



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



Assessment and Training Package

For

VANILLA FARMER

Qualification Level: 1

**Occupational Cluster: Agriculture, Natural
Resources and
Environment**

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 Kajubi report (1989) and the Uganda Government White Paper on Education Review (1992) emphasized that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour force at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity ;(ii) high youth unemployment (38%) and (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the students for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040 under section 261 emphasizes that students will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasize practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the lower secondary school education curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasized that vocational training will produce graduates who are employable. In the lower secondary school vocational curriculum emphasis will be on equipping learners with employable skills and competencies. This will enable learner's perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the World of work

Reading from the curriculum Framework page 12 it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market it's against this background that DIT, within its mandate vested in the BTVET Act 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages for the various occupations that will be assessed under the Lower Secondary Curriculum.

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 developed “Assessment & Training Package (ATP)” for training, assessment and certification of a **VANILLA FARMER-QUALIFICATION LEVEL 1**.

Finally, I thank all individuals and organizations who have contributed and/or participated in the develop 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:

- 1.1 **PART I: The “Occupational Profile” (OP) of a VANILLA FARMER.** This Occupational Profile which was developed by Vanilla Farmers practicing in the world of work, mirrors the duties and tasks Vanilla Farmers are expected to perform in the world of work.
- 1.2 **PART II: “Training Modules”** in the form of guidelines to train **Vanilla Farmers** both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 1.3 **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 **Vanilla Farmer**. These assessment instruments were developed jointly by job practitioners (Vanilla Farmer) and teachers based on the occupational profile and training modules¹.
- 1.4 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 – Vanilla Farmer 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

0.7 The parts of this Assessment and Training Package were sequentially developed 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 development 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 development 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 VANILLA FARMER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Vanilla Farmer” below defines the **Duties** and **Tasks** a competent Vanilla Farmer 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 developing this Occupational Profile for a VANILLA FARMER are listed on the following page.

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

Job Expert Panel

Magala Wali Christopher
Mukono DLG

Nalubega Agnes
UNEB Examiner

Okech Dominick
ST. Kalembe SS Nazigo

Ninsiima Bonitah
ST Patrick SS

Katto Jude
BMT Farm Limited

Aciri David
ESCO Uganda Limited

Twinamtsiko Pasco
Trainer-Vanilla farmer

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Mukyala Ruth Elizabeth
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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 a
“VANILLA FARMER”

Developed by: Qualifications Standards
Department of the Directorate
of Industrial Training

