



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



Qualification Level: 1

**Occupational Cluster: Food and Nutrition
Technology**

January 2022

Developed by:

**Directorate of Industrial Training
Qualifications Standards Department**

Supported by:

Government of Uganda

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DIRECTORATE OF INDUSTRIAL TRAINING

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

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment 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; and
- (j) To prescribe the procedure for the making of training schemes

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

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for modular training.

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

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning and
- (f) Work place learning

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

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

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

The functions shall include:

- a) Regulating Industrial training and trainers,
- b) Developing industrial training curricula,
- c) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect

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

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

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

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Word from Permanent Secretary

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

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

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

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

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

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

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

UVQF: Assessment and Training Package (ATP) for DIETITIAN
QUALIFICATION LEVEL: 1 **January 2022**

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

Herewith, the Directorate of Industrial Training presents the reviewed “Assessment & Training Package (ATP)” for training, assessment and certification of a **DIETITIAN - QUALIFICATION LEVEL 1**.

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

Ketty Lamaro
Permanent Secretary

Executive Summary

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

- 0.1 PART I: The “Occupational Profile” (OP) of a DIETITIAN.** This Occupational Profile which was developed by Dietitians practicing in the world of work, mirrors the duties and tasks Dietitians are expected to perform in the world of work.
- 0.2 PART II: “Training Modules”** in the form of guidelines to train **Dietitians** both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 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 **Dietitian**. These assessment instruments were developed jointly by job practitioners (DIETITIANS) and teachers based on the occupational profile and training modules¹.
- 0.4** While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, -including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5** The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more students in a given period of time.
- 0.6** In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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

Mr. Byakatonda Patrick
Ag. Director DIT

Acknowledgement

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

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Teachers of Food and Nutrition in various secondary schools
- Food and Nutrition Technology curriculum specialist from NCDC
- 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 & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-Based Education and Training means that 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)	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/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define WHAT a person is supposed to do in performance terms. They also contain 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.

Practical Exercise (PEX) PEXs are practical exercises that are suitable for learning in a training environment

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

1.0 ATP-PART I

Occupational Profile for a DIETITIAN

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Dietitian” below defines the **Duties** and **Tasks** a competent Dietitian 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
- 1.4 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.
- 1.5 The panelists, facilitators and coordinators who participated in developing this Occupational Profile for a DIETITIAN are listed on the following page.

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

Job Expert Panel

Grace Nandutu
NCDC

Lule Mark
World Food Program

Dr. Muhoozi Grace
Kyambogo University

Nakate Charlotte
Skales Consult, Kampala

Tibesigwa Senkumba John
Uganda Martyrs Secondary School -
Namugongo

Sabano Hanifa
St. Joseph Girls SS - Nsambya

Chelangat Mwangi Sylvia
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Twinomugisha Miria
China Uganda Friendship Hospital-
Naguru

Atukunda Jonard Biriiso
Medical Teams International-Nakivale
Refugee Camp

Kako Betty
Kamuli Referral Hospital

Nandita Irene
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Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

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

Occupational Profile of a “DIETITIAN”

