tools and equipment</p> <p>PEX 1.4: Clean tools and equipment</p> <p>PEX 1.5: Store tools equipment and materials</p> <p>LWA 1/2: Make dyed leather designs</p> <p>PEX 2.1: Determine source of inspiration</p> <p>PEX 2.2: Select tools, materials and equipment</p> <p>PEX 2.3: Make sketches</p> <p>PEX 2.4: Develop concept</p> <p>PEX 2.5: Execute final work</p> <p>PEX 2.6: Perform finishing</p> <p>LWA 1/3: Make incision leather designs</p> <p>PEX 3.1: Determine source of inspiration</p> <p>PEX 3.2: Select tools, materials and equipment</p> <p>PEX 3.3: Make sketches</p> <p>PEX 3.4: Develop concept</p> <p>PEX 3.5: Perform engraving</p> <p>PEX 3.6: Perform finishing</p>

<p>LWA 1/4: Make tooling leather designs PEX 4.1: Determine source of inspiration PEX 4.2: Select tools, materials and equipment PEX 4.3: Make sketches PEX 4.4: Develop concept PEX 4.5: Execute final work PEX 4.6: Perform finishing</p>
<p>LWA 1/5: Make weaving leather designs PEX 5.1: Determine source of inspiration PEX 5.2: Select tools, materials and equipment PEX 5.3: Make sketches PEX 5.4: Develop concept PEX 5.5: Execute final work PEX 5.6: Perform finishing</p>
<p>LWA 1/6: Make scorching leather designs PEX 6.1: Determine source of inspiration PEX 6.2: Select tools, materials and equipment PEX 6.3: Make sketches PEX 6.4: Develop concept PEX 6.5: Execute final work PEX 6.6: Perform finishing</p>
<p>LWA 1/7: Make stitched leather designs PEX 7.1: Determine source of inspiration PEX 7.2: Select tools, materials and equipment PEX 7.3: Make sketches PEX 7.4: Develop concept PEX 7.5: Execute final work PEX 7.6: Perform finishing</p>
<p>LWA 1/8: Preserve leather designs PEX 8.1: Determine preservation materials PEX 8.2: Setup preservation units PEX 8.3: Dry leather PEX 8.4: Salt leather PEX 8.5: Polish leather PEX 8.6: Boil leather PEX 8.7: Soak leather PEX 8.8: Compressing PEX 8.9: Package leather PEX 8.10: Store leather designs</p>
<p>LWA 1/9: Perform occupational Health, Safety and environmental protection practices. PEX 9.1: Administer First Aid PEX 9.2: Wear protective Gear PEX 9.3: Display safety signs PEX 9.4: Fumigate work area PEX 9.5: Manage Waste PEX 9.6: Perform fire fighting PEX 9.7: Sensitize workers on health and safety issues</p>

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Elements and principles of two-dimensional design • Leather dyes • Leather dying techniques • Leather design finishing • Types of leather • Cutting techniques • Engraving techniques • Stitching techniques • Color schemes • Measurements • Types of Material • Properties of materials • Drawing media • Drawing techniques • Painting techniques • Hazard analysis • Material exploration • Material manipulation • Toning techniques • Shading techniques • Design concept • Tool manipulation • Stitching • Tooling • Customer care • Preservation • Decorative techniques • Marketing
Average duration of learning	<p>480 hours (12 weeks) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>10 days of occupational theory and</i> • <i>50 days of occupational practice</i>
Suggestions on organization 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 recognized assessment body using related Practical and Written Test Items from Item Bank

Minimum required tools/ equipment/ implements or equivalent	Pencils, rubber, pens, chalk, painting brushes. Tape measure. Geometric set, ruler, cutters, sharpeners, razor blade. Scissors, pliers, French curves, clips, watch, drawing boards. Punchers, containers, pins, tack nails
Minimum required materials and consumables or equivalent	Paper, dyes, paints, preservatives, adhesives, detergents, toiletries, water, thickeners, fabric, threads, sisal, fuel, charcoal, stainers, paste, binders, sanitizers, rubber material, wool, wood, stencil, silk screen material
Special notes	The theory must be integrated into the practice during training.