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

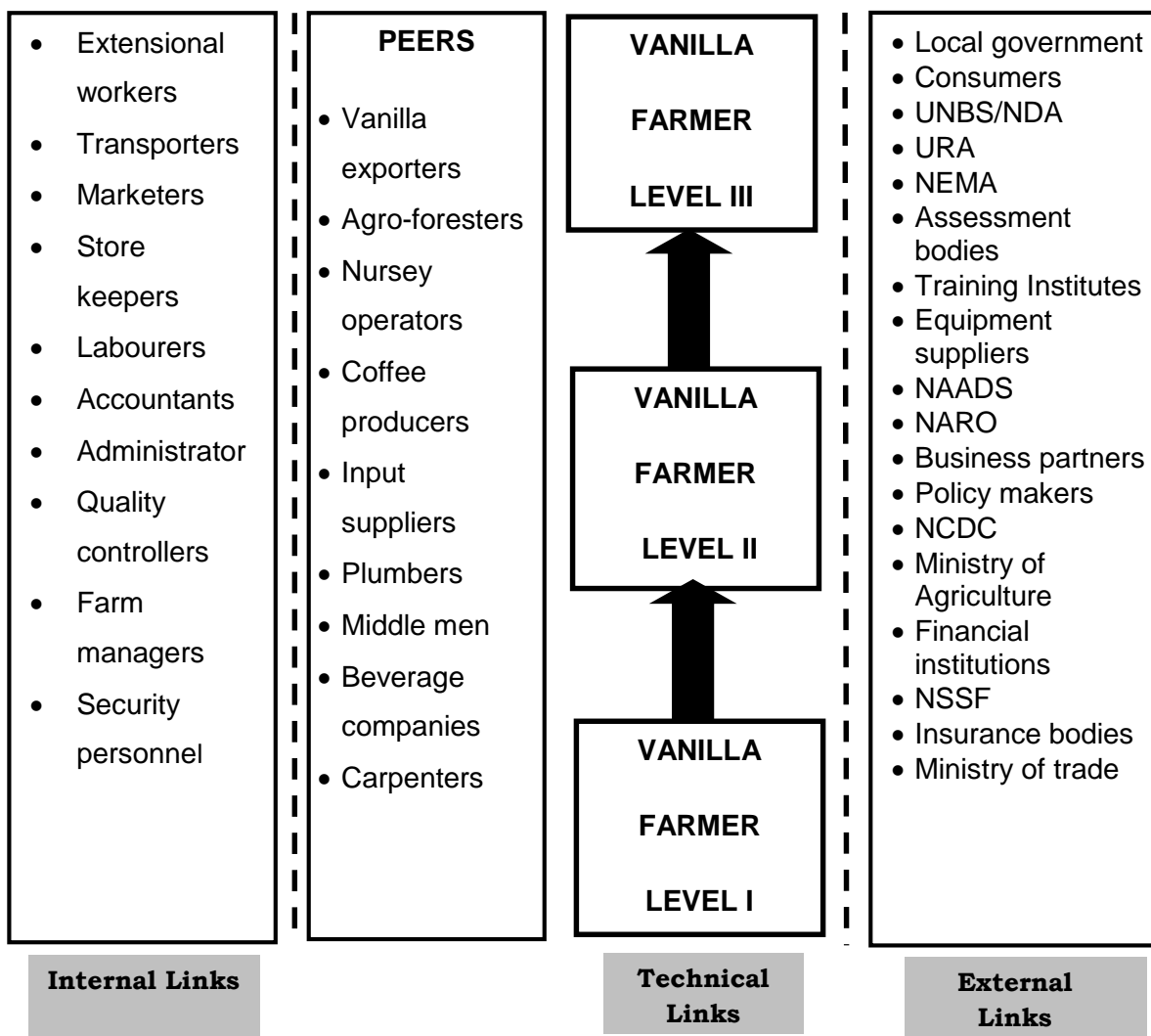
NOMENCLATURE FOR THE OCCUPATION OF A VANILLA FARMER

Definition of a Vanilla Farmer

A vanilla farmer

Is a person who grows vanilla for commercial purposes.

JOB ORGANISATION CHART FOR A VANILLA FARMER



Descriptions for the levels in the occupation of a 'Vanilla Farmer'

UVQ Level 1 vanilla farmer: Is a person who establishes, manages and markets fresh mature vanilla beans vanilla for commercial purpose traditional agricultural practices.

UVQ Level II vanilla Farmer: Is a person who grows vanilla, performs post-harvesting activities and mother garden management using modern agricultural practices.

UVQ Level III vanilla Farmer: Is a person who grows vanilla and performs post-harvest activities using advanced agricultural practices.

Duties and Tasks

A. PLAN VANILLA FARMING ACTIVITIES	A1 Conduct feasibility study	A2 Prepare production plan	A3 Prepare financial plan
	A4 Prepare budget	A5 Prepare procurement plan	A6 Prepare human resource plan
	A7 Prepare marketing plan		
B. ESTABLISH VANILLA GARDEN	B1 Select site	B2 Prepare site	B3 Source planting materials
	B4 Mark holes	B5 Dig holes	B6 Plant supporting materials
	B7 Plant vanilla vines	B8 Plant shade tree	
C. MANAGE VANILLA GARDEN	C1 Weed vanilla garden	C2 Apply manure	C3 Loop vines
	C4 Induce flowering	C5 Pollinate vanilla flowers	C6 Manage shades
	C7 Control pests and diseases	C8 Prune vanilla vines	C9 Remove undersized vanilla beans
	C10 Mulch vanilla garden	C11 Irrigate vanilla garden	
D. HARVEST VANILLA BEANS	D1 Conduct maturity assessment	D2 Prepare harvesting tools and materials	D3 Pick ripe vanilla beans
	D4 Weigh vanilla beans	D5 Sort vanilla beans	D6 Store vanilla beans

E. MANAGE POST HARVEST HANDLING OF VANILLA ACTIVITIES	E1 Pick dry beans	E2 Clean /wash vanilla beans	E3 Ferment /sweat vanilla beans
	E4 Cure vanilla beans	E5 Boil vanilla beans	E6 Dry vanilla beans
	E7 Grade beans	E8 Condition dry beans	E9 Prepare for export
	E10 Perform quality control practices		

F. MARKET VANILLA PRODUCTS	F1 Conduct market survey	F2 Sample test product	F3 Brand vanilla products Communicate with clients
	F4 Package vanilla products	F5 Price vanilla products	F6 Sell vanilla products
	F7 Distribute vanilla products	F8 Provide after sell services	F9 Communicate with clients

G. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PRACTICES	G1 Wear protective gear	G2 Administer first aid	G3 Manage waste
	G4 Store inputs	G5 Adhere to climate practices	G6 Sensitize workers on health issues
	G7 Display safety signs	G8 Maintain personal hygiene	G9 Perform fire fighting
	G10 Manage water sources		

H. PERFORM ADMINSTRATIVE TASKS	H1 Recruit workers	H2 Monitor workers	H3 Assign duties
	H4 Legalize business	H5 Orient workers	H6 Motivate workers
	H7 Supervise workers	H8 Manage finance	H9 Manage procurements
	H10 Conduct meetings	H11 Keep records	H12 Insure workers
	H13 Appraise workers	H14 Pursue continuous occupational development	

Additional Information

Generic Knowledge & Skills	
<ol style="list-style-type: none"> 1. Quality of planting materials 2. use of tools and equipment 3. Maintenance of tools and equipment 4. Vanilla agronomy 5. Soil fertility 6. Cost management 7. Harvesting 8. Standards in vanilla production 9. Gap filling 10. Land preparation 11. Fire management 12. Extraction of beans 13. Drying 14. Fermentation 15. Storage 16. Testing for moisture content 17. marketing 18. Bean quality parameters 19. Irrigation 20. Mother garden management 	<ol style="list-style-type: none"> 21. Site selection 22. Line out and pitting 23. Vanilla shade management 24. Fermentation boxes construction 25. Weed control 26. Pest and disease control 27. Identification common pest and diseases 28. Grading 29. Looping 30. Pollinating 31. Pruning 32. Spacing 33. Mulching 34. Waste management 35. Safe Pesticide use 36. Sorting vanilla beans 37. Packaging 38. Record keeping 39. Communication 40. Sterilize tools 41. Staking 42. Quality control measures

Tools, Materials and Equipment	
1. Hoe	34. Water tank
2. Slasher	35. Fumigants
3. Safety pin	36. Sprayer
4. Wheel barrows	37. Water
5. Pruning saw	38. Head cap
6. Secateurs	39. Masks
7. Strings	40. Overalls
8. Soap	41. Record Books and pens
9. Sanitizer	42. Files
10. Manure	43. Office desk
11. Mulches	44. Detergents
12. Tarpaulin	45. Weighing scale
13. Bags	46. Markers
14. Saucepans	47. First aid kit
15. Sweating box	48. Notice board
16. Blankets	49. Brochures
17. Weighing scale	50. Scrubbing brushes
18. Heat source	51. Racks
19. Packaging materials	52. Towels
20. Thermometer	53. Aprons
21. Cooking box	54. Moppers
22. Phones	
23. Computer	
24. Calculator	
25. Furniture	
26. Knives	
27. Heat source	
28. Fermentation Containers	
29. Vanilla hydrometer	
30. Thermometer	
31. Pangas	
32. Brooms	
33. Gloves	

<p>Attitudes/Traits/Behaviour</p> <ol style="list-style-type: none"> 1. Self-driven 2. Hardworking 3. Trustworthy 4. Respectful 5. Patience 6. Integrity 7. Trainability 8. Self esteem 9. Ethical 10. Entrepreneurial 11. Social 12. Empathetic 13. Approachable 14. Tolerant 	<ol style="list-style-type: none"> 15. Exemplary 16. Knowledgeable 17. Under stable 18. Clarity 19. Team player 20. Reliable 21. Kind 22. Creative 23. Innovative 24. Loyal 25. Analytical 26. A listener 27. Competent 28. Flexible 29. Committed
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Trends and Concerns

1. Changes in technology
2. Increase in specialization
3. Increased production costs
4. Un necessary use of chemicals
5. High skilled personal
6. Improved quality of products for export
7. Competition
8. Over use of chemicals in growing vanilla

2.0 ATP – PART II

Training Modules for VANILLA FARMER

- 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 Vanilla farmer 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 VANILLA FARMER QUALIFICATION LEVEL 1?

A **Vanilla Farmer Level 1** is a person who establishes, manages and markets fresh mature vanilla beans vanilla for commercial purpose traditional agricultural practices.

TRAINING MODULES FOR VANILLA FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/VF/M1.1	Establish vanilla garden	240	6
UE/VF/M1.2	Manage vanilla garden	240	6
UE/VF/M1.3	Perform vanilla harvest and post-harvest handling	240	6
UE/VF/M1.4	Manage vanilla farming enterprise	240	6
Summary	4 Training Modules	960 hours	24 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

Prior to summative assessment by 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 **Vanilla Farmer**.