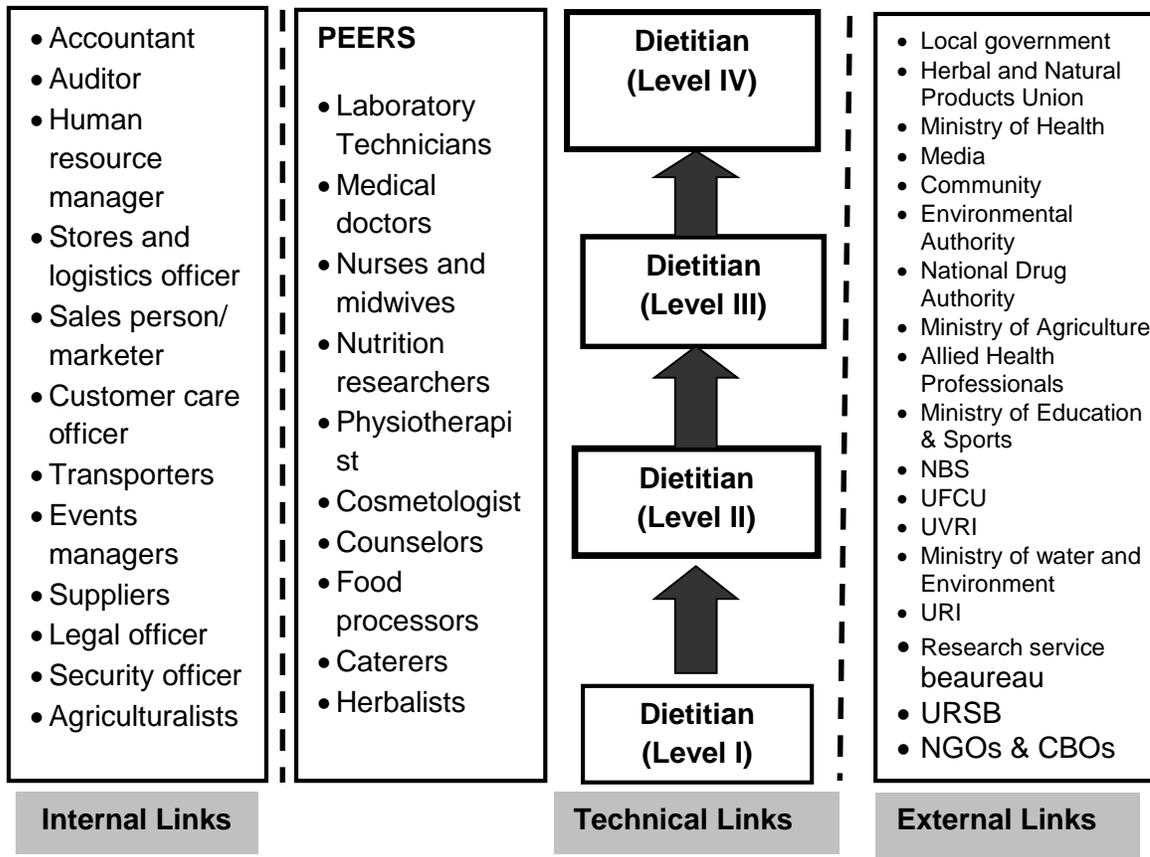
**Developed by: Qualifications standards
Department of Directorate of Industrial
Training**

Dates of workshop:
3rd to 7th January, 2022

NOMENCLATURE FOR THE OCCUPATION OF DIETITIAN

Definition: A dietitian is a person who is competent in applying the science of food and nutrition to promote health, prevent and manage diseases of individuals, groups and communities.

JOB ORGANIZATION CHART FOR A DIETITIAN



Descriptions for the levels in the occupation of 'Dietitian'

UVQ DIETITIAN Level I: Is a person who is able to identify particular disease condition through clinical and anthropometric assessment; plan, prepare and serve meals for healthy or sick population etc.

UVQ DIETITIAN Level II: Is a person who is able to screen, categories disease conditions, perform meal planning and also give counseling.

UVQ DIETITIAN Level III: Is a person who is able to assess disease conditions, interpret assessment and prescription results, prepare therapeutic foods and develop recipes.

UVQ DIETITIAN Level IV: Is a person who can develop therapeutic foods or products, manage hospitalized clients and also give dietary guidance.

Duties and Tasks

A. PLAN WORK	A1 Prepare work plan	A2 Set targets	A3 Develop performance indicators
	A4 Prepare budgets	A5 Mobilize resources	A6 Allocate resources
	A7 Assign work		

B. ASSESS CLIENT	B1 Take client's health history	B2 Perform Anthropometric Measurements	B3 Perform Clinical assessment
	B4 Perform Dietary assessment	B5 Interpret laboratory results	B6 Diagnose health condition

C. MANAGE CLIENT	C1 Plan Diet	C2 Develop Recipe	C3 Modify Diet
	C4 Prescribe Diet	C5 Counsel clients	C6 Monitor Clients Progress
	C7 Refer clients for specialized health care	C8 Report adverse events	

D. COOK FOOD	D1 Plan meal	D2 Secure ingredients	D3 Secure tools and equipment
	D4 Prepare food	D5 Perform sensory tests	D6 Serve food