Code	UE/LD/M1.2
Module title	M 1.2: Establish a leather designing workshop
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Leather Designer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to prepare and establish a leather design workshop
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Develop business plan</p> <p>LWA 2/2: Mobilize resources</p> <p>LWA2/2: Setup leather design workshop</p> <p>LWA 2/3: Register business</p> <p>LWA 2/4: Perform occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises 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)	<p>LWA 2/1: Develop business plan</p> <p>PEX 1.1: Conduct feasibility study</p> <p>PEX 1.2: Determine location</p> <p>PEX 1.3: Prepare production plan</p> <p>PEX 1.4: Prepare financial plan</p> <p>PEX 1.5: Prepare marketing plan</p> <p>PEX 1.6: Prepare procurement plan</p> <p>LWA 2/2: Mobilize resources</p> <p>PEX 2.1: Prepare resource mobilization plan</p> <p>PEX 2.2: Source funds</p> <p>PEX 2.3: Source labor</p> <p>PEX 2.4: Source tools, materials and equipment</p> <p>PEX 2.5: Transport tools, materials and equipment</p> <p>PEX 2.6: Take record</p> <p>PEX 2.7: Store tools and materials and equipment</p> <p>LWA2/3: Setup Leather design workshop</p> <p>PEX 3.1: Prepare a leather design workshop plan</p> <p>PEX 3.2: Select work station</p> <p>PEX 3.3: Secure work station</p> <p>PEX 3.4: Prepare work station</p> <p>PEX 3.5: Install tools and equipment</p> <p>LWA 2/4: Legalize Business</p> <p>PEX 4.1: Prepare legal plan</p> <p>PEX 4.2: Register business</p> <p>PEX 4.3: Acquire operational permits</p> <p>PEX 4.4: Insure business</p>

	<p>LWA 2/5: Perform occupational health, safety, and environmental protection practices</p> <p>PEX 5.1: Prepare safety plan PEX 5.2: Display safety signs PEX 5.3: Administer first aid PEX 5.4: Wear Protective gear PEX 5.5: Sensitize workers on safety and health issues PEX 5.6: Perform fire fighting PEX 5.7: Manage waste PEX 5.8: Maintain personal hygiene</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Organization skills • ICT • Administrative skills • Communication skills • Security and safety • Networking skills • Ethics and integrity • Customer care • Research • Transport • Small scale enterprise • Negotiation skills • Waste management • Human resource management • Environmental awareness • Regulations and policies • Procurement • Marketing • Financial management • First aid administration
Average duration of learning	<p>320 hours (8 week) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 day of occupational theory and • 35 days of occupational practice

Suggestions on organization 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 recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Hammers, panga, saw, mullet, cutters, scissors, pens, tape measure, pencils, calculator, telephone, wheelbarrows, hoes, spades, axe, fire extinguisher, trucks, pails, first aid kit, computers, helmets, gumboots, goggles, working tables, painting brushes
Minimum required materials and consumables or equivalent	Timber, ply wood, Tack nails, nails, strings, sand, water, iron sheet, cement, poles, sanitizers, thinner, iron sheets, bricks, paint, stones, Damp proof course (DPC)
Special notes	<ul style="list-style-type: none"> • The theory must be integrated into the practice during training. • Safety, security and health measures should be observed at all times when in a working environment.

Code	UE/LD/M1.3
Module title	M1.3: Manage a leather workshop
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Leather Designer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to manage a leather workshop
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Maintain records LWA 3/2: Perform Administrative tasks LWA 3/3: Manage inventory LWA 3/4: Manage tools and materials LWA 3/5: Market work LWA 3/6: Perform occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 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)	<p>LWA 3/1: Maintain records PEX 1.1: Keep financial records PEX 1.2: Keep Human Resource records PEX 1.3: Keep inventory records PEX 1.4: Keep Production records PEX 1.5: Keep Marketing records PEX 1.6: Keep procurement records</p> <p>LWA 3/2: Perform Administrative tasks PEX 2.1: Plan activities PEX 2.2: Coordinate activities PEX 2.3: Recruit workers PEX 2.4: Orient workers PEX 2.5: Pay Taxes PEX 2.6: Supervise Work PEX 2.7: Renumerate workers PEX 2.8: Motivate workers PEX 2.9: Assign and delegate duties PEX2.10: Construct and implement rules and regulations PEX2.11: Reward workers PEX2.12: Appraise workers</p>

