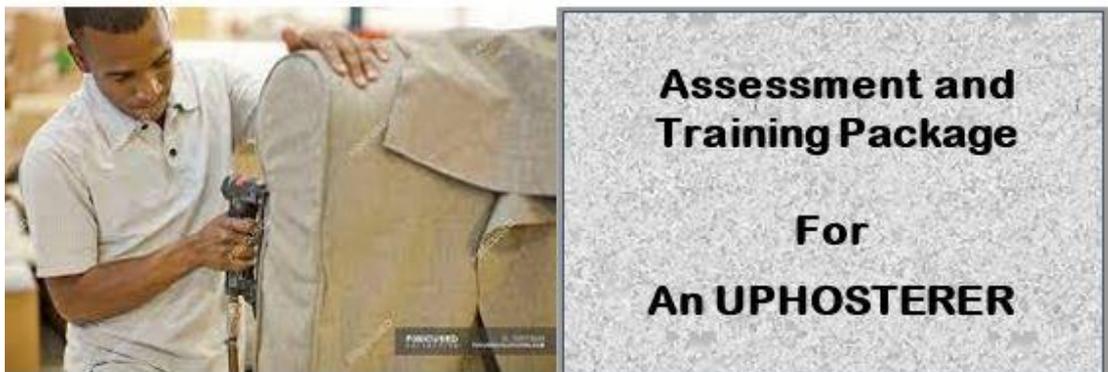




THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



Qualification Level: 1

Occupational Cluster: 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 **UPHOLSTERER – 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 an Upholsterer.** This Occupational Profile which was reviewed by Upholsterers practicing in the world of work, mirrors the duties and tasks Upholsterers are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **Upholsterers** 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 an Upholsterers. These assessment instruments were developed jointly by job practitioners (Upholsterers) 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 – an Upholsterer 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 centres as well as companies can accommodate more students in a given period of time.

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

- 0.5 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: **January 2022**
 - ii Part 2: Training Modules: **January 2022**
 - iii Part 3: Assessment Instruments (initial bank): **January 2022**
 - iv 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) Modules	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 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 an Upholsterers

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a five-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 an Upholsterer are listed on the following page.

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

Job Expert Panel

Kyagulanyi Francis
Kairos Upholstery service providers Uganda Ltd.

Ayini Richard
Ayoga Construction & General Services Ltd.

Bucamwa Brian
Nina Interiors

Katusabe Brian
R&K Furniture

Namusisi Mariam
Ministry of Education

Kafeero Adnan
NCDC

Mauko Levi Wafula
Bishop Senior School Mukono

Kagoya Jane
Mengo Senior School

Kigozi Swaleh
Buddo Secondary School

Tumwine Francis
Mbarara High School

Kayongo Michael
UNEB Examiner

Kigozi Hakeem
Masaka Secondary School

Co-Ordinator
Ruth E Mukyala
Directorate of Industrial Training

Facilitators
Kirabira Yusuf
Directorate of Industrial Training

Nabankema Milly
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 (BTJET) Sub sector
Reform**

Occupational Profile
For an
“ UPHOLSTERER ”