Code	UE/VF/M1.1
Module title	M1.1: Establish vanilla garden
Related Qualification	Part of Uganda Vocational Qualification (VANILLA FARMER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module a trainer will be able to set up a vanilla garden that is of a standard.
Learning-Working Assignments (LWAs)	LWA 1/1: Select site LWA 1/2: Prepare site LWA 1/3: Plant vanilla vines LWA 1/4: Perform occupational health, safety and environmental practices <u>Note:</u> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 1/1: Select site PEX 1.1: Inspect site PEX 1.2: Determine soil suitability PEX 1.3: Determine land topography PEX 1.4: Determine vegetation PEX 1.5: Determine site safety
	LWA 1/2: Prepare site PEX 2.1: Clear site PEX 2.2: Mark field PEX 2.3: Dig holes PEX 2.4: Plant support trees PEX 2.5: Conserve soil and water PEX 2.6: Establish shade
	LWA 1/3: Plant vanilla vines PEX 3.1: Source vines PEX 3.2: Wither or hung vines PEX 3.3: Dig trenches PEX 3.4: Lay vines PEX 3.5: Train vines PEX 3.6: Burry vines PEX 3.7: Apply manure
	LWA 1/4: Perform occupational health, safety and environmental practices PEX 4.1: Wear personal protective equipment PEX 4.2: Manage waste PEX 4.3: Display safety signs PEX 4.4: Administer first aid

	PEX 4.5: Sensitize workers on key health issues PEX 4.6: Maintain hygiene PEX 4.7: Perform fire fighting PEX 4.8: Maintain sanitation
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed 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 manure • Land and soil conservation • Waste management • Health and safety precautions • Vanilla planting materials • Planting • Marking and spacing • Fertilizers • Shading • Soil and water conservation • Soil PH • Soil structure • Soil fertility • Soil types • Soil organic matter • Soil water • Drainage • Living organisms • Agro forestry • Climate smart agriculture • Manure application • First aid administration • Soil sampling techniques
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 • 2 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	Hand hoe, wheel barrow, spade, gumboots, gloves, panga, field crates, trowel, sprayer, soil cutter, dibbers, head gears, masks, overalls, tape measure, forked hoe, peak axe, watering can, bow saw, slasher, pegs and poles, mulches, head gears, strings, basin, transport means, tarpaulin, soil testing kit, first aid kit, phone, computer.
Minimum required materials and consumables or equivalent	PH indicator, decomposed manure, water, sanitizer, soap, stationery
Special notes	None

Code	UE/VF/M1.2
Module title	M1.2: Manage vanilla garden
Related Qualification	Part of: Uganda Vocational Qualification (VANILLA FARMER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainer will be able to maintain a vanilla garden successfully
Learning-Working Assignments (LWAs)	LWA 2/1: Manage vanilla garden LWA 2/2: Pollinate flower LWA 2/3: Conserve soil and water LWA 2/4: Perform occupational health safety and environmental practices Note: 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 2/1: Manage vanilla plant PEX 1.1: Gap fill PEX 1.2: Weed vanilla garden PEX 1.2: Prune plant PEX 1.4: De-sucker plant PEX 1.3: Control pests and diseases PEX 1.4: Control plant shades. PEX 1. 4: Rogue diseased plant PEX 1.5: Train plant PEX 1.6: Loop vines PEX 1.7: Stimulate flowering PEX 1.8: Pollinate flower PEX 1.9: Monitor growth LWA 2/2: Pollinate flower PEX 2.1: Prepare pollinating tools PEX 2.2: Demarcate Garden PEX 2.3: Identify mature flower PEX 2.4: Split /expose flower PEX 2.5: Squeeze stigma PEX 2.6: Mate flower LWA 2/3: conserve soil and water PEX 3.1: Apply compost manure PEX 3.2: Mulch Garden PEX 3.3: Dig retention ditches PEX 3.4: Dig check dams PEX 3.5: Dig soil bunds PEX 3.6: Irrigate Garden