	<p>LWA3.3: Manage inventory</p> <p>PEX 3.1: Conduct stock taking</p> <p>PEX 3.2: Restock materials equipment and tools</p> <p>PEX 3.3: Prepare inventory register</p> <p>PEX 3.4: Control inventory</p> <p>PEX 3.5: Audit stock</p> <p>PEX 3.7: Batch stock</p>
	<p>LWA 3/4: Manage tools and materials</p> <p>PEX 3.1: Prepare maintenance schedule</p> <p>PEX 3.2: Clean tools and materials</p> <p>PEX 3.3: Replace damaged tools and materials and equipment</p> <p>PEX 3.4: Repair tools and equipment</p> <p>PEX 3.5: Sterilize tools</p> <p>PEX 3.6: Lubricate tools</p> <p>PEX 3.7: Sharpen tools</p> <p>PEX 3.8: Store tools equipment and materials</p> <p>PEX 3.9: Take stock</p> <p>PEX3.10: Inspect tools equipment and materials</p> <p>PEX3.11: Dispose off worn out tools and equipment</p>
	<p>LWA 3/4: Market work</p> <p>PEX 4.1: Conduct market research</p> <p>PEX 4.2: Prepare marketing plan</p> <p>PEX 4.3: Catalogue work</p> <p>PEX 4.4: Display work</p> <p>PEX 4.5: Brand work</p> <p>PEX 4.6: Advertise work</p> <p>PEX 4.7: Price work</p> <p>PEX 4.8: Sell work</p> <p>PEX 4.9: Evaluate sales</p> <p>PEX4.10: Perform after sales services</p>
	<p>LWA 3/5: Perform occupational Health, Safety and environmental protection practices.</p> <p>PEX 5.1: Prepare safety plan</p> <p>PEX 5.2: Display safety signs</p> <p>PEX 5.3: Administer first aid</p> <p>PEX 5.4: Wear Protective gear</p> <p>PEX 5.5: Sensitize workers on health and safety issues</p> <p>PEX 5.6: Manage waste</p> <p>PEX 5.7: Perform fire fighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None

Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Coordination • Types of business • Trending technology • Human Resource management • Ethics and integrity • Marketing • Interpersonal skills • Financial management • Business analysis • Usage of tools and materials • Features and standards of a good leather workshop • Storage of tools and materials • Basic research • Record keeping • Labor laws • Regulations and policies • Customer handling • Maintenance • Procurement • Waste management • First aid • Negotiation skills • Costing and pricing • Planning
Average duration of learning	<p>320 hours (8 week) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 day of occupational theory and • 35 days of occupational practice
Suggestions on organization of learning	<p>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.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Spray guns, trash cans, scrubbing brushes, containers, spade, ladder, projectors, printers, mobile phones, camera, wall clock, computers, testers, power stabilizers, generators, solar panels, staple guns, glue guns, pliers, hammers, screw drivers, curtains, heating source, furniture, fire extinguishers,</p>
Minimum required materials and consumables or equivalent	<p>Broom, Airtime, internet bundles, toiletries, stationery, detergents, rugs, gloves, paint, glue, masking tape, cutleries, water,</p>
Special notes	<p>The theory must be integrated into the practice during training. Safety, security and health measures should be observed at all times when in a working environment.</p>

3.0 ATP- PART III

Assessment Instruments for LEATHER DESIGNER

- 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 **LEATHER DESIGNER** are included.

