



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package
For a
CERAMIST**

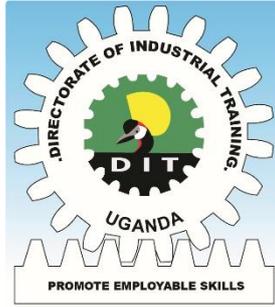
Qualification Level: 1

Occupational Cluster: Art and Design

December 2020

Developed by
Qualifications Standards Department
Directorate of Industrial Training

Funded by:
Government of Uganda



Assessment and Training Package

For a

CERAMIST

Qualification Level: 1

Occupational Cluster: Art and Design

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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.

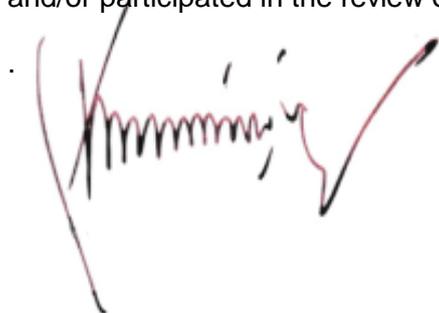
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **CERAMIST 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 CERAMIST.** This Occupational Profile which was reviewed by Ceramists practicing in the world of work mirrors the duties and tasks that Ceramists are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Ceramists 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 CERAMIST. These assessment instruments were reviewed jointly by job practitioners (Ceramists) 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.



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 ceramics 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

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 programs: <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)	<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 CERAMIST

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Cerapist” below defines the **Duties** and **Tasks** a competent Cerapist 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 CERAMIST are listed on the following page.

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

Job Expert Panel

Muyanya Derrick
Clay Media

Sserunkuma Bruno
Makerere University

Kalega Ivan
Uganda Industrial Research Institute

Kalule John
Namanve Pottery

Kiyaga Anthony
Kings College Buddo

Lugonve moses
Nkumba University

Makabugo Samson
Seroma Christian High school

Mukasa William mark
St. Mary's Namagunga

Mutambuze Sam
Kajjansi pottery

Kasozi Hakeen
Masaka secondary school

Lubega Abbas
Lira Palwo Secondary School

Co-ordinator
Mukyala Ruth
Directorate of Industrial Training

Facilitators
Kusasira Agnes
Directorate of Industrial Training
Nuwe Eriya
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

"Ceramist"