	PEX 3.7: Plant cover crops PEX 3.8: Plant nutrient fixing crops LWA 2/4: Perform occupational health safety and environmental practices PEX 4.1: Wear protective gear PEX 4.2: Sterilize tools and equipment PEX 4.3: Sensitize workers on key health issues PEX 4.4: Manage vanilla chemicals PEX 4.5: Display safety sign PEX 4.6: Demarcate and fence garden PEX 4.7: Administer first aid PEX 4.8: Create path ways PEX 4.9: Manage waste PEX 4.10: Perform fire fighting
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Perform and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<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> <ul style="list-style-type: none"> • Tools and equipment usage • Weeding methods • Pruning and desuckering • Stimulation of flowering • Pollination • Quality of beans • Mulching methods • Irrigation methods • Types of soil • Water conservation methods • Different types of fences • Pathway construction • Different types of weeds • Disease control • Looping
Average duration of learning	240 hours (30 days) of nominal learning suggested o include; <ul style="list-style-type: none"> • 5 days Occupational theory • 25 days Occupational practice
Suggestions on	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre

organization of learning	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	Secateurs, pruning knife, panga, forked hoe, slasher, strings, hammer, spade, wheel barrow, shovel, pliers, safety pins, splinter, trowel, gumboots, masks, overalls, gloves, watering pumps, water tanks, thermometer, tarpaulin
Minimum required materials and consumables or equivalent	Seeds, water, soap, mulches, pegs, Wood, nails, stationery
Special notes	

Code	UE/VF/M1.3
Module title	M1.3: Perform vanilla harvest and post-harvest handling
Related Qualification	<p><u>Part of</u></p> <p>Uganda Vocational Qualification (Vanilla Farmer UVQ 1)</p>
Qualification Level	1
Module purpose	By the end of this module, a trainee will be able to harvest and perform post -harvest handling
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Harvest vanilla beans</p> <p>LWA 3/2: Cure vanilla beans</p> <p>LWA 3/3: Dry vanilla beans</p> <p>LWA 3/4: Package vanilla beans</p> <p>LWA 3/5: Perform occupational health safety and environmental protection practices</p> <p><u>Note:1.</u></p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the trainee acquires targeted competences. 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Harvest vanilla beans</p> <p>PEX1.1: Identify mature beans</p> <p>PEX1.2: Prepare harvesting tools and materials</p> <p>PEX1.3: Pick beans</p> <p>PEX1.4: Gather beans</p> <p>PEX1.5: Sort beans</p> <p>PEX1.6: Weigh fresh vanilla beans</p> <p>PEX1.7: Transport beans</p> <p>LWA 3/2: Cure vanilla beans</p> <p>PEX2.1: Clean vanilla beans</p> <p>PEX2.2: Boil vanilla beans</p> <p>PEX2.3: Cool vanilla beans</p> <p>PEX2.4: Ferment vanilla beans</p> <p>PEX2.5: Dry fermented vanilla beans</p> <p>PEX2.6: Condition vanilla beans</p> <p>PEX2.7: Weigh cured vanilla beans</p>

	LWA 3/3: Dry vanilla beans PEX3.1: Sun dry vanilla beans PEX3.2: Air dry vanilla beans (Slow dry)
	LWA 3/4: Package vanilla beans PEX4.1: Weigh vanilla beans PEX4.2: Sort beans PEX4.3: Grade beans PEX4.4: Pack beans PEX4.5: Label grades PEX4.6: Store beans
	LWA 3/5: Perform occupational health safety and environmental protection practices PEX5.1: Wear personal protective equipment PEX5.2: Manage waste PEX5.3: Display safety signs PEX5.4: Administer first Aid PEX5.5: Sensitize workers on key health issues PEX5.6: Maintain hygiene PEX5.7: Perform fire fighting PEX5.8: Maintain sanitation
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. E.g. wear protective gears
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"> • Tools and material usage • Moisture control • Packaging materials • Harvesting tools • Identifying ripe beans • Cutting and picking • Sorting • Grading • Insulating materials • Harvesting period • Government policies and regulations • Safety precautions • First Aid administration • Waste management • Hygiene • Curing • Weighing

	<ul style="list-style-type: none"> • Sweating • Conditioning • Drying • Fermenting
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 day 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 the established regulations by recognized assessment body using related Practical and written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Baskets, secateurs, wheel barrow, knives, harvesting crates, pallets, gum boots, head gear, overalls, clock timers, thermometer, drum/saucepan, heat source, weighing scale
Minimum required materials and consumables or equivalent	Bags, basins, gloves masks, fermenting boxes, water blankets, tarpaulin, stationery
Special notes	