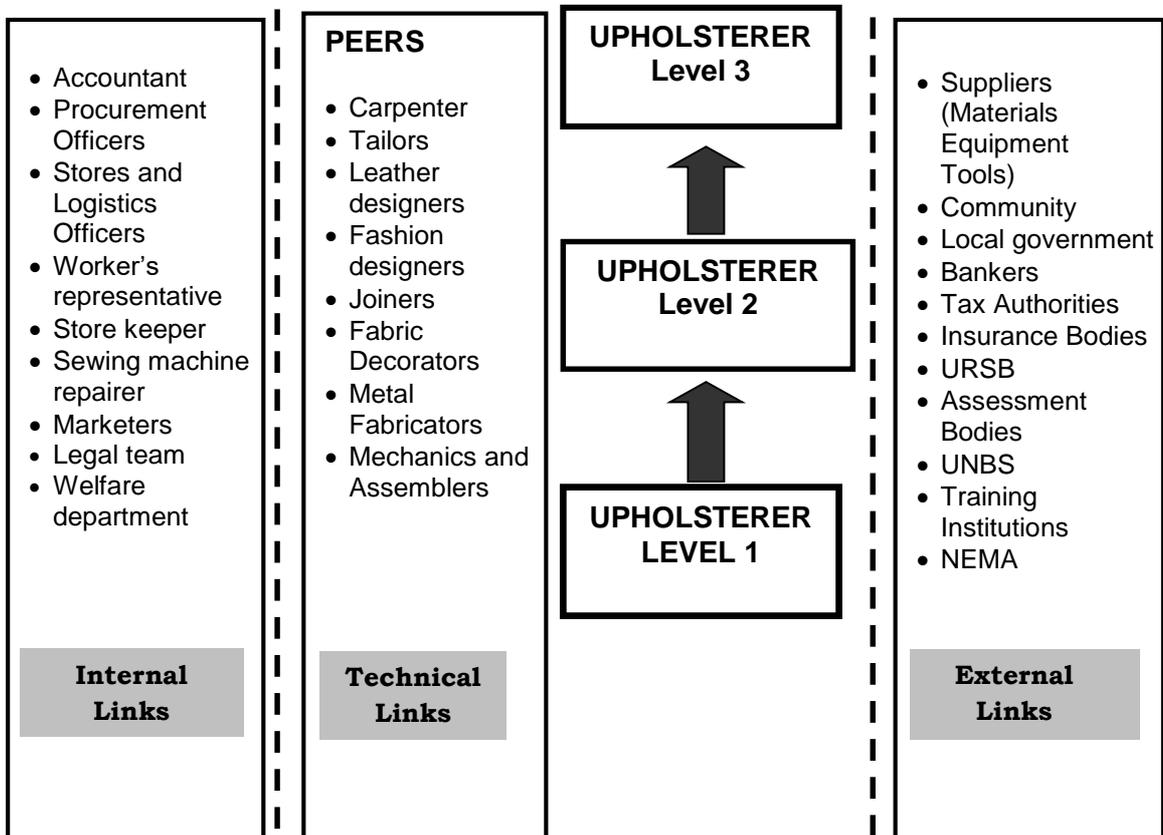
**Reviewed by: Qualifications Standards
Department of the Directorate
of Industrial Training**

Date of workshop: 17th –21st January, 2022

NOMENCLATURE FOR THE OCCUPATION OF AN UPHOLSTERER

Definition: An upholsterer is a person who fits coverings onto surfaces.

JOB ORGANISATION CHART FOR AN UPHOLSTERER



UVQ Level 1 Upholsterer: Is a person who uses simple technology to fit upholstery materials onto surfaces.

UVQ Level 2 Upholsterer: Is a person who interprets designs, and uses moderate/Intermediate technology to fit upholstery materials onto surfaces.

UVQ Level 3 Upholsterer: Is a person who designs and uses advanced technology to fit upholstery materials onto surfaces.

Duties and Tasks

A. PLAN UPHOLSTERY WORK	A1. Prepare business plan	A2. Determine resources	A3. Prepare budget	A4. Determine source of funding	A5. Determine source of human capital
	A6. Determine workshop location	A7. Identify sources of materials and equipment	A8. Carry out market research	A9. Prepare storage facility	
B. PREPARE FRAME	B1. Enforce frame	B2. Level surface/frame	B3. Fix webbing/Springs	B4. Fasten webbing/spring/string	B5. Wrap Stuffing
	B6. Stuff Frame	B7. Weigh raw materials	B8. Smooth surfaces/frame to be upholstered		
C. CUSHION SURFACE	C1. Select cushioning material	C2. Measure cushioning material	C3. Trace patterns	C4. Cut cushioning material	C5. Shape cushioning material
	C6. Join cushioning material	C7. Lay and secure cushion			
D. DRESS SURFACE	D1. Make Designs	D2. Interpret designs	D3. Draft patterns	D4. Cut patterns	D5. Select covering material
	D6. Trace patterns	D7. Cut parts	D8. Join parts	D9. Fix covering Material	D10. Decorate material