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

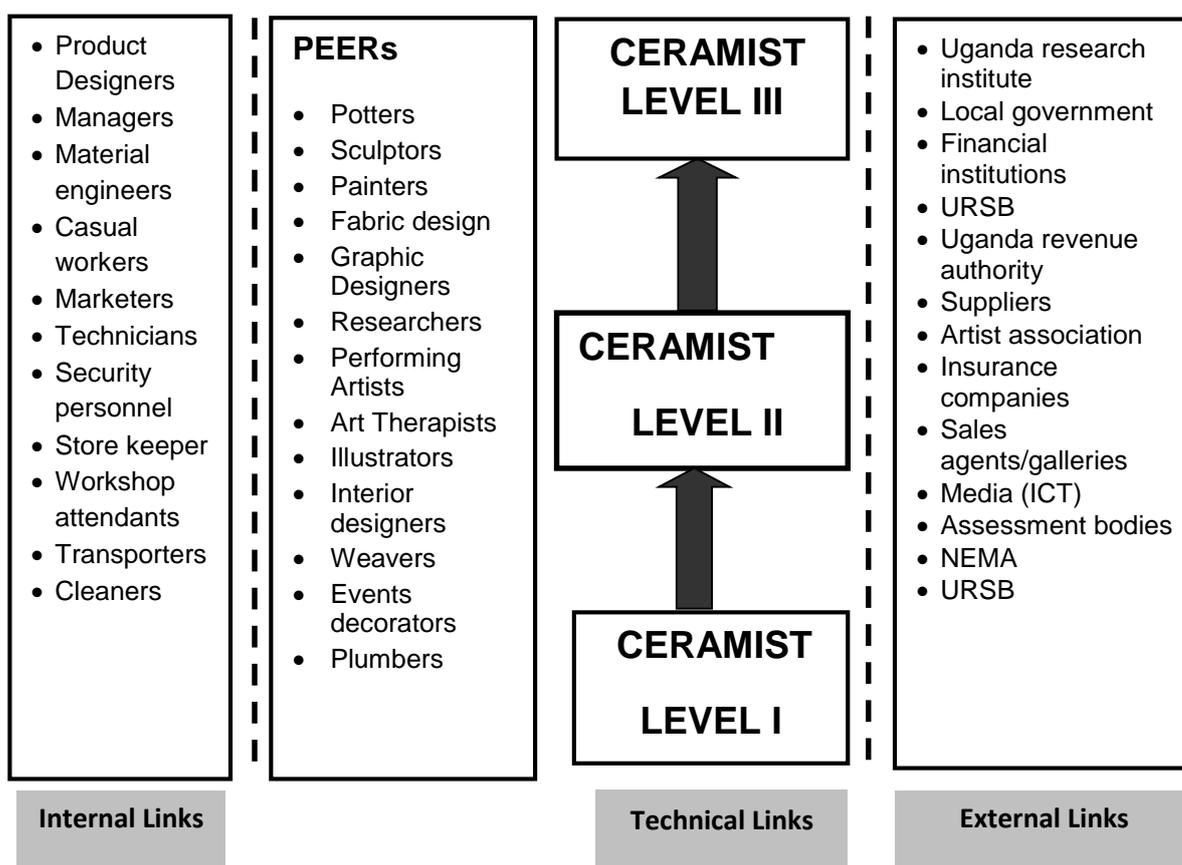
Dates of workshop:

21st - 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF A CERAMIST

Definition: A Ceramist Is a person who makes products essentially from none metallic minerals and inorganic materials by firing at high temperatures

JOB ORGANISATION CHART FOR A CERAMIST



Descriptions for the levels in the occupation of 'Ceramist'

UVQ Level I CERAMIST: is a person who makes ceramic products using hand forming techniques.

UVQ Level II CERAMIST: is a person who produces ceramic products using industrial production techniques.

UVQ Level III CERAMIST: is a person who is able to produce ceramic products and materials.

Duties and Tasks

A. PLAN CERAMIC WORK	A1 Determine product type	A2 Prepare a production plan	A3 Determine labour requirement
	A4 Prepare procurement plan	A5 Develop a marketing plan	A6 Prepare a budget
	A7 Determine source of finance		
B. IDENTIFY INPUTS	B1 Determine source of raw-materials	B2 Secure standardised certification	B3 Pick samples of raw-materials
	B4 Carry out testing	B5 Procure materials	B6 Prepare storage facilities
C. PREPARE MATERIALS	C1 Age materials	C2 Soak materials	C3 Store materials
	C4 Formulate bodies	C5 Wedge and knead materials	C6 Test variations
	C7 De-water materials	C8 Drain materials	C9 Mill materials
D. FORM CERAMIC PRODUCTS	D1 Determine forming method	D2 Select tools, materials and equipment	D3 Make work
	D4 Fire products	D5 Decorate products	D6 Grade products
	D7 Sort products	D8 Store products	

UVQF: Assessment and Training Package (ATP) for a CERAMIST

QUALIFICATION LEVEL 1

December 2020

E. MARKET CERAMIC PRODUCTS	E1 Brand products	E2 Advertise products	E3 Package products
	E4 Price products	E5 Set up sales out let	E6 Carry out sales promotion
	E7 Sell products	E8 Exhibit products	E9 Label products
	E10 Offer after sale services		

F. PERFORM ADMINISTRATIVE TASKS	F1 Remunerate workers	F2 Train workers	F3 Communicate with clients
	F4 Recruit workers	F5 Secure premises	F6 Monitor performance
	F7 Orient workers	F8 Motivate workers	F9 Keep records
	F10 Supervise workers	F11 Guide & counsel staff	F12 Bench mark with existing companies.