Code	UE/VF/M1.4
Module title	M1.4 Manage vanilla farming enterprise
Related Qualification	<p><u>Part of</u></p> <p>Uganda Vocational Qualification</p> <p>(Vanilla Farmer UVQ 1)</p>
Qualification Level	1
Module purpose	By the end of this module, a trainee will be able to manage a vanilla farming enterprise
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Plan vanilla farm enterprise</p> <p>LWA 4/2: Establish a vanilla farm enterprise</p> <p>LWA 4/3: Mobilize resources</p> <p>LWA 4/4: Market vanilla products</p> <p>LWA 4/5: Perform health safety and environmental practices</p> <p><u>Note:1.</u></p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the trainee acquires targeted competences. 2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Plan a vanilla farm enterprise</p> <p>PEX1.1: Conduct feasibility study</p> <p>PEX1.2: Prepare financial plan</p> <p>PEX1.3: Prepare production plan</p> <p>PEX1.4: Prepare procurement plan</p> <p>PEX1.5: Prepare human resource plan</p> <p>PEX1.6: Prepare market plan</p> <p>PEX1.7: Prepare budget</p> <p>LWA 4/2: Establish a vanilla farm enterprise</p> <p>PEX2.1: Set up a vanilla enterprise</p> <p>PEX2.2: Legalize enterprise</p> <p>PEX2.3: Insure enterprise</p> <p>LWA 4/3: Mobilize resources</p> <p>PEX3.1: Source fund</p> <p>PEX3.2: Procure vanilla inputs</p> <p>PEX3.3: Transport vanilla inputs</p> <p>PEX3.4: Store vanilla inputs</p>

	LWA 4/4: Market vanilla products PEX4.1: Conduct market survey PEX4.2: Sample vanilla products PEX4.3: Package vanilla products PEX4.4: Label packages PEX4.5: Brand vanilla products PEX4.6: Price vanilla products PEX4.7: Sell vanilla products PEX4.8: Provide after sale services PEX4.9: Communicate with clients PEX4.10: Advertise vanilla products PEX4.11: Keep records
	LWA 4/5: Perform occupational health safety and environmental protection practices PEX5.1: Wear personal protective equipment PEX5.2: Manage waste PEX5.3: Display safety signs PEX5.4: Administer first Aid PEX5.5: Sensitize workers on key health issues PEX5.6: Maintain hygiene PEX5.7: Perform fire fighting PEX5.8: Maintain sanitation
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. E.g. wear protective gears
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"> • Negotiation • Pricing • Budgeting • Record keeping • Sampling • Packaging • Curing • Marketing • Planning • Resource mobilization • Cooperatives and unions • Standardization and certification • Record keeping • Storage • Branding • Advertising

	<ul style="list-style-type: none"> • Communication with clients • Customer care • Transportation • Waste management • Numeracy • Literacy • ICT
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>25 days of occupational practice</i>
Suggestions on 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 the established regulations by recognised assessment body using related Practical and written Test Items from Item Bank
Minimum required tools/equipment/ implements or equivalent	Calculators, thermometer, moisture meter, waste bins, wheel barrow, transport means, computers, phones, weighing scale, vanilla bean samples, basin, saucepan, First Aid kit, clock timers
Minimum required materials and consumables or equivalent	Stationery, packaging materials, sampling bags, internet, nylon twines, sisal ropes, power source, blankets, water, soap, sanitizer
Special notes	None

3.0 ATP- PART III

Assessment Instruments for VANILLA FARMER

- 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 **VANILLA FARMER** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	5
2.	Written (Theory)- Multiple Choice	4
3.	Written (Theory)- Matching with generic	1
4.	Written (theory)-matching with cause-effect	1
5.	Written (Theory)- Matching with work-sequence	1
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:	Vanilla Farmer			
Competence 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	State any three (3) importance of mulching a vanilla garden	
Answer spaces	(i) (ii) (iii)	
Expected key (answers)	(i) Helps in improving soil fertility (ii) Helps in water retention (iii) Prevents soil erosion (iv) Increases microbial activity (v) Helps in soil conservation	

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Vanilla Farmer			
Competence 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:	3 minutes			

Test Item	Give any three factors you consider when selecting a site for a vanilla garden.
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Topography (ii) Soil (iii) Slope (iv) Drainage (v) security

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Vanilla Farmer			
Competence 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:	3 minutes			

Test Item	List any four (4) recommended shade trees for a vanilla garden.
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Musizi (ii) Bananas (iii) Albizi (iv) Jetropha (v) Coffee (vi) Glyricidia

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Vanilla Farmer			
Competence 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:	M1.3			
Time allocation:	3 minutes			