E. FINISH UPHOLSTERY WORKS	E1. Assemble parts	E2. Attach fasteners	E3. Fix underlining on surface	E4. Tack loose parts	E5. Fix stands/Carpenter casters
	E6. Treat exposed parts	E7. Fix/Attach Accessories	E8. Attach facings	E9. Stitch covering material	
F. MAINTAIN UPHOLSTERY WORKS	F1. Repair surface/frame	F2. Examine product for defects	F3. Repair/ Replace webbing, springs	F4. Repair/ Replace stands	F5. Clean upholstery works
	F6. Add/replace stuffing material	F7. Disassemble parts	F8. Repair /replace covering material	F9. Repair /replace facings	F10. Repair /replace accessories
G. MANAGE TOOLS, EQUIPMENT AND MATERIALS	G1. Purchase tools, equipment and materials	G2. Receive tools, equipment and materials	G3. Train workers on equipment and tool usage	G4. Operate tools and equipment	G5. Transport tools, Equipment and materials
	G6. Clean tools and equipment	G7. Maintain tools and Equipment	G8. Store tools, equipment and materials	G9. Keep inventory	G10. Prepare maintenance schedule
	G11. Dispose unwanted tools and equipment				

H. PERFORM OCCUPATIONAL HEALTH, SAFETY, AND ENVIRONMENTAL PROTECTION PRACTICES	H1. Manage waste	H2. Conduct health and safety trainings	H3. Wear PPE	H4. Provide sanitation facilities	H5. Administer first aid
	H6. Perform fire fighting	H7. Sensitize workers on environmental protection issues	H8. Display safety signs		
I. PERFORM ADMINISTRATIVE TASKS	I1. Prepare work schedules	I2. Recruit workers	I3. Set rules and regulations	I4. Assign work	I5. Supervise work
	I6. Appraise workers	I7. Participate in technical meetings	I8. Provide technical advice to clients	I9. Prepare technical reports	I10. Prepare administrative reports
J. PERFORM ENTREPRENEURSHIP TASKS	J1. Establish workshop	J2. Perform Customer care services	J3. Label products	J4. Brand products	J5. Cost products
	J6. Price products	J7. Participate in promotions	J8. Advertise products	J9. Sell products	

K. PERSUE ROFESSIONA L DEVELOPMEN T	K1. Network with peers on technical issues	K2. Participate in upholstery related trainings	K3. Obtain membership in professional associations	K4. Review trade publications	K5. Train interns and other stakeholders
	K6. Participate in apprenticeship trainings	K7. Participate in trade fairs and shows	K8. Participate in technical workshops		

Additional Information

Generic knowledge & skills		
1. Designing skills	17. Teamwork and cooperation	30. Analytical skills
2. Sewing skills	18. Resource mobilization and management	31. Business and Customer service skills
3. Cutting skills	19. Entrepreneurship skills	32. Human resource management
4. Tools and equipment usage and maintenance	20. Public relations	33. Cleaning skills
5. Waste disposal and management	21. Counseling and guidance skills	34. Good eye for detail
6. Safety, health and environment awareness	22. Interpersonal relations	35. Good hand-eye coordination
7. Quality control	23. Marketing skills	36. The ability to work quickly and accurately
8. Communication skills	24. Negotiation skills	37. A good eye for detail
9. Financial literacy	25. Time management	38. Ergonomics
10. Problem solving	26. Knowledge of finishes and finishing methods	39. Dressing skills
11. Numeracy and literacy skills	27. Staff training and mentoring skills	40. Accuracy and analytical skills
12. Drafting skills	28. Finishing skills	41. Measurements
13. Customer care	29. Information technology	42. Pressing skills
14. Entrepreneurship skills		43. Gumming and tacking skills
15. Planning skills		44. Swiftness at work
16. Health and safety awareness		

2.0 ATP – PART II

Training Modules for UPHOLSTERER

- 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 Upholstery 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 centres, 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 AN UPHOLSTERER QUALIFICATION LEVEL 1?

An Upholsterer Level 1: Is a person who uses simple technology to fit upholstery materials onto surfaces.

TRAINING MODULES FOR AN UPHOLSTERER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/U/M1.1	Perform plain furniture upholstery	960	24
UE/U/M1.2	Perform automotive upholstery	960	24
UE/U/M1.3	Maintain upholstery works	240	6
UE/U/M1.4	Manage Upholstery Business	240	6
	4 Training Modules	60 Weeks = 15 Months	

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 an Upholsterer.