G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	G1 Display safety signs	G2 Administer first aid	G3 Sensitise workers on key health issues
	G4 Perform quality control checks	G5 Manage waste	G6 Wear personnel protective equipment
	G7 Safe guard against fire	G8 Maintain personal hygiene	

Additional Informational

Generic Knowledge & Skills

1. Terminologies used
2. Research and innovation
3. Ceramic materials, tools and equipment
4. Ceramic products
5. Different materials at different temperature
6. Forming methods
7. Usage of ceramic products
8. Types of ceramic products
9. Forming products
10. Keeping records
11. Firing techniques
12. Entrepreneurship tasks
13. Sampling techniques and methods
14. Health and safety precautions
15. Basic workshop practices
16. Grading the products
17. Sorting products
18. Methods of drying products
19. Design formation
20. Marketing techniques
21. Financial management
22. Documentation
23. Source of inspiration
24. Hazard analysis
25. Storage of tools and materials
26. Storage of products
27. Communication techniques
28. Decoration methods/techniques
29. Profession ethics
30. Human resource management
31. Customer handling
32. Waste management

Tools, Materials and Equipment

- | | |
|--------------------------|--------------------|
| 1. Potter's wheel | 39. Gumboots |
| 2. Troughs | 40. Pyrometer |
| 3. Sticks | 41. Cutting wires |
| 4. Sieve | 42. Camera |
| 5. Kiln | 43. Sponge |
| 6. Sieve | 44. Radio |
| 7. Pug mill, | 45. Timer |
| 8. Ball mill | 46. Tape measure |
| 9. Roulette | 47. Cutting knives |
| 10. Weighing scale | 48. Scraper |
| 11. Ceramic kidney | 49. Palate |
| 12. Mortar and pestle | 50. knives |
| 13. Stumping tools | 51. Overall |
| 14. Ball mill | 52. Rolling pins |
| 15. Stumping tools | 53. Ledger books |
| 16. Blender | 54. Mask |
| 17. Computers | 55. Receipt books |
| 18. Aprons | 56. Labeling tags |
| 19. Calculators | 57. Tooth brushes |
| 20. Plastic containers | 58. Test |
| 21. Printer | 59. Kiln |
| 22. Gloves | 60. Clay cutters |
| 23. Energy | 61. Brushes |
| 24. Water | 62. Turn tables |
| 25. Cleaning materials | 63. Crash mills |
| 26. Tissues | 64. Wire end tools |
| 27. Containers | 65. Blungers |
| 28. Packaging material | 66. Vanier caliper |
| 29. Dust mask | 67. Tongs |
| 30. Laboratory chemicals | 68. Glazes |
| 31. Clays | 69. Glue |
| 32. Fluxes | 70. Polish |
| 33. Porcelain | 71. Cement |
| 34. Aluminum oxide | 72. Glass |
| 35. Earthenware | 73. Kaolin |
| 36. Stoneware | 74. Dyes |
| 37. Silicon | 75. Paints |
| 38. Tungsten | |

Attitudes/ Traits/ Behavior	Future Trends and Concerns
<ol style="list-style-type: none"> 1. Hardworking 2. Trainable 3. Strategic 4. Empathetic 5. Physically fit 6. Result oriented 7. Competitive 8. Social 9. Caring 10. Supportive 11. Intelligent 12. Flexible 13. Trust worthy 14. Patient 15. Responsible 16. Tolerant 17. Self-motivated 18. Honesty 19. Cooperative 20. Team player 21. Creative 22. Innovative 23. Time management 24. Good listener 25. Researcher 26. Committed 27. Result oriented 28. Knowledgeable 29. Respectful 30. Confident 31. Shrewd 	<ol style="list-style-type: none"> 1. Need for advanced technology 2. Self-criticism 3. Climatic changes 4. Competition 5. E-marketing 6. Duplication of products 7. Mineral exhaustion 8. Training challenges 9. Power supply 10. Negative attitude towards profession 11. Environmental degradation 12. Government policies 13. Political Influence 14. Religious Influence 15. Cultural Influence 16. Lack of ceramic knowledge 17. Export ceramic products/materials 18. Corruption 19. Scarcity of energy 20. In adequate market for ceramic products 21. Inferiority complex 22. Plagarism 23. Access to raw materials

