



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

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a  
BEAD ARTIST**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

**December 2020**

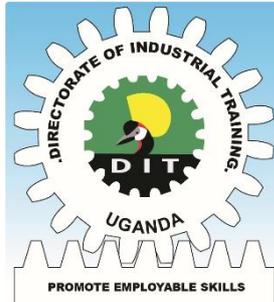
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**Developed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Supported by:**

**Government of Uganda**



## **Assessment and Training Package**

### **For a BEAD ARTIST**

**Qualification Level: 1**

**Occupational Cluster: Agriculture**

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and certification.
- (c) Assessment of prior learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

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

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## Word from Permanent Secretary

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

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

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

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

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

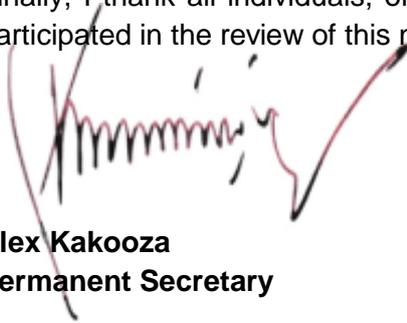
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive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

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

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **BEAD ARTIST QUALIFICATION LEVEL 1**.

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



**Alex Kakooza**  
**Permanent Secretary**

## Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

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

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

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

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

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



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

## Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of bead art from various secondary schools.
- Art and Design Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

## Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

## Key Definitions

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

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

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

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

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

## 1.0 ATP-PART I

### Occupational Profile for a BEAD ARTIST

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Bead Artist” below defines the **Duties** and **Tasks** a competent BEAD ARTIST 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.”<sup>1</sup>

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

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile for BEAD ARTIST are listed on the following page.

**Expert Panel**

**Nyadoi Suzan Sharon**

Ntinda Vocational Training Institute

**Kirabo Margret**

Maggie Afro Designs

**Mugisha Moses**

Kawanda Secondary School

**Lumu Robert**

Green Amba

**Nalwoga Resty**

Uganda Martyr's SS Namugongo

**Nakimbugwe Matilda**

Michelangelo College of Creative Arts, Kisubi

**Namuwonge Jenny Kyeyune**

City High School

**Kamiza Kenneth**

Risen Concept Limited

**Kasule Brian**

Angile Design Centre Limited

**Nakawunde Robinah**

Makerere College School

**Tibaijuka Olive**

Spiritual Shade Limited

**Facilitators**

**Ainembabazi Faith**

Directorate of Industrial Training

**Turyamwesimira Johnson**

Directorate of Industrial Training

**Co-ordinator**

**Mukyala Ruth Elizabeth**

Directorate of Industrial Training

**Funded by**

The Government of Uganda



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

**Directorate of Industrial Training**

**Occupational Profile**

**for a**

**"BEAD ARTIST"**

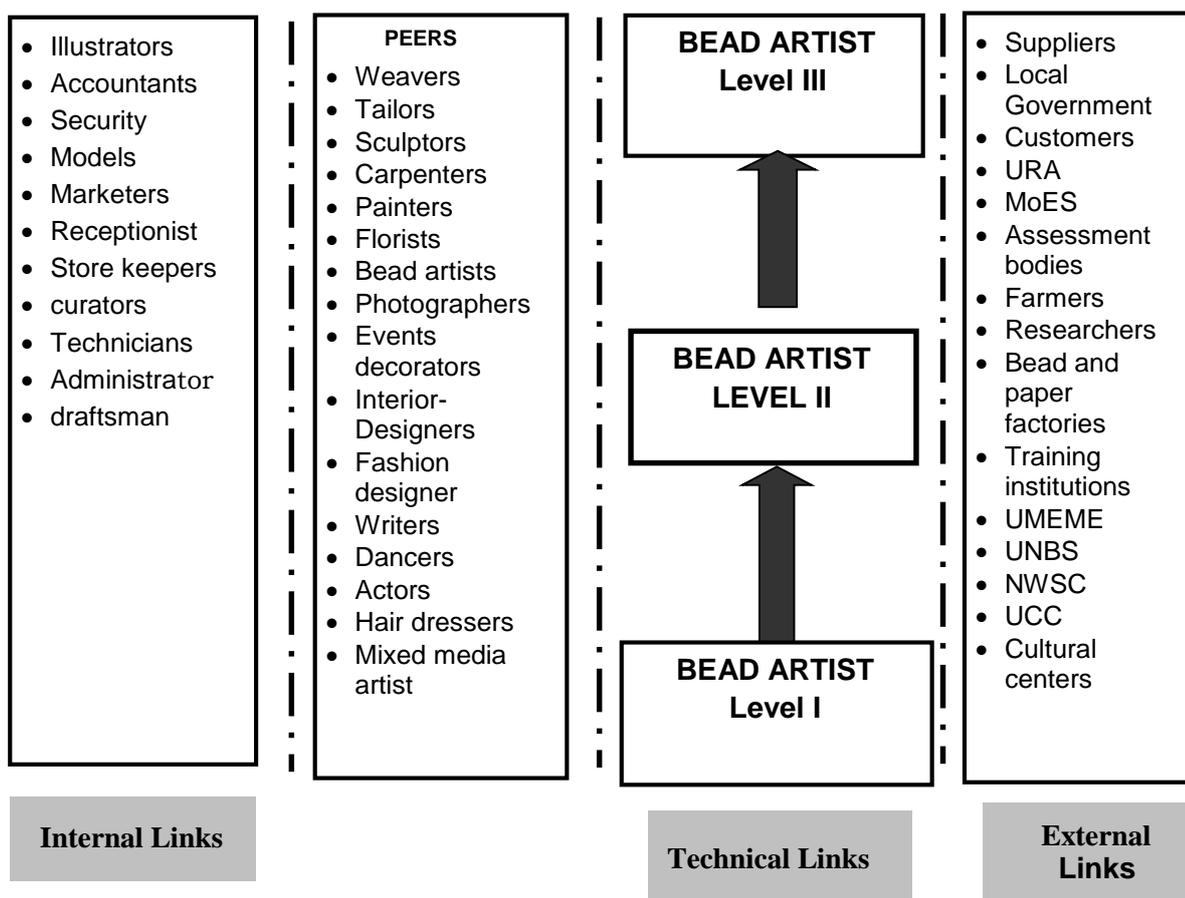
**Developed by: Qualification Standards Department**  
**Directorate Of Industrial Training**