Code	UE/U/M1.1
Module title	M 1.1 Perform plain furniture upholstery
Related Qualification	Part of Uganda Vocational Qualification (Upholsterer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainees will be able to upholster different types of plain furniture.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Plan plain upholstery works</p> <p>LWA 1/2: Prepare materials</p> <p>LWA 1/3: Make direct upholstery</p> <p>LWA 1/4: Make independent upholstery on plain furniture parts</p> <p>LWA 1/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ul style="list-style-type: none"> • <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> • <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Plan plain upholstery works</p> <p>PEX 1.1: Analyze works</p> <p>PEX 1.2: Determine materials</p> <p>PEX 1.3: Determine tools and equipment</p> <p>PEX 1.4: Determine human resource</p> <p>PEX 1.5: Record work details</p> <p>PEX 1.6: Schedule work</p>

	<p>LWA 1/2: Prepare materials</p> <p>PEX 2.1: Interpret drawings</p> <p>PEX 2.2: Take measurements</p> <p>PEX 2.3: Adapt patterns</p> <p>PEX 2.4: Trace out patterns</p> <p>PEX 2.5: Cut out parts</p> <p>PEX 2.6: Shape material</p> <p>PEX 2.7: Join component parts</p> <p>PEX 2.8: Treat edges</p>
	<p>LWA 1/3: Make direct upholstery</p> <p>PEX 3.1: Apply adhesive to surfaces</p> <p>PEX 3.2: Cure adhesive</p> <p>PEX 3.3: Lay underlining e.g. foam</p> <p>PEX 3.4: Dress up upholstery structure</p> <p>PEX 3.5: Carry out finishing</p> <p>LWA 1/4: Make independent upholstery on plain furniture parts</p> <p>PEX 4.1: Prepare frame</p> <p>PEX 4.2: Apply adhesive</p> <p>PEX 4.3: Cure adhesive</p> <p>PEX 4.4: Lay underlining material</p> <p>PEX 4.5: Dress structure</p> <p>PEX 4.6: Secure edges</p> <p>PEX 4.7: Fit upholstered structure</p>
	<p>LWA 1/5: Perform occupational health, safety and environmental protection practices</p> <p>PEX 5.1: Administer first aid</p> <p>PEX 5.2: Manage waste</p> <p>PEX 5.3: Wear protective gear</p> <p>PEX 5.4: Perform fire fighting</p> <p>PEX 5.5: Manage personal hygiene</p> <p>PEX 5.6: Perform health preventive measures</p> <p>PEX 5.7: Perform routine medical checkup</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
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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of threads and their functions • Types of leather, fabrics and other covering materials plus their characteristics • Types of webbings • Types of wood and timber • Methods of joining upholstery materials • Types of adhesives • Types of webbing materials and their properties • Types of stuffing materials and their properties • Methods of joining furniture parts and covering materials • Types of cushioning materials • Methods of treating edges • Methods of finishing upholstered works • Knowledge of elements of design • Knowledge of principles of design • Trends in fashion and design • Cutting skills • Hand sewing skills • Sewing machine usage • Ability to take measurements • Ability to convert units
Average duration of learning	<p><i>960 hours (120 days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> • <i>24 days of occupational theory and</i> • <i>96 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	Calculators, tape measures, sewing machine, pattern knife, cutting scissors, hammer, glue brush, glue container, air blower, cutting board, table, square, meter rule, protective gear, first aid kit, hand needles, machine needles.
Minimum required materials and consumables or equivalent	Adhesive, leather, threads, fasteners, stick-on, lining material, fabric, chalk, pencil, sand paper, seam ripper, tuck pins, furniture polish, cushioning material, brushes, varnish, paint, thumb tucks.
Special notes	

Code	UE/U/M1.2
Module title	M1.2: Perform automotive upholstery
Related Qualification	Part of Uganda Vocational Qualification (Upholsterer UVQ2)
Qualification Level	1
Module purpose	After completion of this module, the trainees will be able to plan and upholster automobile floors, bench seats and make loose covers for upholstered parts.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Plan work</p> <p>LWA 2/2: Upholster floor parts</p> <p>LWA 2/3: Upholster bench seats</p> <p>LWA 2/4: Make loose seat covers</p> <p>LWA 2/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <p>1. The learning exercises may be repeated till the Trainee acquires targeted competence;</p> <p>2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Plan Work</p> <p>PEX 1.1: Analyze work/surface</p> <p>PEX 1.2: Determine materials</p> <p>PEX 1.3: Determine tools and equipment</p> <p>PEX 1.4: Determine human resource</p> <p>PEX 1.5: Record work details</p>