E. CONDUCT DIETARY RESEARCH	E1 Write proposal	E2 Design data collection tools	E3 Pretest data collection tools
	E4 Collect data	E5 Analyze data	E6 Utilize data
	E7 Develop quality improvement projects	E8 Evaluate quality improvement projects	E9 Disseminate findings

F. PERFORM OCCUPATIONAL HEALTH AND SAFETY	F1 Wear protective gears	F2 Report equipment faults and defects	F3 Perform fire fighting
	F4 Administer First Aid	F5 Develop safety guidelines	F6 Display safety guidelines
	F7 Manage waste	F8 Maintain tools and equipment	F9 Maintain personal hygiene
	F10 Sanitize tools and equipment		

G. PERFORM ADMINISTRATIVE DUTIES	G1 Recruit workers	G2 Orient Workers	G3 Train Workers
	G4 Supervise Works	G5 Organize Meetings	G6 Appraise Workers
	G7 Remunerate Work	G8 Perform capacity building	G9 Motivate Workers
	G10 Mentor Workers	G11 Prepare requisitions	G12 Prepare Accountability reports
	G13 Manage Records	G14 Perform Capacity Building	G15 Reprimand Workers

H. ESTABLISH DIET ENTERPRISE	H1 Develop business plan	H2 Source funds	H3 Select site
	H4 Secure site	H5 Procure materials, tools and equipment	H6 Register enterprise
	H7 Market business	H8 Insure enterprise	H9 Partner with peers

Additional Information

Related knowledge & skills

1. Nutritional requirements
2. Nutrient interactions
3. Drug and nutrient interactions
4. Dietary restrictions
5. Different dietary conditions
6. Modes of feeding (intravenous, intratube and feeding of premature)
7. Nutrition soft wares line ENA
8. Dietary research
9. Food tables
10. Food exchange lists
11. Food groups
12. Working with care based settings
13. Marketing skills
14. Planning skills
15. Different recipes
16. Anthropometry assessments
17. Funds mobilization
18. Sanitation and hygiene
19. How to modify recipe and diets
20. Proper storage of tools and equipment
21. Recommended dietary allowance
22. Food hygiene, handling and preparation
23. Food service
24. Food safety and storage
25. Food selection
26. Product development
27. Nutrient requirements for different categories of people e.g pregnant and lactating mother etc
28. Signs and symptoms of different diseases and health conditions
29. Different diseases being planned for
30. Nutritive value of different foods or foods groups
31. Signs and symptoms of different diseases and health conditions
32. Different diseases being planned for
33. Nutritive value of different foods or foods groups
34. Nutrient conservation during preparation and cooking
35. Tools and equipment usage
36. Food groups
37. Communication skills
38. Display skills
39. Mobilization and persuasive skills
40. Proper operation and calibration of the equipment
41. Use of guidelines and standards for taking anthropometry
42. How to calculate BMI
43. How to categorize nutrition status and disease
44. Signs and symptoms of different diseases and health conditions
45. Different diseases being planned for
46. Nutritive value of different foods or foods groups
47. Methods of cooking
48. Food requirements for different groups of people
49. Good communication
50. Interpersonal
51. Guidance and counseling
52. Management skills
53. Marketing skills
54. Explaining complex ideas in a simple manner
55. Interpersonal skills
56. Time management skills
57. Leadership skills
58. Record keeping
59. Problem solving