3.9 Overview of Test Item Samples Included

No.	Type of Test Item	Numbers included
1.	Written (Theory)- Short Answer	3
2.	Written (Theory)- Multiple Choice	2
3.	Written (Theory)- Matching item- Generic	3
4.	Written (theory)- matching item-Cause effect	2
5.	Written (Theory)- Matching item (Work sequence)	2
6.	Performance (Practical) Test Items	2
	Total	14

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	Name any four tools used in leather designing
-----------	---

Answer spaces	(i)
	(ii)
	(iii)
	(iv)

Expected key (answers)	(i) Razor blade
	(ii) Scissors
	(iii) Pliers
	(iv) French curves
	(v) Clips
	(vi) Watch
	(vii) Drawing boards
	(viii) Punchers
	(ix) Containers

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	State any two ways of preserving leather
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Answer spaces	(i)
	(ii)

Expected key (answers)	(i) Salting
	(ii) Polishing
	(iii) Sun drying
	(iv) Boiling
	(v) Soaking
	(vi) Compressing

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 3		
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	Mention any four tools used to cut leather besides scissors
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Answer spaces	(i)
	(ii)
	(iii)
	(iv)

Expected key (answers)	(i) Bevel point knife
	(ii) Head knife
	(iii) Leather sheers
	(iv) Draw gauge
	(v) Paper cutters
	(vi) Razor blades
	(vii) Skiving knife
	(viii) Cobbler's knife

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.1				
Time allocation:	2 Minutes				

Test Item	Which of the following is a technique of designing leather
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Distractors and correct answer	A. Scraping B. Salting C. Embossing D. Skiving
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Key (answer)	C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.1				
Time allocation:	2 Minutes				

Test Itemis an advantage of packaging leather designs
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Distractors and correct answer	<ul style="list-style-type: none"> A. Easy supervision B. Simplified cutting C. Access to firing D. Avoiding damage
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Key (answer)	D
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.2				
Time allocation:	3 Minutes				

Test Item	Match the following leather design tools to their appropriate functions
-----------	---

Column A (Tools)	
1	Revolving punch
2	Scratch awl
3	Fid
4	Shear

Column B (Functions)	
A	Enlarging holes on leather
B	Forming round holes on leather
C	Cutting leather
D	Piercing light weight leather
E	Lacing leather edges
F	Sharpening tools

Key (answer)	1: B, 2: D, 3: A, 4: C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.2				
Time allocation:	4 Minutes				

Test Item	Match the following management duties in column A to their respective functions in column B
-----------	---

Column A (Management)	
1	Customer care
2	Delegation
3	Resource allocation
4	Financial literacy/management

Column B (Functions)	
A	Assigning duties
B	Attending to clients' needs
C	Supporting activities
D	Managing assets
E	Good use of funds

Key (answer)	1: B, 2: A, 3: D, 4: E
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.2				
Time allocation:	2 Minutes				

Test Item	Match the following values to their corresponding behaviour traits
------------------	--

Column A (Behavior)	
1	Good personal presentation
2	Accepting others
3	Proper financial management
4	Fulfilling commitment

Column B (Values)	
A	Honesty
B	Loyalty
C	Reliability
D	Tolerance
E	Respect
F	Decency

Key (answer)	1: F, 2: D, 3: A, 4: C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Leather Designer				
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:	January 2022				
Related module:	M1.2				
Time allocation:	4 Minutes				

Test Item	Match the following leather design activities in column A to their results in column B
------------------	--

Column A (Activity)	
1	Embossing
2	Salting
3	Compressing
4	Drying

Column B (Results)	
A	Firmness of leather texture
B	Clean leather
C	Surface design
D	Leather preservation
E	Color fastness

Key (answer)	1: C, 2: D, 3: A, 4: E
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 10		
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.2			
Time allocation:	4 Minutes			

Test Item	Match the following effects in column B to their causes in column A in leather design practices
-----------	---

Column A (Causes)	
1	Exposure to moisture
2	Using improper tools
3	Lacks color fastness
4	Exposure to extreme heat

Column B (Effects)	
A	Washing away of surface decoration
B	Decaying of leather
C	Cracking of leather
D	Rugged leather edges
E	Rusting of tools
F	Poor finish of designs

Key (answer)	1: B, 2: D, 3: A, 4: C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11			
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.1			
Time allocation:	5 Minutes			

Test Item	Re-arrange the following stages of making a leather design stencil motif in their correct order
-----------	---

Column A (chronology)	Column B (Work steps) in wrong chronology order	
1 st	A	Transfer patterns on to the stencil
2 nd	B	Develop design concept
3 rd	C	Identify source of inspiration
4 th	D	Cut out motif design on stencil
5 th	E	Make repeated patterns of the concept
6 th	F	Develop sketches