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

## NOMENCLATURE FOR THE OCCUPATION OF BEAD ARTIST

**Definition:** A **Bead Artist** is a person who makes and attaches beads to one another to form an artifact or to a product for beauty enhancement, decoration using different techniques.

### JOB ORGANISATION CHART FOR A BEAD ARTIST



### LEVEL DESCRIPTORS

**A Level I Bead Artist:** Is a person who makes bead products by stringing, stitching, threading and wrapping

**A level II Bead Artist:** Is a person who makes bead products by weaving, comb loom and hand embroidery.

**A Level III Bead Artist:** Is a person who makes bead products using bead looming and sewing techniques

## Duties and Tasks

<b>A. PLAN WORK</b>	<b>A1</b> Conduct market survey	<b>A2</b> Determine location	<b>A3</b> Prepare procurement plan
	<b>A4</b> Prepare production plan	<b>A5</b> Determine labor requirement	<b>A6</b> Prepare budget
	<b>A7</b> Determine source of funds		

<b>B. ESTABLISH BEAD WORKSHOP</b>	<b>B1</b> Source funds	<b>B2</b> Select site	<b>B3</b> Secure site
	<b>B4</b> Procure materials, tools and equipment	<b>B5</b> Set up workshop	<b>B6</b> Legalise bead workshop

<b>C. MAKE BEADS</b>	<b>C1</b> Identify materials and tools	<b>C2</b> Determine source of inspiration	<b>C3</b> Develop material concept
	<b>C4</b> Determine color and texture of the material	<b>C5</b> Determine shape and size	<b>C6</b> Form beads
	<b>C7</b> Assemble beads	<b>C8</b> Perform finishing	<b>C9</b> Store beads

<b>D. MAKE BEADED PRODUCT</b>	<b>D1</b> Develop product concept	<b>D2</b> Select tools, materials and equipment	<b>D3</b> Prepare materials
	<b>D4</b> Assemble bead materials	<b>D5</b> Finish bead product	<b>D6</b> Label product
	<b>D7</b> Store product		

<b>E. MARKET BEAD PRODUCTS</b>	<b>E1</b> Brand bead products	<b>E2</b> Package bead product	<b>E3</b> Display bead products
	<b>E4</b> Communicate with clients	<b>E5</b> Prepare catalogues	<b>E6</b> Offer aftersales services
	<b>E7</b> Cost products	<b>E8</b> Offer price packages	<b>E9</b> Advertise bead products
	<b>E10</b> Sell bead products	<b>E11</b> Participate in trade exhibitions	

<b>F. PERFORM ADMINISTRATIVE TASKS</b>	<b>F1</b> Recruit workers	<b>F2</b> Assign work	<b>F3</b> Train workers
	<b>F4</b> Prepare inventory	<b>F5</b> Supervise work	<b>F6</b> keep records
	<b>F7</b> Remunerate workers	<b>F8</b> Monitor performance	

<b>G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>G1</b> Sensitise workers on health issues	<b>G2</b> Wear protective gear	<b>G3</b> Clean work place
	<b>G4</b> Display safety signs	<b>G5</b> Administer first aid	<b>G6</b> Perform firefighting
	<b>G7</b> Manage waste		