2.0 ATP – PART II

Training Modules for a CERAMIST

- 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 a CERAMIST 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:

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

WHO IS A CERAMIST- Qualification Level 1?

A CERAMIST LEVEL 1; is a person who is able to produce basic ceramic products using hand forming techniques

TRAINING MODULES FOR A CERAMIST UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CAM1.1	Process Ceramics Materials	240	6
UE/CAM1.2	Make Ceramic products	240	6
UE/CAM1.3	Establish Ceramic Workshop	360	8
UE/CAM1.4	Manage Ceramics Workshop	240	6
Summary	4 Training Modules	1080	26 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 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.

Code	UE/CA/M1.1
Module title	Process Ceramics Materials
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Ceramist UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to identify, organise and select appropriate materials needed for ceramic practice
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Source Materials</p> <p>LWA 1/2: Prepare Materials</p> <p>LWA 1/3: Test Materials</p> <p>LWA 1/4: Store Materials</p> <p>LWA 1/5: Formulate Ceramic Bodies</p> <p>LWA 1/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Source Materials</p> <p>PEX 1.1: Determine type of material</p> <p>PEX 1.2: Identify source of material</p> <p>PEX 1.2: Prepare sample materials</p> <p>PEX 1.3: Carry out sample testing</p> <p>PEX 1.3: Extract material</p> <p>PEX 1.4: Transport material</p> <p>LWA 1/2: Prepare Materials</p> <p>PEX 2.1: Select equipment</p> <p>PEX 2.2: Sort materials</p> <p>PEX 2.3: Clean materials</p> <p>PEX 2.4: Soak materials</p> <p>PEX 2.5: De-water materials</p> <p>PEX 2.6: Label materials</p> <p>LWA 1/3: Test Materials</p> <p>PEX 3.1: Select equipment</p> <p>PEX 3.2: Test performance properties</p> <p>PEX 3.3: Record outcomes</p> <p>PEX 3.4: Label materials</p>

	<p>LWA 1/4: Store Materials</p> <p>PEX 4.1: Determine storage</p> <p>PEX 4.1: Select storage unit</p> <p>PEX 4.1: Sort material</p> <p>PEX 4.2: Weigh materials</p> <p>PEX 4.3: Label stored materials</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Observe personal hygiene</p> <p>PEX 5.2: Wear personnel protective equipment</p> <p>PEX 5.3: Administer first aid</p> <p>PEX 5.4: Manage waste</p> <p>PEX 5.5: Sensitise workers on key issues</p> <p>PEX 5.6: Display safety signs</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Machine operation and usage • Machine service & maintenance • Material behavior and properties • Sources of materials • Safety and handling of materials • Usage of workshop tools • Workshop ethics • Business & administrative affairs • Storage of materials • Customer handling • Waste management • Human resource • Hazard analysis
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>25 days of occupational practice</i>
Suggestions on organisation of learning	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.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items
Minimum required tools/ equipment/ implements or equivalent	sieve, ball mill, blender, weighing scale, mortar and pestle, plastic containers, gloves, mask, plastic aprons, test kiln, labeling tags, crash mill, brushes, blunger, tongs, pyrometer, camera, radio, tape measure, vanier caliper, scraper, timer, cutting knives, cutting wires, hoes, first aid kit
Minimum required materials and consumables or equivalent	energy, water, cleaning materials, tissues, containers, packaging material, gloves, dust mask, laboratory chemicals, clays, fluxes, glazes, glue, polish, sponge, string saggars, lubricants, sponge, string
Special notes	