Test Item	Mention the 4 main stages of curing vanilla			
Answer spaces	(i) (ii) (iii) (iv)			
Expected key (answers)	(i) Killing/boiling (ii) Fermentation/sweating (iii) Drying (iv) Conditioning			

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Vanilla Farmer			
Competence 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:	M1.4			
Time allocation:	3 minutes			

Test Item	State any (4) key activities performed when planning to establish a vanilla farm enterprise.			
Answer spaces	(i)		
	(ii)		
	(iii)		
	(iv)		
Expected key (answers)	(i)	Preparation of budgets		
	(ii)	Preparation of a financial plan		
	(iii)	Preparation of human resource plan		
	(iv)	Preparation of production plan		
	(v)	Preparation of marketing plan		
	(vi)	Preparation of the procurement plan		

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6				
Occupational Title:	Vanilla Farmer				
Competence 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	Which of the following is the vanilla specie that grows best in Uganda.
Distractors and correct answer	A. Vanilla planifolia B. Vanilla tahitensis C. Tahitian vanilla D. Vanilla pompona
Key (answer)	A

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Vanilla Farmer			
Competence 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:	M1.3			
Time allocation:	2 minutes			

Test Item	Which of the following colours does a mature vanilla bean display when ready for harvest.
Distractors and correct answer	A. Yellowish Green B. Dark Green C. Pale Green D. Black
Key (answer)	A

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Vanilla Farmer			
Competence 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	Which of the following represents growth period of vanilla beans from pollination to maturity.
Distractors and correct answer	A. 5 months B. 6 months C. 7 months D. 9 months
Key (answer)	D

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Vanilla Farmer			
Competence 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:	M1.4			
Time allocation:	2 minutes			

Test Item	Which of the following is the best grade when selling vanilla beans?
Distractors and correct answer	A. Gourmet B. Splits C. Broken D. scabby beans
Key (answer)	A

DIT/QS	Test Item Database Written (Theory) Test Item- No. 10			
Occupational Title:	VANILLA FARMER			
Competence level:	Level 1			
Code no.	VF			
Tt Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related Modules:	M1.1			
Time allocation:	5 Minutes			

Test Item	Match the following tools and to their function when managing the vanilla garden.
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Tools and materials	
1	secateur
2	Wheel barrow
3	panga
4	Safety pin

Functions	
A	Curing vanilla
B	Pruning
C	Carrying materials
D	Cutting support plants
E	Pollinating flowers

Key (answer)	1:B, 2:C, 3:D, 4:E, 5:A
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DIT/QS	Test Item Database Written (Theory) Test Item- No. 11			
Occupational Title:	VANILLA FARMER			
Competence level:				
Code no.	VF			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:				
Date of OP:	January 2022			
Related Modules:	M1.2			
Time allocation:	5 Minutes			

Test Item		Match the following vanilla causes to their effects when managing vanilla garden.			
Causes			Effects		
1	Light shades		A	Pests and diseases	
2	Overcrowding plants		B	Yellowing and drying of leaves	
3	Less water		C	Small sized pods	
4	delayed pollination		D	Drying of terminal buds	
5	Untimely spraying		E	Reduction in vanillin content	
			F	Falling off of flowers	
Key (answer)		1:B, 2:C,3:D,4:F,5:A			

DIT/QS	Test Item Database Written (Theory) Test Item- No. 12			
Occupational Title:	VANILLA FARMER			
Competence level:	1			
Code no.	VF			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	January 2022			
Related Modules:	M3			
Time allocation:	5 Minutes			

Test Item	Arrange the following steps in their chronological order of curing vanilla.
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Column A (chronology)	Column B (Work steps) in wrong chronology	
1	A	Fermentation
2	B	Condition beans
3	C	cleaning vanilla pods
4	D	Packaging of beans
5	E	Boiling vanilla beans
6	F	Drying vanilla beans