## Additional Information

### Generic Knowledge and Skills

- |                                       |   |
|---------------------------------------|---|
| 1. Numeric skills                     | 21. Recycling skills  |
| 2. Engraving                          | 22. Working posture   |
| 3. Embroidery                         | 23. Package display designs   |
| 4. Sewing                             | 24. Drawing skills  |
| 5. Usage of tools and materials       | 25. Measuring skills  |
| 6. Maintenance of tools and equipment | 26. Different bead types e.g. plastics, glass, stone, duplicate, original |
| 7. Customer handling                  | 27. Storage   |
| 8. customer care                      | 28. Freight and forwarding  |
| 9. Human resource management          | 29. Product identification  |
| 10. Marketing                         | 30. Product originality   |
| 11. First aid administration          | 31. Pricing   |
| 12. Critiquing                        | 32. Exhibition  |
| 13. Documentation                     | 33. Research  |
| 14. Waste management                  | 34. Weaving   |
| 15. Experimenting                     | 35. Stitching   |
| 16. Photography                       | 36. Design  |
| 17. Safety and healthy precaution     | 37. Size  |
| 18. Environmental conservation        | 38. Colours   |
| 19. Finishing                         | 39. Shape   |
| 20. ICT                               | 40. Hazard analysis   |

### Tools Materials and Equipment

- |   |                       |
|---|-----------------------|
| 1. Bead stringing kits                                    | 33. Chains            |
| 2. Thread   | 34. Spencer           |
| 3. Needle   | 35. Clip-ons          |
| 4. Pliers   | 36. Pipes             |
| 5. Scissors   | 37. Fabric            |
| 6. Silver wire  | 38. Bark cloth        |
| 7. Leather stoppers                                       | 39. Spray             |
| 8. Hooks  | 40. Zips              |
| 9. Rings  | 41. Powder colour     |
| 10. Varnish   | 42. Shells            |
| 11. Graph paper   | 43. Feathers          |
| 12. Pencils   | 44. Beading board     |
| 13. Tape measure  | 45. Candle/lighter    |
| 14. Finishing plates                                      | 46. Match-box         |
| 15. Beads/stones  | 47. Cross             |
| 16. Seeds(natural) Beans, watermelon seeds, pumpkin seeds | 48. Drilling machine  |
| 17. Glue  | 49. Pendants          |
| 18. Hard paper box  | 50. Container/storage |
| 19. Broom sticks  | 51. Pearls            |
|   | 52. Polythene bags    |
|   | 53. Paint             |
|   | 54. Fishing lines     |

- |                   |                                 |
|-------------------|---------------------------------|
| 20. Ribbons       | 55. Hammer                      |
| 21. Bangle wire   | 56. Packaging materials         |
| 22. Rolling wire  | 57. Bead organisers(containers) |
| 23. Elastic tape  | 58. Glue gun                    |
| 24. Cutting board | 59. Dyes                        |
| 25. Sand paper    | 60. Cutting tools               |
| 26. Bead reamer   | 61. Metallic sticks             |
| 27. Loom          | 62. Paper                       |
| 28. Wood          | 63. Tweezer                     |
| 29. Yarn          | 64. Calabash                    |
| 30. Wax           | 65. Gourds                      |
| 31. Adhesives     |                                 |
| 32. Rubber        |                                 |

**Attitudes / Traits / Behavior**

- |                  |                     |
|------------------|---------------------|
| 1. Customer care | 13. Respectful      |
| 2. Creative      | 14. Confident       |
| 3. Patience      | 15. Trustworthy     |
| 4. Active        | 16. Team player     |
| 5. Determination | 17. Disciplined     |
| 6. Hardworking   | 18. Time conscious  |
| 7. Flexible      | 19. Committed       |
| 8. Social        | 20. Good listener   |
| 9. Neat/smart    | 21. Resilient       |
| 10. Selective    | 22. Result oriented |
| 11. Organised    | 23. Trainable       |
| 12. Shrewd       |                     |

**Future trends and concerns**

- |  |   |
|--|---|
| 1. Recycling and innovation                              | 13. Need for gallery                            |
| 2. Provide relevant training                             | 14. Inadequate infrastructure                   |
| 3. Integrate computer training related to Art and Design | 15. Lack of awareness                           |
| 4. Product value   | 16. Public private partnership                  |
| 5. Price fluctuation                                     | 17. Workers' insurance                          |
| 6. Quality production                                    | 18. Involve industrial sector                   |
| 7. Market trends   | 19. Technological advancement                   |
| 8. Continuous professional development                   | 20. Linkages between art and design occupations |
| 9. High industrial demands                               | 21. Community awareness                         |
| 10. Need for value addition                              | 22. Documentation                               |
| 11. Competition  | 23. Product functionality                       |
| 12. Inadequate equipment                                 | 24. Contemporary works                          |
|  | 25. Religious influence                         |
|  | Cultural influence                              |

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## 2.0 ATP – PART II

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### Training Modules for a BEAD ARTIST

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- 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 Bead Artist to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were 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.

### UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

Level 1 Qualification shall mean that the individual is a **Semi-Skilled Implementer**;

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

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

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

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

## WHO IS A BEAD ARTIST QUALIFICATION LEVEL 1?

A **Bead Artist** is a person who makes bead products by stringing, stitching, threading and wrapping

### TRAINING MODULES FOR BEAD ARTIST UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/BA/M1.1	Make Beads	80	2
UE/BA/M1.2	Make Beaded Products	160	4
UE/BA/M1.3	Establish Bead Enterprise	160	4
UE/BA/M1.4	Manage Bead Enterprise	120	3
<b>SUMMARY</b>	<b>4 Training Modules</b>	<b>520hours</b>	<b>13weeks</b>

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

It is assumed that:

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

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

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

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

<b>Code</b>	<b>UE/BA/M1.1</b>
<b>Module title</b>	<b>M1.1: Make Beads</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (BEAD ARTIST UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After this module the trainee shall be able to identify and make different types of beads from different materials
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Develop Concept</b></p> <p><b>LWA 1/2: Build-Up Beads</b></p> <p><b>LWA 1/3: Store Beads</b></p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1.1: Develop Concept</b></p> <p>PEX 1.1: Determine source of inspiration</p> <p>PEX 1.2: Conduct research</p> <p>PEX 1.3: Develop sketches</p> <p>PEX 1.4: Make working drawing</p> <p><b>LWA 1/2: Build-up Bead</b></p> <p>PEX 2.1: Select materials and tools</p> <p>PEX 2.2: Prepare materials</p> <p>PEX 2.3: Shape bead</p> <p>PEX 2.4: Perform finishing</p> <p><b>LWA 1/3: Store Beads</b></p> <p>PEX 3.1: Select storage unit</p> <p>PEX 3.2: Weigh beads</p> <p>PEX 3.3: Measure beads</p> <p>PEX 3.4: Pack beads</p> <p>PEX 3.5: Label beads</p> <p>PEX 3.6: Arrange beads in storage units</p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection</b></p> <p>PEX 4.1: Wear protective gear</p> <p>PEX 4.2: Administer first aid</p> <p>PEX 4.3: Observe personal hygiene</p> <p>PEX 4.4: Sensitise workers on health issues</p>

	PEX 4.5: Display safety signs PEX 4.6: Manage waste PEX 4.7: Sensitise workers on toxic materials. PEX 4.8: Perform firefighting
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Selection of materials</li> <li>• Shaping techniques</li> <li>• Measurements</li> <li>• Materials and their properties</li> <li>• Methods of preparing beads</li> <li>• Customer handling</li> <li>• Bead designing</li> <li>• Drawing</li> <li>• Storage</li> <li>• Usage of tools and materials</li> <li>• Hazard analysis</li> <li>• Mathematical competency</li> <li>• ICT</li> <li>• Finishing techniques</li> <li>• Waste management</li> <li>• First aid administration</li> <li>• Preservation</li> <li>• Costing and pricing</li> <li>• Different types of beads</li> <li>• Advertising</li> <li>• Concept development</li> <li>• negotiation</li> <li>• Colour mixing and theory</li> <li>• Recycling</li> </ul>
<b>Average duration of learning</b>	320 hours (30days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 5days of occupational theory and</li> <li>• 25days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

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<b>Minimum required tools/ equipment/ implements or equivalent</b>	paper cutter, tape measure, scissors, needles, brush, drill, grinder, file, pliers, face masks, safety boots, first aid kit, weighing scale, scoopers, hammer, display board, containers, jigs, tweezer
<b>Minimum required materials and consumables or equivalent</b>	paper, stone, glass, metal, horns, bones, plastics, graphite ink, glue, varnish, fibers, seeds, paint, strings, thread, wood, power source, fuel, shells, wood, calabash gourds husks, soap, detergents, rubber, wires, yarn, leather, feathers, gloves, lubricant
<b>Special notes</b>	Perform finishing

<b>Code</b>	<b>UE/BA/M 1.2</b>
<b>Module title</b>	<b>M1.2: Make Bead Products</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (BEAD ARTIST UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After this module the trainee shall be able to make bead products
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Develop Concept</b></p> <p><b>LWA 2/2: Make Beaded Products</b></p> <p><b>LWA 2/3: Store Products</b></p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <p>1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></p> <p>2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Develop Concept</b></p> <p>PEX 1.1: Determine source of inspiration</p> <p>PEX 1.2: Conduct research</p> <p>PEX 1.3: Develop sketches</p> <p>PEX 1.4: Make working drawing</p> <p><b>LWA 2/2: Make Beaded Products</b></p> <p>PEX 2.1: Determine product type</p> <p>PEX 2.2: Select materials and tools</p> <p>PEX 2.3: Prepare tools and materials</p> <p>PEX 2.4: Assemble beads</p> <p>PEX 2.5: Perform finishing.</p> <p><b>LWA 2/3: Store Products</b></p> <p>PEX 3.1: Select storage unit</p> <p>PEX 3.2: Measure products</p> <p>PEX 3.3: Sort products</p> <p>PEX 3.4: Pack products</p> <p>PEX 3.5: Label product</p> <p>PEX 3.6: Assemble products in storage units</p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Administer first aid</p> <p>PEX 4.2: Manage waste</p> <p>PEX 4.3: Wear protective gear</p> <p>PEX 4.2: Maintain personal hygiene</p>