	<p>LWA 2/2: Upholster floor parts</p> <p>PEX 2.1: Take measurements/ specifications</p> <p>PEX 2.2: Prepare covering material</p> <p>PEX 2.3: Trace out patterns</p> <p>PEX 2.4: Adapt patterns</p> <p>PEX 2.5: Cut lining and carpet parts</p> <p>PEX 2.6: Shape parts</p> <p>PEX 2.7: Line carpet parts</p> <p>PEX 2.8: Lay parts and confirm</p> <p>PEX 2.9: Secure parts</p> <p>PEX 2.10: Carry out finishing</p>
	<p>LWA 2/3: Upholster bench seats</p> <p>PEX 3.1: Take measurements/ specifications</p> <p>PEX 3.2: Fix frame</p> <p>PEX 3.3: Treat frame</p> <p>PEX 3.4: Apply adhesive</p> <p>PEX 3.5: Lay foam</p> <p>PEX 3.6: Shape foam</p> <p>PEX 3.7: Cut covering material parts</p> <p>PEX 3.8: Join parts</p> <p>PEX 3.9: Dress seat</p> <p>PEX 3.10: Carry out finishing</p>
	<p>LWA 2/4: Make loose seat covers</p> <p>PEX 4.1: Take measurements/specifications</p> <p>PEX 4.2: Interpret drawings/Analyze surface shapes</p> <p>PEX 4.3: Adapt patterns</p> <p>PEX 4.4: Cut materials</p> <p>PEX 4.5: Join parts</p> <p>PEX 4.6: Secure parts</p> <p>PEX 4.7: Carry out finishing</p>

	<p>LWA 2/5: Perform occupational health, safety and environmental protection practices</p> <p>PEX 5.1: Administer first aid PEX 5.2: Wear Protective gear PEX 5.3: Perform fire fighting PEX 5.4: Perform routine medical checkup PEX 5.5: Manage Waste PEX 5.6: Manage Personal hygiene PEX 5.7: Perform health preventive measures PEX 5.8: Orient workers on new machines PEX 5.9: Display safety signs</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of leathers, fabrics and other covering materials • Characteristics of different covering materials • Types of adhesives • Knowledge of sewing machine use • Types of stitches and their uses • Types of threads and their uses • Types of leather, fabrics and other covering materials and their characteristics • Types of webbings and their usage • Types of woods and timbers • Methods of joining upholstery materials • Types of adhesives • Types of webbing materials and their properties • Types of stuffing materials and their properties • Methods of joining furniture parts and covering materials • Methods of treating edges • Methods of finishing upholstered works

	<ul style="list-style-type: none"> • Knowledge of elements of design • Knowledge of principles of design • Trends in fashion and design • Cutting skills • Hand sewing skills • Sewing machine usage • Ability to take measurements and convert units
Average duration of learning	<p>960 hours (120 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 20 days of occupational theory and • 100 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	Pattern knife, pincers, scissors, hammer, revolving punch, cutting board, hot air blower, sewing machine, dustbin, heat activator, sharpening stone, glue container, table, tracing wheel, seam ripper, hand saw, knives, square, staple gun, protective gear, First aid kit
Minimum required materials and consumables or equivalent	Sand paper, covering material, adhesives, furniture polish, webbings, stuffing material, underlining material, cushioning material, brushes, varnish, paint, thumb tucks, fasteners, threads, assorted hand needles, machine needles, chalk, markers, pencils

Code	UE/U/M1.3
Module title	M1.3: Maintain upholstery works
Related Qualification	Part of Uganda Vocational Qualification (Upholsterer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to carry out both corrective and preventive maintenance on different types of upholstery.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Clean upholstery works</p> <p>LWA 3/2: Perform corrective maintenance of upholstery works</p> <p>LWA 3/3: Perform occupational health, safety and EPP</p> <p>Note:</p> <p>3. The learning exercises may be repeated till the Trainee acquires targeted competence;</p> <p>4. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Clean upholstery works</p> <p>PEX 1.1: Wash upholstery</p> <p>PEX 1.2: Dry clean upholstery</p> <p>PEX 1.3: Vacuum clean upholstery</p> <p>LWA 3/2: Perform corrective maintenance of upholstery works</p> <p>PEX 2.1: Replace/add stuffing material</p> <p>PEX 2.2: Repair/replace webbing/springs</p> <p>PEX 2.3: Repair/replace accessories</p> <p>PEX 2.4: Repair/replace covering material</p> <p>PEX 2.5: Repair frames</p>