Tools, Equipment and Materials

1. Protective gears
2. Food plates or food pyramids
3. Food models.
4. Food diaries or trackers.
5. Nutrient databases.
6. Recommended Daily recommended intake calculators.
7. Meal plans.
8. Nutrient and calorie calculators.
9. Dietary guidelines
10. Nutrition guidelines (IMAM, MIYCAN, IYCF)
11. BMI wheels
12. Measuring cups and spoons.
13. Weighing scales (food)
14. Weighing scales (body)
15. Food thermometers
16. MUAC tapes
17. Height boards
18. BMI wheels,
19. Z score charts
20. Calculators
21. Infantometers
22. Thermometers
23. Pens
24. Pencils
25. Notebooks
26. Recipe books
27. Food exchange lists
28. Jugs
29. Washers
30. Ladles ,
31. Serving table
32. Whisker
33. Draining spoons
34. Colanders
35. Strainers
36. Sieves
37. Pressure cookers
38. Food warmers
39. Oven
40. Saucepans
41. Plates
42. Folks
43. Slicers
44. Sieves
45. Measuring cylinder
46. Tape measures
47. Glucometers
48. BP machine
49. Timers
50. Genotype kit
51. Body fat analyser
52. Anaemia testing kits
53. Cutlery
54. Bowls
55. Plates
56. Trays
57. Source of fire
58. Saucepans
59. Blenders
60. Cutters
61. Food mixers
62. Cups
63. Frying baskets
64. Storage containers
65. Microwave'
66. Fire extinguishers
67. Dish clothes
68. Foods
69. Fruits
70. Vegetables
71. Spices,
72. Mop
73. Detergent
74. Brooms
75. Kitchen papers
76. Aluminum foil
77. Cling foil
78. Food net

Attitudes / Traits / Behavior		
1. Active	22. Objective	44. Polite
2. Aggressive	23. Daring	45. Confidentiality
3. Agreeable	24. Decisive	46. Open minded
4. Ambitious	25. Devoted	47. Optimistic
5. Approachable	26. Diligent	48. Positive
6. Assertive	27. Empathetic	49. Practical
7. Attentive	28. Energetic	50. Realistic
8. Authoritative	29. Strong	51. Resilient
9. Bold	30. Tireless	52. Respectful
10. Brave	31. Tolerant	53. Responsible
11. Buoyant	32. Trust worthy	54. Responsive
12. Calm	33. Enthusiastic	55. Self-control
13. Cautious	34. Friendly	56. Selfless
14. Cheerful	35. Grounded	57. Shows Gratitude
15. Committed	36. Hospitable	58. Sincere
16. Considerate	37. Humble	59. Social
17. Contemptuous	38. Impartial	60. Unbiased
18. Cooperative	39. Integrity	61. Understanding
19. Courageous	40. Liberal	62. Ethical
20. Courteous	41. Mindful	63. Beneficence
21. Flexible	42. Motivates	64. Non maleficence
	43. Caring Critical	65. Instructional
		66. Autonomous

Future Trends and Concerns	
1. Changing technology/ technological advancement	10. Changing research
2. Competition from unqualified labour force	11. Lifestyle (alcoholism, food faddism, smoking etc)
3. High cost of production	12. High cost of operations
4. Use of dietary supplements	13. Setting up policies to regulate herbal medicine and natural products
5. Use of herbal products	14. Seasonality that affects the availability of food varieties.
6. Surgical procedures	15. Stock out of key products.
7. Unskilled and unqualified practitioners	16. Tastes and preferences/allergies/cultural taboos/myths
8. Contradicting dietary plans	17. Counterfeit dietary products on the market
9. Busy lifestyles that limit people on adhering to dietary plans	

2.0 ATP – PART II

Training Modules for a DIETITIAN

- 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 the **Dietitian** occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

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

PEXs are therefore sub-sets of a LWA.

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

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 a **Highly Skilled Implementer (Working Supervisor)**.

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

	Dimension of qualification	Level1: Descriptor	Level2: Descriptor	Level3: 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.	Teamwork	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
8.	Financial and physical Resources control	None	Limited control	Moderate control
9.	Creation of concepts and solutions	None	None	None but may make proposals

WHO IS A DIETITIAN QUALIFICATION LEVEL 1?

A Level I Dietician is a person who is able to identify particular disease condition through clinical and anthropometric assessment; plan, prepare and serve meals for healthy or sick population.