	<p>PEX 4.3: Sensitise workers on key health issues                  PEX 4.4: Display safety signs                  PEX 4.5: Perform firefighting</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Stitching</li> <li>• Stringing</li> <li>• Product designing</li> <li>• Knotting</li> <li>• Materials properties</li> <li>• Usage of tools and material</li> <li>• Usage of products</li> <li>• Storage techniques</li> <li>• Waste management</li> <li>• Cultural and superficial meaning</li> <li>• Historical meaning</li> <li>• Hazard analysis</li> <li>• Customer handling</li> <li>• Colour mixing techniques</li> <li>• Research</li> <li>• Originality of materials</li> <li>• First aid administration</li> <li>• financial management</li> <li>• costing and pricing</li> <li>• beaded products</li> <li>• jewelry types</li> <li>• decorative types</li> </ul>
<b>Average duration of learning</b>	<p>360 hours (45days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 40days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	<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>
<b>Assessment</b>	<p>Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from item bank.</p>

<b>Minimum required tools/ equipment/ implements or equivalent</b>	pliers, needles, bead spinner, measuring tapes, scissors, pens, drill, jigs, pliers, heat gun, joiners, grinder, file, facemasks, safety boots, first aid kit, weighing scale, scoopers, hammer, display board, containers, jigs, tweezer
<b>Minimum required materials and consumables or equivalent</b>	beads, string, finishing tools, glue, chalk, paper, threads, ink, graphite, glass, cowrie shells, source, fuel, shells, wood hasks, soap, detergents, rubber, wires, fishing line yarn, leather, feathers, gloves, lubricant, calabash, gourds
<b>Special notes</b>	Perform finishing

<b>Code</b>	<b>UE/BA/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Bead Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Bead Artist UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, a trainee shall be able to establish a Bead enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA3/1: Plan Bead Activities</b></p> <p><b>LWA3/2: Procure Materials, Tools and Equipment</b></p> <p><b>LWA3/3: Set Up Bead Workshop</b></p> <p><b>LWA3/4: Legalise Business</b></p> <p><b>LWA3/5: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated shall the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Plan Bead Activities</b></p> <p>PEX 1.1: Conduct feasibility study</p> <p>PEX 1.2: Determine location</p> <p>PEX 1.3: Determine labor requirement</p> <p>PEX 1.4: Prepare procurement plan:</p> <p>PEX 1.5: Prepare budget</p> <p>PEX 1.6: Determine source of funds</p> <p><b>LWA 3/2: Procure Materials and Tools.</b></p> <p>PEX 2.1: Determine tools and materials</p> <p>PEX 2.2: Identify source of materials and tools</p> <p>PEX 2.3: Source tools and materials</p> <p>PEX 2.4: Transport tools and materials</p> <p>PEX 2.5: Store tools and materials</p> <p><b>LWA3/3: Set up Bead Workshop</b></p> <p>PEX 3.1: Select site</p> <p>PEX 3.2: Secure site</p> <p>PEX 3.3: Prepare site</p> <p>PEX 3.4: Set up studio</p> <p><b>LWA 4/4: Legalise Business</b></p> <p>PEX 4.1: Register business</p>

	<p>PEX 4.2: Acquire operational permits                  PEX 4.3: Insure business</p> <p><b>LWA 3/5: Perform Occupational Health, Safety, and Environmental Protection Practices</b></p> <p>PEX 5.1: Display safety signs                  PEX 5.2: Administer first aid                  PEX 5.3: Wear protective gear                  PEX 5.4: Sensitise workers on safety issues                  PEX 5.4: Sensitie workers on health issues                  PEX 5.5: Manage waste                  PEX 5.6: Perform firefighting</p>
<b>Occupational health and safety</b>	<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>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Business planning and management</li> <li>• ICT</li> <li>• Communication skills</li> <li>• Research skills</li> <li>• Transport</li> <li>• Small scale enterprise</li> <li>• Negotiation skills</li> <li>• Waste management</li> <li>• Human resource management</li> <li>• Environmental awareness</li> <li>• Regulations and policies</li> <li>• Procurement</li> <li>• Mathematical competences</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (10days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 02 days of occupational theory and</li> <li>• 08 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.</p>
<b>Assessment</b>	<p>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.</p>