	<p>LWA 3/3: Perform occupational health, safety and EPP</p> <p>PEX 3.1: Administer first aid</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Wear protective gear</p> <p>PEX 3.4: Perform fire fighting</p> <p>PEX 3.5: Perform health preventive measures</p> <p>PEX 3.6: Orient workers on new machines</p> <p>PEX 3.7: Display safety signs</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Ability to take measurements • Cutting of different types of covering materials • Upholstering materials and their characteristics • Sewing skills • Finishing skills • Tools & Equipment usage • Adhesive types • First aid administration • Usage of protective gear • Marketing skills • Methods of cleaning different types of covering materials • Ability to use different types of solvents to dry clean upholstered surfaces • Detergent usage and properties • Types of cleaning materials • Customer care skills • Social skills • Communication skills

Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 25 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	Vacuum cleaner, Dryer, Hammers, pliers, screw drivers, chisels, sewing machines, compactor, drills, scrappers, wire brush, scissors, saws, Screws, measuring tape, knives, square, staple gun, markers, scissors, scrubbing brush, pincers, nail punch, mallet, cramp, compressor and spraying gun, sanding machine, nailer.
Minimum required materials and consumables or equivalent	Thinner, adhesive, spray, sand paper, nails, staples, lubricants, covering material, varnish, paint, wires, pencils, detergents, soaps, cleaning clothes, water, source of heat, iron, ironing board, assorted needles, threads.
Special notes	

Code	UE/U/M1.4
Module title	M 1.4: Manage Upholstery Business
Related Qualification	Part of Uganda Vocational Qualification (Upholsterer UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to start and manage a viable upholstery enterprise.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Start business</p> <p>LWA 4/2: Communicate with clients</p> <p>LWA 4/3: Cost upholstery works</p> <p>LWA 4/4: Maintain business</p> <p>LWA 4/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <p>5. The learning exercises may be repeated till the Trainee acquires targeted competence;</p> <p>6. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Start business</p> <p>PEX 1.1: Develop business idea</p> <p>PEX 1.2: Determine resources</p> <p>PEX 1.3: Identify sources of resources</p> <p>PEX 1.4: Determine business location</p> <p>PEX 1.5: Secure resources</p> <p>PEX 1.6: Set up work place</p> <p>PEX 1.7: Obtain business training and assistance</p> <p>PEX 1.8: Insure business</p> <p>PEX 1.9: Obtain business licenses and permits</p> <p>PEX 1.10: Obtain Tax Identification Number (TIN)</p> <p>PEX 1.11: Register business</p>

	<p>LWA 4/2: Communicate with clients</p> <p>PEX 2.1: Perform customer care services</p> <p>PEX 2.2: Negotiate prices with clients</p> <p>PEX 2.3: Provide technical advice to clients</p> <p>PEX 2.4: Collect feedback from clients</p>
	<p>LWA 4/3: Cost upholstery works</p> <p>PEX 3.1: Prepare bills of quantities</p> <p>PEX 3.2: Price upholstery works</p> <p>PEX 3.3: Negotiate prices</p> <p>PEX 3.4: Identify the total cost</p>
	<p>LWA 4/4: Maintain business</p> <p>PEX 4.1: Keep business records</p> <p>PEX 4.2: Review business development trends</p> <p>PEX 4.3: Network with peers on technical matters</p> <p>PEX 4.4: Manage finances</p> <p>PEX 4.5: Market business</p> <p>PEX 4.6: Sell upholstery products</p>
	<p>LWA 4/5: Perform occupational health, safety and environmental protection practices</p> <p>PEX 5.1: Administer first aid</p> <p>PEX 5.2: Manage waste</p> <p>PEX 5.3: Wear protective gear</p> <p>PEX 5.4: Perform fire fighting</p> <p>PEX 5.5: Manage personal hygiene</p> <p>PEX 5.6: Perform health preventive measures</p> <p>PEX 5.7: Perform routine medical checkup</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
Pre-requisite modules	<p>None</p>

<p>Related knowledge/ theory</p>	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Computer applications, • Numeracy • Business planning and management • Budgeting skills • Resource management • Marketing techniques • Researching skills • Communication skills • Interpersonal skills • Ability to network with peers and others • Good public relations • Human resource management skills • Proposal writing
<p>Average duration of learning</p>	<p><i>240 hours (30 days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>25 days of occupational practice</i>
<p>Suggestions on organization of learning</p>	<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>
<p>Assessment</p>	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.</p>
<p>Minimum required tools/ equipment/ implements or equivalent</p>	<p>Calculators, computers, printers, storage facility, data storage devices and filing cabinets</p>
<p>Minimum required materials and consumables or equivalent</p>	<p>Stationary, paper, books, invoices, receipts, markers, pens, flip charts, registers and vouchers, brochures, banners, flyers, magazines, catalogues, calendars, albums, posters, work portfolio,</p>

Special notes	

3.0 ATP- PART III

Assessment Instruments for an Upholsterer

- 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 an Upholsterer are included.

Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- Short Answer	3
2.	Written (Theory)- Multiple Choice	4
3.	Written (Theory)- Matching item- Generic	1
4.	Written (Theory)- Matching item (Work sequence)	1
5.	Performance (Practical) Test Items	2
	Total	11

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no.		
Occupational Title:	Upholsterer		
Qualification Level:	1		
Code no.			
Test Item type:	Short answer	√	
	Multiple choice		
	Matching item	Generic	Cause- Effect
Complexity level:	C2		
Date of OP:	January 2022		
Related module:	M 1.3		
Time allocation:	3 Minutes		

Test Item	Give three reasons why upholstered furniture should be cleaned
Answer spaces	i) ii) iii)
Expected key (answers)	i. For health purposes ii. To remove stains iii. To remove unpleasant odor iv. To increase durability v. To restore surface after damage

DIT/ QS	Test Item Database Written (Theory) Test Item- no.		
Occupational Title:	Upholsterer		
Qualification Level:	1		
Code no.			
Test Item type:	Short answer	√	
	Multiple choice		
	Matching item	Generic	Cause- Effect
Complexity level:	C2		
Date of OP:	January 2022		
Related module:	M 1.1		
Time allocation:	3 Minutes		

Test Item	List any three types of fabrics used as final covering in an upholstery workshop
Answer spaces	i. ii. iii.
Expected key (answers)	i. Leather ii. PVC iii. Cloth iv. Rubber

DIT/ QS	Test Item Database			
	Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
Qualification 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:	M 1.4			
Time allocation:	3 Minutes			

Test Item	Give any three ways of advertising upholstery products
Answer spaces	i. ii. iii.
Expected key (answers)	i. Publications ii. Promotions iii. Show room display iv. Social media

MULTIPLE CHOICE TEST ITEMS

DIT	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.1			
Time allocation:	3 Minutes			

Test Item is the upholstery hand tool used for cutting fabric.
Distracters and correct answer	A. scissors B. saw C. chisel D. string
Expected answers (key)	A

DIT	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Upholsterer			
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:	M 1.2			
Time allocation:	3 Minutes			

Test Item	The following are metal springs used in upholstery <u>EXCEPT</u>
Distracters and correct answer	A. Leaf B. Coil C. Torsion D. Lever
Expected answers (key)	D

DIT	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.3			
Time allocation:	3 Minutes			

Test Item	The following can be worn as safety gears in an upholstery workshop <u>EXCEPT</u>
Distracters and correct answer	A. Face shield B. Boots C. Over COAT D. Gloves
Expected answers (key)	A

DIT	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.4			
Time allocation:	3 Minutes			

Test Item	These are instruments used in book keeping in upholstery business <u>EXCEPT</u>
Distracters and correct answer	A. Pens B. Calculators C. T-Square D. Files
Expected answers (key)	C

MATCHING TEST ITEMS

DIT/QS	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.2			
Time allocation:	3 Minutes			

Test Item	Match the following accidents in column A with their causes in column B.		
Column A		Column B	
A	Electric shock.	1	Contact with glue gun
B	Cuts.	2	Contact with sharp edge
C	Eye injury.	3	Contact with loose wiring
D	Burns.	4	Lifting heavy objects
		5	Splashing glue
		6	Splashing glue

Key (answer)	A:3, B:2, C:5, D:1
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DIT/QS	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.3			
Time allocation:	3 Minutes			
Test Item	Match the following upholstery tools in column A with their functions in column B			

Column A	
1	Hand saw
2	Needles
3	Scissors
4	Punch
5	Hacksaw

Column B	
A	Cutting fabrics
B	Measuring fabrics
C	Stitching fabrics
D	Cutting timber
E	Cutting metals
F	Smoothing surfaces
G	Securing fabrics

Key (answer)	1-D, 2-C, 3-A, 4-G, 5- E
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WORK SEQUENCE TEST ITEMS

DIT/ QS	Test Item Database Written (Theory) Test Item- no.			
Occupational Title:	Upholsterer			
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:	M 1.3			
Time allocation:	5 minutes			
Test Item	Sequence the procedure of maintaining a sofa with a broken seat frame.			