OVERVIEW OF TRAINING MODULES FOR A DIETITIAN LEVEL I

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/DT/M 1.1	Assess client	120	3
UE/DT/M 1.2	Plan Meals	160	4
UE/DT/M 1.3	Prepare Food	240	6
UE/DT/M 1.4	Perform entrepreneurship skills	240	6
Summary	Training Modules	760 hours	19 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/DT/M1.1
Module title	M1.1: Assess client
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Dietitian UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, the trainee will be able to conduct nutrition assessment of a client
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Perform anthropometric measurements LWA 1/2: Perform clinical assessments LWA 1/3: Perform occupational health, safety and environmental protection practices (OHSEPP)</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Perform anthropometric measurements PEX 1.1: Weigh client PEX 1.2: Take client’s height PEX 1.3: Take client’s MUAC PEX 1.4: Categorise nutrition status PEX 1.5: Refer client</p> <hr/> <p>LWA 1/2: Perform clinical assessments PEX 2.1: Check pallor PEX 2.2: Check oedema PEX 2.3: Check hair colour and texture PEX 2.4: Check for lesions and wrinkles on the skin PEX 2.5: Categorise nutrition status PEX 2.6: Refer client</p>

	<p>LWA 1/3: Perform occupational health, safety and environmental protection practices (OHSEPP)</p> <p>PEX 3.1: Clean workplace PEX 3.2: Wash hands PEX 3.3: Wear protective gears PEX 3.4: Clean tools and equipment PEX 3.5: Perform fire fighting PEX 3.6: Manage waste PEX 3.7: Administer First Aid PEX 3.8: Maintain personal hygiene PEX 3.9: Store tools and equipment PEX 3.10: Isolate clients with visible signs of infectious disease</p>
<p>Occupational health and safety</p>	<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>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Proper storage of tools and equipment • Proper operation and calibration of the equipments • Proper waste management • Use of guidelines and standards for taking anthropometry • How to calculate BMI • How to categorize nutrition status • Maintenance of personal hygiene • Signs and symptoms of acute malnutrition, obesity, anemia, anorexia nervosa, HIV/AIDs, malaria, flu, cough and diarrhea • Environmental hygiene • How to perform nutrition assessments

Average duration of learning	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 10 days of occupational practice
Suggestions on organization of learning	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Height boards, weighing scales, colour coded MUAC tapes, BMI wheels, Z-score charts, calculators, infantometers, thermometers, IMAM guidelines, NACS guidelines, protective gears</p>
Minimum required materials and consumables or equivalent	<p>Pens, pencils, notebooks, gloves, hand sanitizers, soap, water, masks</p>
Special notes	<p>MUAC – Mid Upper arm circumference IMAM – Integrated Management of Acute Malnutrition NACS – Nutrition Assessment counseling and Support</p>

Code	UE/DT/M1.2
Module title	M1.2: Plan Meals
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Dietitian UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to plan meals for healthy and sick people
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Plan work LWA 2/2: Prepare recipes LWA 2/3: Perform occupational health, safety and environmental protection practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Plan work PEX 1.1: Select menu PEX 1.2: Prepare budget PEX 1.3: Mobilize resources PEX 1.4: Prepare tools, equipment and materials</p> <p>LWA 2/2: Prepare recipes PEX 2.1: Select recipe for an occasion PEX 2.2: Modify recipe for anorexic PEX 2.3: Modify recipe for obese PEX 2.4: Modify recipe for anemic PEX 2.5: Modify recipe for acutely malnourished PEX 2.6: Modify recipe for common colds like flu and cough PEX 2.7: Modify recipe for PLWH PEX 2.8: Modify recipe for special groups</p>

	<p>LWA 2/3: Perform occupational health, safety and environmental protection practices(OHSEPP)</p> <p>PEX 3.1: Wear personal protective gear PEX 3.2: Administer First Aid PEX 3.3: Perform fire fighting PEX 3.4: Manage waste PEX 3.5: Display safety signs PEX 3.6: Clean tools, equipment and materials PEX 3.7: Store tools, equipment and materials</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
Pre-requisite modules	<p>None</p>
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"> • Different diseases being planned for • Nutritive value of different foods or food groups • Methods of cooking • Tools, equipment and materials to be used • Food requirements for different groups of people • Recommended Dietary Allowance • How to modify recipes • How to plan meals • Special groups e.g pregnant and lactating mothers, adolescents, elderly, vegetarian, school going children, sedentary workers, manual workers, children under 5years
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice

Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Recipe book, food exchange lists, PPE, IPC
Minimum required materials and consumables or equivalent	Pens, pencils, notebook
Special notes	Special groups include; pregnant and lactating mothers, adolescents, elderly, vegetarian, school going children, sedentary workers, manual workers, children under 5years PLWH means People Living with HIV

Code	UE/DT/M1.3
Module title	M1.3: Prepare Food
Related Qualification	Part of Uganda Vocational Qualification (Dietitian UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to prepare different types of meals for different clients
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Prepare tools, equipment and materials</p> <p>LWA 3/2: Prepare food eaten raw</p> <p>LWA 3/3: Cook food</p> <p>LWA 3/4: Serve food</p> <p>LWA 3/5: Perform occupational health, safety and environmental protection practices(OHSEPP)</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Prepare tools, equipment and materials</p> <p>PEX 1.1: Select tools, equipment and materials</p> <p>PEX 1.2: Clean tools, equipment and materials</p> <p>PEX 1.3: Arrange tools, equipment and materials</p> <p>PEX 1.4: Blanch food</p> <hr/> <p>LWA 3/2: Prepare food eaten raw</p> <p>PEX 2.1: Make fruit juice</p> <p>PEX 2.2: Make vegetable juice</p> <p>PEX 2.3: Make vegetable salads</p> <p>PEX 2.4: Make fruit salads</p>

	<p>LWA 3/3: Cook food PEX 3.1: Stew food PEX 3.2: Steam food PEX 3.3: Boil food PEX 3.4: Pressure cook food PEX 3.5: Simmer food PEX 3.6: Braise food PEX 3.7: Bake food PEX 3.8: Roast food PEX 3.9: Grill food PEX 3.10: Fry food</p> <p>LWA 3/4: Serve food PEX 4.1: Set table PEX 4.2: Portion food PEX 4.3: Plate food PEX 4.4: Garnish food PEX 4.5: Decorate food PEX 4.6: Present food</p> <p>LWA 3/5: Perform food demonstration PEX 5.1: Plan food demonstration PEX 5.2: Prepare tools, equipment and materials PEX 5.3: Display different foods PEX 5.4: Demonstrate food preparation PEX 5.5: Evaluate demonstration</p> <p>LWA 3/6: Perform occupational health, safety and environmental protection practices PEX 6.1: Wear protective gears PEX 6.2: Administer first aid PEX 6.3: Perform fire fighting PEX 6.4: Manage waste PEX 6.5: Clean tools and equipment PEX 6.6: Maintain personal hygiene PEX 6.7: Display safety signs</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>

Pre-requisite modules	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"> • Food handling and preparation • Methods of cooking • Food and environmental hygiene • Food service • Food safety and storage • Nutrient conservation during preparation and cooking • Waste management • Tools and equipment usage • Food groups • Communication skills • Food preparation skills • Display skills • Mobilization and persuasion skills
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 25 days of occupational practice
Suggestions on organization of learning	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Oven, protective gears, wooden spoons, cutlery, bowls, plates, trays, source of fire, saucepans, blenders, cutters, food mixers, cups, jugs, washers, ladles, serving table, whisker, draining spoons, colanders, strainers, sieves, frying baskets, storage containers, microwave, fire extinguishers, pressure cookers, food warmers</p>

Minimum required materials and consumables or equivalent	Dish clothes, foods, fruits, vegetables, spices, mop, detergent, brooms, kitchen papers, aluminum foil, cling foil, food net,
Special notes	

Code	UE/DT/M1.4
Module title	M1.4 : Perform entrepreneurship skills
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Dietitian UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to establish enterprise and market dietary products
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Set up enterprise</p> <p>LWA 4/2: Market dietary products</p> <p>LWA 4/3: Keep records</p> <p>LWA 4/4: Perform occupational health, safety and environmental protection practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Set up enterprise</p> <p>PEX 1.1: Develop business plan</p> <p>PEX 1.2: Conduct feasibility study</p> <p>PEX 1.3: Prepare workplace</p> <p>PEX 1.4: Source funds</p> <p>PEX 1.5: Procure tools, materials and equipment</p> <p>PEX 1.6: Recruit staff</p> <p>PEX 1.7: Assign roles</p> <p>LWA 4/2: Market dietary products</p> <p>PEX 2.1: Conduct market survey</p> <p>PEX 2.2: Package dietary products</p> <p>PEX 2.3: Brand dietary products</p> <p>PEX 2.4: Price dietary products</p> <p>PEX 2.5: Advertise dietary products</p> <p>PEX 2.6: Exhibit dietary products</p>