<b>Minimum required tools or equivalent</b>	pencil, pens, telephone, calculator, data storage device, hammer, handsaw, wheelbarrow, spade, fire extinguishers, trucks, cut saw, sprayers etc.
<b>Minimum required materials and consumables or equivalent</b>	timber, plywood, sand, cement, water, paint, bricks, iron sheets, tarpaulin, first aid kit, sanitisers, masks, found objects, paraffin, thinner, nails etc.
<b>Special notes</b>	

<b>Code</b>	<b>UE/BA/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Bead Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Bead Artist UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to manage a Bead enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Keep Records</b></p> <p><b>LWA 4/2: Maintain Tools and Materials</b></p> <p><b>LWA 4/3: Perform Administrative Duties</b></p> <p><b>LWA 4/4: Market Bead Products</b></p> <p><b>LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Keep Records</b></p> <p>PEX 1.1: Prepare financial records</p> <p>PEX 1.2: Prepare human resource records</p> <p>PEX 1.3: Prepare procurement records</p> <p>PEX 1.4: Prepare production records</p> <p>PEX 1.5: Prepare marketing records</p> <p>PEX 1.6: Prepare inventory</p> <p><b>LWA 4/2: Perform Administrative Duties</b></p> <p>PEX 2.1: Recruit workers</p> <p>PEX 2.2: Orient workers</p> <p>PEX 2.3: Pay taxes</p> <p>PEX 2.4: Supervise work</p> <p>PEX 2.5: Remunerate workers</p> <p>PEX 2.6: Motivate workers</p> <p>PEX 2.7: Assign duties</p> <p>PEX 2.8: Reward workers</p> <p>PEX 2.9: Provide customer care</p> <p><b>LWA 4/3: Maintain Tools and Materials</b></p> <p>PEX 3.1: Clean tools and materials</p> <p>PEX 3.2: Replace tools and material</p> <p>PEX 3.3: Repair tools and materials</p>

	<p>PEX 3.4: Sterilise tools and materials                  PEX 3.5: Lubricate tools                  PEX 3.6: Sharpen tools</p> <p><b>LWA 4/4: Market Bead Products</b>                  PEX 4.1: Prepare catalogues                  PEX 4.2: Price products                  PEX 4.3: Offer price packages                  PEX 4.4: Brand products                  PEX 4.5: Package products                  PEX 4.6: Offer aftersales services                  PEX 4.7: Exhibit products                  PEX 4.8: Display products                  PEX 4.9: Advertise products                  PEX 4.10: Sell products</p> <p><b>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</b>                  PEX 5.1: Display safety signs                  PEX 5.2: Administer first aid                  PEX 5.3: Wear protective gear                  PEX 5.4: Sensitise workers on health issues                  PEX 5.5: Manage waste</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Types of business</li> <li>• Human resource management</li> <li>• Marketing</li> <li>• Financial management</li> <li>• Usage of tools and materials</li> <li>• Storage of tools and materials</li> <li>• Record keeping</li> <li>• Labor laws</li> <li>• Regulations and policies</li> <li>• Customer handling</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>03 day of occupational theory and</i></li> <li>• <i>07 days of occupational practice</i></li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	containers, office furniture, computer, printer, storage facility, calculators, telephone set/mobile phone, electrical tool and equipment, grinders, inventory books and first aid kit.
<b>Minimum required materials and consumables or equivalent</b>	face masks, overalls, helmets, bandages, log books, receipt books, rug dusters, lubricants, stationery
<b>Special note</b>	

## 3.0 ATP- PART III

### Assessment Instruments for BEAD ARTIST

- 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 **BEAD ARTIST** are included.

**3.9 Overview of test item samples included:**

No	Type of test items	Numbers included
1.	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching item- generic	1
4.	Written (Theory)- matching item -work sequence	2
5.	Performance (Practical) test items	2
	<b>Total</b>	<b>9</b>

## WRITTEN TEST ITEM (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Bead Artist			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September, 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	State any four beading techniques
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Gluing (ii) Knotting (iii) Weaving (iv) Stringing (v) Sewing (vi) Soldering (vii) Riveting (viii) Assemblage

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Bead Artist			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September, 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	List three materials you can use to make beads
Answer spaces	(i) ..... (ii) ..... (iii) .....
Expected key (answers)	(i) Paper (ii) Wood (iii) Clay (iv) Glass (v) Plastic (vi) Shells (vii) Stones (viii) Seeds (ix) Metal (x) Bones

DIT/QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Bead Artist			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	Which of the following statements is <b>WRONG</b>
Distractors and correct answer	<p>A. 3D geometrical shapes have the X, Y and Z axes</p> <p>B. An oval drawn on a paper is a 2D geometric shape</p> <p>C. Irregular shapes have only one size</p> <p>D. Beads can be made in regular shapes</p>

Key (answer)	C
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Bead Artist			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	Which of the following defines the surface quality of the bead?
Distractors and correct answer	A. Glue B. Colour C. Texture D. Size

Key (answer)	C
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DIT/QS		Test Item Database Written (Theory) Test Item- no.5			
Occupational Title:	Bead Artist				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C2				
Date of OP:	September 2020				
Related module:	M1.2				
Time allocation:	5 minutes				