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Replace and secure webbings
2 nd	B	Replace the broken wood
3 rd	C	Replace paddings
4 th	D	Replace the covering materials
5 th	E	Take necessary measurements
6 th	F	Analyze the damage to be maintained
7 th	G	Select and prepare materials
8 th	H	Disassembling
9 th	I	Re-assembling

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

DIT/ QS	Test Item Database Performance Test ItemNo.1
Occupational Title:	Upholsterer
Competence level:	Level 1
Code no.	
Test Item:	Upholster a plain wooden frame office chair provided.
Complexity level:	P 1
Date of OP:	January 2022
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Cutting skills • Measuring • Tacking skills • Bonding • Dressing methods • Tool usage • Sewing • Finishing • Pressing • Cleaning skills • Fabric types • Characteristics of fabrics • Types of stitches • Safety skills • Waste management
Required tools, Materials and Equipment:	Sewing machine, adhesives, fabric, brushes scissors, tape measure, hammer, foam, cutting board, chalk, cutters, pincers, screw driver drilling machine/brace, ply wood, timber, tack nails, rubber.
Time allocation:	5 hours
Preferred venue:	Workshop
Remarks for candidates	Health and safety precautions should be observed
Remarks for assessors	Provide necessary tools, equipment and materials to candidates

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gear;		1
		• Safety boots		1
		• Goggles		1
		• Hand gloves		1
		• Nose mask		1
		Cleaned work area		2
		Assembled tools, equipment and materials		2
2	Preparation of frame surfaces	Cleaned surface	2	
		Clean surface observed		2
		Took measurements of surfaces	2	
3	Preparation of material	Transferred measurements to covering material		2
		Transferred measurements to the foam		2
		Cut foam	2	
		Cut fabric	2	
4	Dressing of frame	Applied adhesive on frame surfaces	1	
		Evenly distributed adhesive observed		2
		Applied adhesive on foam	1	
		Even layer of adhesive observed		1
		Cured adhesive	1	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Attached foam on surfaces	2	
		Attached covering material on surfaces	1	
		Firmly attached foam and covering material observed		3
5	Finishing upholstery works	Trimmed off extra parts	2	
		Treated edges	2	
		Cleaned work	2	
		Clean work observed		4
6	Demobilization of resources	Collected tools and equipment		1
		Cleaned tools and equipment		1
		Cleaned work area		1
		Stored tools and equipment		1
		No wasted materials observed		3
	TOTAL		20	33
	MAXIMUM SCORE(Y)		53	
		(X/Y) *100		

4.0 ATP- PART IV

Information on review process

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively reviewed by job practitioners of an Upholsterer 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 an Upholsterer 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 an Upholsterer 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 for the review exercise were constituted by members from the following organizations:

Review Panel			
No.	Name	Institution/Organization	Contacts
1.	Namusisi Mariam	MOE	0752627082
2.	Kafeero Adnan	NCDC	0755535642
3.	Kayongo Michael	UNEB	0705904450
4.	Mauko Levi Wafula	Bishop Senior School Mukono	0772861229
5.	Kagoya Jane	Mengo Secondary School	0701982550
6.	Kigozi Hakeem	Masaka Secondary School	0752636695
7.	Kigozi Swaleh	Buddo Secondary School	0703361393
8.	Tumwine Francis	Mbarara High School	0782441280
9.	Bucamwa Brian	Nina Interiors	0751064434
10.	Kyagulanyi Francis	Kairos Upholstery Service Providers Uganda LTD	0777547838
11.	Ayini Richard	Ayoga Construction & General Services LTD	0701859658
12.	Katusabe Brian	Masaka Secondary School	0706231450

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** –Mr. Kirabira Yusuf Ag. QS, DIT, Ms. Nabankema Milly A&C, DIT.
3. **Compiled by** Ms. Rebecca Nalwanga Data Entrant DIT, Ms. Kautha Janerose Data Entrant DIT, Mr. Tumusiime Edward IT Specialist 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.

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