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

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Vanilla Farmer
Competence level:	1
Code no.	
Test Item:	Using pollinating tools, carry out hand pollination on a vanilla flower.
Complexity level:	P2
Date of OP:	January 2022
Related modules:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> ▪ Pollination ▪ Reproductive parts of vanilla ▪ Tools and material usage ▪ Time management ▪ Pollinating time ▪ Aiding factors ▪ Hygiene ▪ Safety precautions ▪ Regulations and policies
Required tools, Materials and Equipment:	Safety pins, needles, splinter, vanilla plant at flowering stage, knife, secateurs, water, basin, soap, protective gear
Time allocation:	1 Hour
Preferred venue:	Vanilla garden
Remarks for candidates	<ul style="list-style-type: none"> ▪ Wear protective gear
Remarks for assessors	<ul style="list-style-type: none"> ▪ The assessor should make sure that the candidate is availed with tools and equipment
Special notes	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Wore protective gears		
		Gumboots		1
		Overcoat		1
		Face mask		1
		Head gear		1
		Assembled tools and equipment	1	2
		Sterilised tools and equipment	4	
		Pre visited the vanilla garden	2	
		Checked plant cluster	2	
		Identified the healthy plants	2	
		Identified the diseased plants	2	
		Checked open flowers	2	
		Identified fully opened flowers observed		3
		Positioned him/herself in front of the plant facing the source of light	2	2
		Pollinator standing in the direction of uninterrupted light to the plant observed		3
		Split the outer floral parts	2	2
		Opened flower	2	
		Opened flower observed		2
		Lifted the membrane to expose the two reproductive parts(stigma and anther)	4	
		Gently hand squeezed the anther onto the stigma to allow fertilization	4	
		Stigma not falling off observed		2
		Gently removed the pollinating tool	4	
		Anther and stigma stuck together observed		4
		Recorded the date of pollination		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
5	Post process cleaning	Cleaned materials, tools and equipment		2
		Dirty free work area observed		2
		Stored tools and equipment		2
	TOTAL		33	32
	MAXIMUM SCORE (Y)	X/65	X/65 X100%	

DIT/ QS	Test Item Database Performance Test Item- No. 2
Occupational Title:	VANILLA FARMER
Competence level:	1
Code no.	VF
Test Item:	Prepare a 10*15m site for vanilla planting and dig holes of 2*2 feet with spacing of 10*8 feet
Complexity level:	P1
Date of OP:	January 2022
Related Module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Digging holes • Support trees • Shading • Marking • Time management • Tools and equipment usage • Measurements • Garden designing • Spacing • Manure application • Soil and water conservation
Required tools, materials and equipment:	Hoe, pick axe, forked hoe, spade, shovel, panga, tape measure, pegs, strings, hammer, stationery, wheel barrow, nails,
Time allocation:	6hr
Preferred venue:	Garden
Remarks for candidates	Should be provided with personal protective gear
Remarks for assessors	<ul style="list-style-type: none"> • Provide candidates with required resources for assessment. • Provide a helper

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
1	Preparation before task	Wore protective gear		
		Overall		1
		Gum boots		1
		Hand gloves		1
		Assembled materials, tools and equipment		1
		Clean protective gear worn		1
2	Clearing of planting area	Removed unwanted vegetation	2	
		Clear planting area observed.		2
3	Measuring and demarcation	Measured the garden area	2	2
		A 10*15 m area verified		2
		Measured the planting area	2	
		Marked the measured planting area of 10*8 feet	2	
		Spacing of 10*8 feet planting area verified		2
4.	Digging holes	Dug holes on marked spaces	2	
		Dug hole of 2*2 feet on the planting area verified		2
		Loosened soil around holes	2	
		Loosened soil around holes observed		2
5.	Planting support plants	Cut, trimmed and sharpened support plants	2	
		Support plants of 10 feet height verified		2
		Fixed support plant in dug holes	1	
		Firmed support plants with top soil	2	
		Support plants firmly fixed in the holes observed		2
		Recorded the stakes of the garden		2
6.	Post process cleaning	Cleaned materials, tools and equipment		2
		Dirty free work area observed		2
		Stored tools and equipment		2

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
	TOTAL		17	29
	MAXIMUM SCORE (Y)	X/Y	X/Y X100%	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively developed by job practitioners of the Vanilla Farmer 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 developed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the developed Occupational Profile for Vanilla Farmer of January 2022, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2022)

Based on the developed Occupational Profile for Vanilla Farmer of January 2022, and Training Modules of January 2022, Test Items were developed 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 development exercise were constituted by members from the following organizations:

Development Panel		
No.	Name	Institution/Organization
1.	Wali Magala Christopher	Mukono DLG
2.	Aciri David	ESCO Uganda Limited
3.	Nalubega Agnes	UNEB Examiner
4.	Ninsiima Bonitah	ST Patrick SS
5.	Katto Jude	BMT Farm Limited
6.	Twinamastiko Pasco	Trainer-vanilla farmer
7.	Okech Dominick	ST Kalemba SS. Nazigo

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** –Ms. Kusasira Agnes, DIT; Mr. Ssentongo Simon Peter, DIT.
3. **Compiled by**-Mr.Turyasingura Yusuf, Ms Byamukama Ronah, , 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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