<b>Test item</b>	Match the following tools to their uses
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Column (A) (Tools)	
1	Scissors
2	Heat gun
3	Tape measure
4	Ruler
5	Pencil/pen
6	Needle
7	Drilling machine

Column (B) (Uses)	
A	Sketching and marking the surface
B	Cutting and trimming
C	Spraying color/ vanish/ preservatives
D	Cleaning
E	Drawing straight lines
F	Put holes in a bead
G	Measuring
H	Stitching
I	Applying glue

<b>Key (answer)</b>	1.B; 2.I; 3.G; 4.E; 5.A; 6.H; 7.F,
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DIT/QS		Test Item Database Written (Theory) Test Item- no.6			
Occupational Title:	Bead Artist				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	September 2020				
Related tasks:	M1:1				
Time allocation:	4 minutes				

Test Item	Arrange the following activities of making a paper bead in chronological order
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Column A (chronology)	Column B (activities) in wrong chronological order	
1 <sup>st</sup>	A	Vanish bead
2 <sup>nd</sup>	B	Dry bead
3 <sup>rd</sup>	C	String bead
4 <sup>th</sup>	D	Roll paper
5 <sup>th</sup>	E	Cut paper
6 <sup>th</sup>	F	Glue paper
7 <sup>th</sup>	G	Draft sketch
8 <sup>th</sup>	H	Paint bead
9 <sup>th</sup>	I	Measure paper
10 <sup>th</sup>	J	Store beads

Key (answer)	1-G,2-I,3-E,4-D,5-F,6-C,7-H,8-A,9-B,10-J
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DIT/QS		Test Item Database Written (Theory) Test Item- no.7			
Occupational Title:	Bead Artist				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work- sequence	
				√	
Complexity level:	C3				
Date of OP:	September 2020				
Related tasks:	M1:2				
Time allocation:	5 minutes				

<b>Test Item</b>	Arrange the following surface decorative procedures for a wall hanging in chronological order
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Column A (chronology)	Column B (surface decorative procedures) in wrong chronological order	
1 <sup>st</sup>	A	Select surface
2 <sup>nd</sup>	B	Apply the beads onto the surface using glue
3 <sup>rd</sup>	C	Develop the designs
4 <sup>th</sup>	D	Shaping of the surface
5 <sup>th</sup>	E	Transferring of the design onto surface
6 <sup>th</sup>	F	Frame the product
7 <sup>th</sup>	G	Clean the surface
8 <sup>th</sup>	H	Clean and dry the product

<b>Key (answer)</b>	1.C; 2.A; 3.D; 4.G; 5.E; 6.B; 7.H; 8; F
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## PERFORMANCE TEST ITEMS

DIT/ QS	Test Item Database Performance Test Item No.8
Occupational Title:	Bead Artist
Competence level:	Level 1
Code no.	
Test Item:	Decorate a belt using natural beads by gluing
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	Gluing techniques, Adhesive application, Nature of surfaces, Waste management, Color scheme, Painting techniques, Vanishing, Types of Paints, Types of natural beads, Drawing techniques
Required tools, Equipment, and Materials:	water, natural beads, paper, vanish, assorted brushes, glue gun, belt, adhesives
Time allocation:	4 hours
Preferred venue:	Workshop/studio
Remarks for candidates	Observe health and safety precautions
Remarks for assessors	Provide tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore PPE <ul style="list-style-type: none"> <li>• Overall</li> <li>• Gloves</li> <li>• facemask</li> </ul>		4
		selected tools materials		2
		assembled materials		2
2	Concept development	Determined source of inspiration	2	
		Made sketches	3	
		Made working drawing		4
3	Design belt	Selected tools and materials	2	
		Sorted natural beads	3	
		Assembled beads on the belt	3	
4	Measured materials	Determined surface for gluing	3	1
		Determined the shape of the back ground material	2	1

5	Varnished beads	Vanished beads by dipping	3	
		Dried under shade		2
		A shinny appearance achieved		3
6	Performed gluing	Applied glue; evenly, along marked lines, thin or thick		2
		Assembled beads according to pattern		2
		Dried assembled beads (beads stuck firmly onto the surface)		2
7	Performed Finishing	Cut off unwanted materials		3
8	Cleaned work places	Removed waste materials		3
		Cleared tools		2
		Arranged tools and materials for storage		2
<b>Total (Y)</b>		<b>Process + Results</b>	<b>09</b>	<b>27</b>
<b>Maximum score</b>		$\frac{x}{y} \times 100$		