Code	UE/CA/M1.2
Module title	Make Ceramic Articles
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Ceramist UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to make handmade ceramic products
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Develop Concept</p> <p>LWA 2/2: Prepare Materials</p> <p>LWA 2/3: Formulate Ceramic Bodies</p> <p>LWA 2/4: Make Domestic Products</p> <p>LWA 2/5: Make Construction Products</p> <p>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Develop Concept</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 1.3: Make working drawings</p>
	<p>LWA 2/2 Prepare Materials</p> <p>PEX 2.1: Determine materials</p> <p>PEX 2.2: Identify materials</p> <p>PEX 2.3: Sort materials</p> <p>PEX 2.4: Clean materials</p> <p>PEX 2.5: Store materials</p>
	<p>LWA 2/3: Formulate Ceramic Bodies</p> <p>PEX 3.1: Select materials</p> <p>PEX 3.2: Determine mix ratios</p> <p>PEX 3.3: Mix materials</p> <p>PEX 3.4: Carryout ceramic body trials</p> <p>PEX 3.5: Label ceramic body</p> <p>PEX 3.6: Weigh ceramic body</p> <p>PEX 3.7: Pack ceramic body</p> <p>PEX 3.6: Store ceramic body</p>

	<p>LWA 2.4: Make Domestic Products</p> <p>PEX 4.1: Determine materials PEX 4.2: Prepare materials PEX 4.3: Form ceramic products PEX 4.4: Finish ceramic product PEX 4.5: Store product</p> <p>LWA 2.5: Make Construction Products</p> <p>PEX 5.1: Determine materials PEX 5.2: Prepare materials PEX 5.3: Model products PEX 5.4: Brand product PEX 5.5: Finish ceramic product PEX 5.6: Store product</p> <p>LWA 2/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 6.1: Administer first aid PEX 6.2: Manage waste PEX 6.3: Wear protective gear PEX 6.4: Observe personal hygiene PEX 6.5: Sensitise workers on key health issues PEX 6.6: Display safety signs PEX 6.7: Safe guard against fire</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Screening techniques • Cutting and joining techniques • Shapes of products • Preparation of materials • Assembling the shapes • De-watering materials • Finishing techniques • Pinching • Coiling • Slabbing • Throwing

	<ul style="list-style-type: none"> • Customer handling • Human resource • Slip preparation • Glaze preparation Drying technique
Average duration of learning	<p>480 hours (60 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>55 days of occupational practice</i>
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	palate knives, sponges, rolling pins, turn tables, wire and tools, cutting wire, stumping tools, clay cutters, troughs, mortar and pestle, sticks, kiln, pug mill cutting pin, calipers, wedging table, dry place machine, pyrometer, mold, drying bats, blunger, crush mill, working tables, set square, precision tools, sponge, rolling pin, scrapers
Minimum required materials and consumables or equivalent	grog, water, ball clay, sand, oxides, glaze, sponges, strings, power supply, slip, paint
Special notes	Plasticity of clay and dryness of product should be highly emphasised

Code	UE/CA/MI.3
Module title	M1.3 Establish Ceramic Workshop
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Ceramist UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to establish and sustain a ceramic workshop
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Plan Ceramics Workshop</p> <p>LWA 3/2: Mobilise Resources</p> <p>LWA 3/3: Legalise Ceramic Business</p> <p>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Plan Ceramics Workshop</p> <p>PEX 1.1: Develop business idea</p> <p>PEX 1.2: Conduct research</p> <p>PEX 1.3: Determine market</p> <p>PEX 1.4: Determine human resource needs</p> <p>PEX 1.5: Determine financial resource needs</p> <p>PEX 1.6: Determine sources of materials</p> <p>PEX 1.7: Make budget</p> <p>PEX 1.8: Prepare work schedules</p> <p>LWA 3/2: Mobilise Resources</p> <p>PEX 2.1: Source for funds</p> <p>PEX 2.2: Recruit workers</p> <p>PEX 2.3: Acquire tools, equipment and materials</p> <p>LWA 3/3: Legalise Ceramic Business</p> <p>PEX 3.1: Register business</p> <p>PEX 3.2: Acquire operational permits</p> <p>PEX 3.3: Insure business</p> <p>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Wear protective gear</p> <p>PEX 5.2: Administer first aid</p> <p>PEX 5.3: Display safety signs</p> <p>PEX 5.4: Observe general sanitation</p>