Key (answer)	1: C, 2: F, 3: B, 4: E, 5: A, 6: D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 12			
Occupational Title:	Leather Designer			
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:	January 2022			
Related module:	M1.2			
Time allocation:	5 Minutes			

Test Item	Re-arrange the following stages of leather design execution in their correct order
-----------	--

Column A (chronology)	Column B (Work steps) in wrong chronology order	
1 st	A	Test run leather designs
2 nd	B	Identify techniques
	C	Critique designed works
3 rd	D	Apply designs on leather
4 th	E	Select tools, materials and equipment
5 th	F	Store work
6 th	G	Perform finishing

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

DIT/ QS	Test Item Database Performance Test Item- no.1
Occupational Title:	Leather Designer
Competence level:	Level 1
Code no.	
Test Item:	Select any item from nature as your source of inspiration and make a leather design suitable for a lady's hand bag
Complexity level:	P2
Date of OP:	January 2022
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Elements and principles of two-dimensional design • Leather design finishing • Types of leather • Cutting techniques • Measurements • Properties of materials • Drawing techniques • Painting techniques • Material exploration • Material manipulation • Design concept • Tool manipulation • Stitching • Preservation • Decorative techniques • Nature appreciation
Required tools, Materials and Equipment:	Pencils, rubber, pens, chalk, painting brushes. Tape measure. Geometric set, ruler, cutters, sharpeners, razor blade. Scissors, pliers, French curves, clips, watch, drawing boards. Punchers, containers, pins, tack nails Paper, dyes, paints, preservatives, adhesives, detergents, toiletries, water, thickeners, fabric, threads, sisal, fuel, charcoal, strainers, paste, binders, sanitizers, rubber material, wool, wood, stencil, silk screen material
Time allocation:	6 hours
Preferred venue:	Leather design workstation
Remarks for candidates	<ul style="list-style-type: none"> • Be creative • Be innovative • Safety conscious • Originality
Remarks for assessors	<ul style="list-style-type: none"> • Avail candidates with all required tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gear Overall/Aprons Gloves Masks Safety shoes		4
		Cleaned work area	3	
		Dirty free area observed		3
		Selected tools, materials, and equipment	3	
		Prepared tools, materials and equipment	3	
		Assembled tools, materials and equipment	3	
2.	Production process	Generated sketches	3	
		Sketches of nature observed		3
		Generated motif ideas	3	
		Final motif observed		3
		Processed the motif for test running	4	
		Samples of processed motif observed		3
		Test run the most suitable sample	3	
		Clear design suitable for ladies' leather bags observed		4
		Applied design on leather		4
		Designed leather observed	3	
		Performed finishing		4
		Neatly finished work observed	3	
3	Demobilisation of resources	Cleaned tools		2
		Stored tools and materials	2	
		Cleaned work area	2	
		Clean work place observed		3
TOTAL			35	33
Maximum score (Y)		$\frac{X}{Y} \times 100$	68	