DIT/ QS	Test Item Database Performance Test Item No.11
Occupational Title:	Bead Artist
Competence level:	P3
Code no.	
Test Item:	Prepare paper beads and use them to design a necklace of length 16-22inches
Complexity level:	3
Date of OP:	September 2020
Related module:	M1.2
Required tools, Equipment, and Materials:	Strings, needle, paper vanish, locks, threads, tape measure. Scissors cutters, pliers, adhesives, paint, ink, graphite, geometric set, French curves, sponge, water, thinner
Related skills and knowledge:	gluing techniques, adhesive application, waste management, color scheme, painting techniques, vanishing, types of paints, drawing techniques, types of paper, cutting techniques, rolling techniques, measurement, accuracy, finishing techniques, time management
Time allocation:	5hours
Preferred venue:	Workshop/studio
Remarks for candidates	Observe health and safety precautions
Remarks for assessors	Provide tools and materials listed above

	Assessment criteria	Scoring guide	Max. score	
			Process	Result
1	Preparation for task	Wore PPE Overall Gloves facemask		4
		Selected tools and materials		2
2	Make paper beads	Identified tools and materials	3	
		Assembled tools and materials		4
		Measured paper	3	
		Cut paper	4	
		Rolled paper	4	
		Glued paper	4	

		Arranged beads on string	4	
		Vanished paper beads	3	
		Paper bead observed		4
3	Develop concept	assembled materials		3
		Determined source of inspiration	3	
		Made sketches		3
		Made working drawing		4
4	Design necklace	Selected tools and materials		2
		Measured string	2	
		A string of length 16-22 inches observed		3
		Assembled beads into string	4	
		Paper bead necklace observed		4
		Necklace of length 16-22 inches verified		4
5	Demobilization of resource	Cleaned work area		3
		Cleaned tools and materials		3
		Stored tools		3
	<b>Total (Y)</b>	<b>Process + Results</b>	<b>37</b>	<b>44</b>
	<b>Maximum score</b>	$\frac{X}{y} \times 100$		

## 4.0 ATP-PART IV

### INFORMATION ON REVIEW PROCESS

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#### 4.1 Occupational Profile Review (September 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Bead Artist occupation. The job expert panel, guided by UVQF Facilitators, defined duties and tasks performed and provided additional generic information regarding the occupation.

#### 4.2 Training Module Review (September 2020)

Based on the Occupational Profile for Bead Artist of September 2020, training modules were reviewed by job practitioners, guided by UVQF Facilitators.

#### 4.3 Test Item Review (September 2020)

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

#### 4.4 Methodology

The rationale for the Assessment and Training Package development was to link vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry led Standards-Based Assessment. Active participation of both instructors and job practitioners' panels consolidated the development philosophy.

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

#### 4.5 Review panel

The participants' panels of job practitioners required at different stages were constituted by members from the following organisations;

S/no	Name	Organisation
1)	Migisha Moses	Kawanda S.S/ Hawaz Gallery
2)	Nalwoga Resty	Uganda Martyrs Namugongo
3)	Lumu Robert	Green Amba
4)	Tibaijuka Olive	Spiritual Shade Ltd
5)	Nyadoi Suzan Sharon	Ntinda Vocational Training Institute
6)	Kirabo Margret	Maggie Afro Designs
7)	Namuwonge Jenny Kyeyune	City High School
8)	Nakawunde Robinah	Makerere College School
9)	Kasule Brian	Agile Design Centre Ltd
10)	Nakimbugwe Matilda	Michelangelo College Of Creative Arts Kisubi
11)	Kamiza Kenneth	Risen Concepts Ltd

#### QUALITY CHECK PANEL

No	Name	Organisation
1)	Nakisendo Fatuma	DIT
2)	Nalwanga Rebecca	DIT
3)	Matende Shamsi	DIT
4)	Wasswa Abraham Batte	NCDC
5)	Kyatuhire Doreen	DIT
6)	Ainembabazi Faith	DIT
7)	Benjamin Alex Kibira	DIT
8)	Ntambi Denis	DIT

#### 4.6 Facilitator team:

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

1. **Team Leader:** Ms Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** Ms. Ainembabazi Faith, Mr. Turyamusimira Johnson
3. **Facilitators for quality check were:** Kusasira Agnes and Ahimbisibwe Judith and Namwebya Sarah as Data Entrant.
4. **Data Entrants:** Mr. Ronald Musoke  
Ms. Namuleme Sarah
5. **Compiled by:** Mr. Ronald Musoke
6. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT and Ms Mukyala Ruth Ag. Deputy Director/QS Dept, DIT

#### 4.7 Reference time:

The Assessment and Training Package was compiled in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

#### References:

- *Cynthia Rutledge (2016) Timeless Bead Work Designs*
- *Chris Franchetti Micheals (2007) Teach Yourself Visually Jewelry Making and Beading*
- *NCDC (2010) Art and Craft Students Text Book UCE*
- *Elizabeth.C Orchardson (1994) Art and Design for Secondary Schools*
- *Barbara Case, David and Charles Media Inc Company (2007) Making Jewellery with Gemstone Beads*
- *Thomas and Hudson Ltd (2002) Bead Work a World Guide*



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