	<p>PEX 5.5: Manage construction waste</p> <p>PEX 5.6: Perform firefighting</p>
Occupational health and safety	Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • ICT • Business planning and management • Literacy and numeracy skills • Accounting practices • Marketing techniques • Resource management • Procurement skills • Communication skills • Product design development • Research and Innovation • E-marketing • Social responsibility • Customer handling
Average duration of learning	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	cameras, calculators, printers, ledger books, receipt books

Minimum required materials and consumables or equivalent	toner, stationery, printers, waste bin, boards
Special notes	

Code	UE/CA/M1.2
Module title	M1.4: Manage Ceramics Workshop
Related Qualification	Part of: Uganda Vocational Qualification (CERAMIST UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage a ceramic workshop.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Manage Records LWA 4/2: Perform Administrative Duties LWA 4/3: Maintain Tools and Materials LWA 4/4: Market Ceramics Business LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Manage Records PEX 1.1: Prepare financial records PEX 1.2: Prepare human resource records PEX 1.3: Prepare inventory</p>
	<p>LWA 4/2: Perform Administrative Duties PEX 2.1: Recruit workers PEX 2.2: Orient workers PEX 2.3: Pay taxes PEX 2.4: Supervise work PEX 2.5: Remunerate workers PEX 2.6: Motivate workers PEX 2.7: Assign duties PEX 2.8: Reward workers PEX 2.9: Provide customer care</p>
	<p>LWA 4/3: Maintain Tools and Materials PEX 3.1: Clean tools PEX 3.2: Replace tools PEX 3.3: Repair tools PEX 3.4: Sterilise tools PEX 3.5: Lubricate tools PEX 3.6: Sharpen tools</p>

	<p>LWA 4/4: Market Ceramics Business</p> <p>PEX 4/1: Catalogue work PEX 4/2: Display work PEX 4/3: Brand work PEX 4/4: Advertise work PEX 4/5: Sell products</p> <p>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</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 health issues PEX 5.5: Manage waste</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of business • Human resource management • Financial management • Marketing • Usage of tools and materials • Storage of tools and materials • Record keeping • Labor laws • Regulations and policies • Customer handling
Average duration of learning	<p>80 hours (2 week 10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>03 day of occupational theory and</i> • <i>07 days of occupational practice</i>
Suggestions on organisation of learning	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.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

Minimum required tools or equivalent	computers, pens, photocopier, calculators, telephone, furniture, waste bin, fire extinguishers, first aid kit, grinders, files, projectors
Minimum required materials and consumables or equivalent	oil, stationery, water, disinfectant, dusters, soap, rugs, brooms,
Special notes	

3.0 ATP- PART III

Assessment Instruments for a CERAMIST

- 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 troubleshooting 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 **CERAMIST** are included.

3.9 Overview of Test Item Samples Included

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice	4
3.	Written (Theory)- matching item with generic	2
4.	Written (Theory)- matching item with work sequence	1
5.	Performance (Practical) test items	2
	Total	12

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Ceramist			
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:	September 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	State any four materials used in preparing ceramic bodies
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Ball clay (ii) Kaolin (iii) Feldspar (iv) Bentonite (v) Sand (vi) Mica (vii) Talc

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Ceramist			
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:	September 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	List down any four tools used in processing ceramic materials
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Crasher (ii) Blunger (iii) Pug mill (iv) Motor & Pestle (v) Sieve (vi) Troughs (vii) Containers