DIT/ QS	Test Item Database Performance Test Item- no.2
Occupational Title:	Leather Designer
Competence level:	Level 1
Code no.	
Test Item:	Using dye as a medium for surface decoration, create patterned colour effects on leather
Complexity level:	P2
Date of OP:	January 2022
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Elements and principles of two-dimensional design • Leather design finishing • Types of leather • Cutting techniques • Measurements • Properties of materials • Drawing techniques • Painting techniques • Material exploration • Material manipulation • Design concept • Tool manipulation • Leather dying techniques • Preservation • Decorative techniques • Nature appreciation
Required tools, Materials and Equipment:	Pencils, pens, chalk, painting brushes. Tape measure. Geometric set, ruler, cutters, sharpeners, razor blade. Scissors, pliers, French curves, clips, watch, drawing boards. Punchers, containers, pins, tack nails, rubber hand gloves, industrial nose masks, roller Paper, dyes, paints, preservatives, adhesives, detergents, toiletries, water, thickeners, fabric, threads, sisal, fuel, charcoal, strainers, stainers, paste, binders, sanitizers, rubber material, wool, wood, stencil, silk screen material, aprons, overalls
Time allocation:	6 hours
Preferred venue:	Leather design workstation
Remarks for candidates	<ul style="list-style-type: none"> • Be creative • Be innovative • Safety conscious • Originality
Remarks for assessors	<ul style="list-style-type: none"> • Avail candidates with all required tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gear (overall/aprons, gloves, masks, safety shoes).		3
		Cleaned work area	3	
		Dirty free area observed		3
		Selected tools, materials, and equipment	3	
		Prepared tools, materials and equipment	3	
		Assembled tools, materials and equipment	3	
2.	Production process	Generated sketches	4	
		Colour pattern ideas/sketches observed		3
		Produced final colour pattern layout	3	
		Final colour pattern idea observed		3
		Transferred the final colour pattern layout on to leather	4	
		Dyed leather	3	
		Leather with dyed patterned colour effects observed		4
		Performed finishing	4	
		Fine edges of leather observed (stitching, shearing, burning, lacing etc)		3
		Precision of patterns observed		3
		Dye fastness observed		3
		Aesthetic finish coating observed (polishing, oiling, waxing, etc)		3
3	Demobilisation of resources	Cleaned tools		2
		Stored tools and materials	2	
		Cleaned work area	2	
		Clean work place observed		3
TOTAL			34	33
Maximum score (Y)		(X/Y) x 100	67	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively reviewed by job practitioners of the Leather Designer occupation, Secondary School Teachers who double as examiners of Agriculture with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators reviewed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the reviewed Occupational Profile for Leather Designer of January 2022, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2022)

Based on the reviewed Occupational Profile for Leather Designer of January 2022, and Training Modules of January 2022, Test Items were reviewed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package 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 teachers and job practitioners' panels consolidated the development philosophy.

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

4.5 Development Panels

The participating panels of Job Practitioners required at for the review exercise were constituted by members from the following organizations:

Development Panel		
No.	Name	Institution/Organization
1.	Gitta Eric	MoES
2.	Wasswa Abraham	NCDC
3.	Nabakooza Janet	UNEB
4.	Odong Paul	Masindi SS
5.	Nakawunde Robinah	Makerere University
6.	Mugenyi Gyavira	Kyambogo University
7.	Tusiime Elly	Kabasanda Technical Institute
8.	Akumu Juliet	Kyambogo University
9.	Nabiryo Winfred	Fremi Textiles
10.	Miiro Moses	Chriskat Furniture and metal fabrication
11.	Mark Samuel Kiranda	Kabojja International School (Director Kika Art Uganda)

4.6 Facilitator team

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

1. **Team Leader** – Ms. Mukyala Ruth, Ag Deputy Director, Qualification Standards Department, Directorate of Industrial Training
2. **Facilitators** – Ms. Nakisendo Fatuma DIT, Mr. Kabibi Enock, DIT
3. **Compiled by** Ms. Nakisendo Fatuma DIT and edited by Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
4. **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 January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References books

- 1 LEATHER WORK, manual of techniques. By Geoffrey west.
- 2 The art of making leather cases, vol 1 by Al-Stohlman.
- 3 Basic techniques of leather crafts by fabroaccipiter.
- 4 Crafts and Studio Technology, A handbook for Learners, Revised Edition by Timothy Tebenkana.
- 5 Art and design for forms 3 and 4 by Obonyo O. Digolo Elizabeth C. Orchardson-Mazrui.
- 6 Joanna Kinnersly-Taylor (2003) Dyeing and screen-printing on textiles, A&C Black Publishers Alderman House, London
- 7 John Gillow and Bryan Sentence, (2005) A visual guide to traditional techniques World textiles, Thames &Hudson ltd, London
- 8 Timothy Tebenkana (2016), Crafts and studio technology A handbook for learners, Revised Ed, Austro book binding centre.
- 9 Baker Appollo, (2015) Studio technology Forms one and two, Trinity Books Limited, Kampala
- 10 Dr. Elizabeth C. Orchardson- Mazrui, (2010) Art and design for secondary schools, forms two and four, East African Educational Publishers ltd. Nairobi