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Ceramist			
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:	September 2020			
Related Module:	M1.1			
Time allocation:	2 minutes			

Test Item	Which of the following are ceramic materials
Distractors and correct answer	A. Feldspar, Iron, copper B. Sand, sawdust, plasters C. Feldspar, Kaolin, grog D. Ball clay, glue, kaolin

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Ceramist			
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:	September 2020			
Related Module:	M1.1			
Time allocation:	2 minutes			

Test ItemIs the final stage of ceramic material processing
Distractors and correct answer	A. Screening B. Storing C. Drying D. De-watering

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Ceramist			
Qualification 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:	M1.4			
Time allocation:	3 minutes			

Test Item	Match the following business practices with their importance's in managing ceramic workshop
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Column A (Practices)	
A	Book keeping
B	Product costing
C	Business registration
D	Market product

Column B (Importance)	
1	Track records & business progress
2	To secure our environment
3	To determine appropriate price of a product
4	To have business ownership
5	To assure sales
6	To determine market

Key (answer)	1-A, 3-B, 5-D, 4-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6		
Occupational Title:	Ceramist			
Qualification 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:	M1.1			
Time allocation:	4 minutes			

Test Item	Match the following ceramic faults with their causes
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Column A (Faults)	
1	Warping
2	Cracking
3	Weaker body
4	Excessive porosity

Column B (Causes)	
A	High shrinkage rate
B	Over firing
C	Foreign materials
D	Course practices
E	Low firing

Key (answer)	1-A, 2-B, 3-C, 4-E
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DIT/ QS	Test Item Database Written (Theory) Test Item no.7			
Occupational Title:	Ceramist			
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:	4 minutes			

Test Item	Arrange the following steps followed when preparing ceramic body
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Identify materials
2 nd	B	Label materials
3 rd	C	Store materials
4 th	D	Carry out trials
5 th	E	Determine mix ratios
6 th	F	Pack materials
7 th	G	Weigh materials
8 th	H	Blend materials

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

DIT/ QS	Test Item Database Performance Test Item- no.8
Occupational Title:	Ceramist
Competence level:	1
Code no.	
Test Item:	Make a flower vase of diameter 10cm and height of 30cm
Complexity level:	P1
Date of OP:	September 2020
Related Module:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Knowledge on material preparation • Methods of forming ceramic wares • Finishing techniques • Decoration techniques • Measurement • Glazing • Time management • Slip preparation
Required tools, materials and equipment:	grog, water, ball clay, oxides, kaolin, tables, palates, knives, sponger, turn table, cutting ware, stamping tool, troughs, mortar and pestle, sieves, potters' wheel
Time allocation:	5 hours
Preferred venue:	Ceramics workshop
Remarks for candidates	<ul style="list-style-type: none"> • Wear protective wear • Observe health, safety and environmental precautions
Remarks for assessors	Provide the tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gears <ul style="list-style-type: none"> • Overall • Gum boots • Head gear • Hand gloves • Nose mask 		4
		Organised work space	2	
		Assembled tools and materials		2
2	Design Concept	Determined source of inspiration	4	
		Made sketches	4	
		Working drawing observed		4
3	Production of flower vase	Selected tools and materials	2	
		Prepared materials	3	
		Plastic clay observed		3
		Modelled article		4
		Took measurement		3
		Flower vase of diameter 10cm and height of 30cm		4
		Applied finishing		4
		Smoothened inside walls		4
4	Finishing the flower vase	Finished top rim of flower vase	2	
		Patted the bottom of flower vase	1	
		Stable flower vase was observed		2
		Finished flower vase observed		3
		Labeled flower vase		2
		Stored flower vase		3
5	Cleaning the work place	Cleaned tools and equipment	2	
		Cleaned tools and equipment observed		2
		Cleaned workplace		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Observed ethical practices		2
TOTAL			20	47
Maximum Score (Y)		(X/Y)*100		

DIT/ QS	Test Item Database Performance Test Item- no. 9
Occupational Title:	Ceramist
Competence level:	Level 1
Code no.	
Test Item:	Make a wet ceramic brick
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1.3
Related skills and knowledge:	<ul style="list-style-type: none"> Knowledge on material preparation Methods of correcting dimension of the mold Techniques of positioning the mold Techniques of balancing the brick while laying it down
Required tools, materials and equipment:	Tables, weighing machine, wedging table, cut pine, kiln Precision tool, sponge, Clay cutter, crush mail.
Time allocation:	4 hours
Preferred venue:	Ceramic workshop
Remarks for candidates	<ul style="list-style-type: none"> The candidate must wear personal protective gear Observe occupation health, safety and environmental precautions
Remarks for assessors	Avail tools, materials and equipment to the candidate.

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gears Headgear Gloves Overall Gumboots		4
	Preparation of material	Designed a mold	2	
		Made mold	3	
		Mold observed		2
		Selected material	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Assembled material	3	
2	Formulate clay body	Tested mold	3	
		Correct dimension of the mold verified		3
		Weighed the materials		2
		Mixed the materials	2	
		Blended body observed		3
		Sampled blended body	2	
		Workable body observed		3
3	Form the brick	Positioned mold	2	
		Flat-leveled position mold observed		3
		Prepared forming table		3
		Prepared lubricant		3
		Lubricated mold	3	
		A wet-lubricated mold observed		3
		Crumbed clay into mold	3	
		Crumb clay observed		3
		Compacted clay into mold	3	
				Brick shaped day observed
Removed brick from the mold	4			
Formed brick observed				3
Laid brick onto the drying butt	2			
Balanced-laying of the brick observed				2
Labeled brick				2
Displayed brick for drying	3			
Displayed brick observed				3
Total			33	42
Maximum Score (Y)		(X/Y)*100	75	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Development (September 2020)

The assessment and Training Package was exclusively reviewed by job practitioners of Ceramist occupation, Secondary school Teachers who double as examiners of Art and Design with the Uganda National Examination Board (UNEB), and curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

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

4.2 Training Modules Development (September 2020)

Based on the Occupational Profile for Ceramist of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (September 2020)

Based on the Occupational Profile for Ceramist 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 review 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 Development Panel

The participating panels of job practitioners required at different stages of the development exercise constituted of members from the following organisations:

Development Panel		
No	Name	Institution/ Organisation
1	Kalule John	Namanve Pottery
2	Sserunkuuma Bruno	Makerere University
3	Makabugo Samson	Seroma High Christian High School
4	Muyanja Derrick	Clays Uganda and Makerere university
5	Kalega Ivan	Uganda Industry Research Institute
6	Lubega Abbas	Lira Palwo Secondary School
7	Mukasa William Mark	St. Mary's Namagunga
8	Kasozi Hakeem	Masaka Secondary School
9	Lugonvu Moses	Nkumba University
10	Kiyaga Anthony	Kings College Buddo
11	Mutambuze Sam	Kajjansi Pottery

Quality Check Panel		
No	Names	Organisation
1	Nakisendo Fatuma	DIT
2	Nalwanga Rebecca	DIT
3	Kyatuhire Fortunate	DIT
4	Ntambi Denis	DIT
5	Wasswa Abraham Batte	NCDC
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7	Ainembabazi Faith	DIT
8	Benjamin Alex Kibira	DIT
9	Matende Shamsi	DIT
10	Ntege Ruzibea Dennis	DIT

4.6 Facilitator Team

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

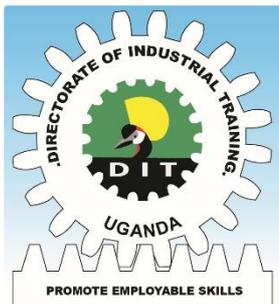
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3. **Facilitators for quality check;** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as data Entrant.
4. **Data Entrants:** Babirye Proscovia and Ainomugisha Sarah
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4.7 Reference time:

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

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