	<p>PEX 2.7: Sell dietary products PEX 2.8: Perform customer care services</p> <p>LWA 4/3: Keep records PEX 3.1: Keep financial records PEX 3.2: Keep human resource records PEX 3.3: Keep inventory records PEX 3.4: Keep performance records</p> <p>LWA 4/4: Perform occupational health, safety and environmental protection practices PEX 4.1: Wear Protective gear PEX 4.2: Clean workplace PEX 4.3: Manage waste PEX 4.4: Maintain personal hygiene PEX 4.5: Clean tools and equipment PEX 4.6: Perform fire fighting PEX 4.7: Administer First Aid PEX 4.8: Display safety signs PEX 4.9: Label tools, equipment and materials</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
Pre-requisite modules	<p>None</p>
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"> • How to develop business plan • Registration of enterprise • Communication skills • Records management • ICT • Financial management skills • Resource mobilization • Human resource management • Marketing skills

Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Computer, printer/photocopier, projector, phones, collater
Minimum required materials and consumables or equivalent	Stationery, internet, packaging material
Special notes	

3.0 ATP- PART III

Assessment Instruments for DIETITIAN

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

3.1 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 with generic	1
4.	Written (theory)- Matching with cause and effect	1
5.	Written (Theory)- Matching Work sequence	2
6.	Performance (Practical)Test Items	2
Total		10

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item no. 1			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January, 2011			
Related modules:	M1.3			
Time allocation:	2 minutes			

Test Item	List four moist methods of cooking
Answer space	i ii iii iv
Expected Key (answers)	i Stewing ii Steaming iii Boiling iv Braising v Simmering vi Poaching

DIT/ QS	Test Item Database Written (Theory) Test Item no. 2			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	January, 2022			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	List three tools used in anthropometric measurements
Answer space	i ii iii
Expected Key (answers)	i Adult weighing scale ii Infant weighing scale iii Height board iv Length board v MUAC tape

DIT/ QS	Test Item Database Written (Theory) Test Item no.3			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	✓		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January, 2022			
Related modules:	M1.2			
Time allocation:	4 minute			

Test Item	Select the most suitable set of foods for an anemic mother.
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Distractors and correct answer	A. Beef, milk, rice, cassava, spinach B. Porridge, bread, kale, chips, chicken C. Liver, dodo, orange juice, beans, eggs D. Chips, sausages, tea, chicken, dry fish
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Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item no.4			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	✓		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January, 2022			
Related modules:	M1.2			
Time allocation:	3 minute			

Test Item	Why do we recommend plenty of fruits and vegetables in a diet for people living with HIV
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Distractors and correct answers	A. They are attractive B. They boost immunity C. They are easy to prepare D. They contain all nutrients
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Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item no. 5			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January, 2022			
Related module:	M1.1			
Time allocation:	5 Minutes			

Test Item	Match the following signs and symptoms to the health conditions
------------------	---

Column A (signs and symptoms)	
A	Excessive fat around the stomach
B	Pale eyes and nails
C	Aversion of food
D	Pitting Oedema
E	Joint pains

Column B (health condition)	
1	Severe Acute malnutrition
2	Anorexia nervosa
3	Pregnancy
4	Anemia
5	Cough
6	Obesity
7	Malaria

Key (answer)	A-6, B-4, C-2, D-1, E-7
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DIT/ QS	Test Item Database Written (Theory) Test Item no. 6			
Occupational Title:	Dietitian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	January, 2022			
Related module:	M1.1, M1.2			
Time allocation:	5 Minutes			

Test Item	Match the following diseases with their respective causes
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Column A (diseases)	
1	Anemia
2	Obesity
3	Anorexia nervosa
4	Severe acute malnutrition

Column B (causes)	
A	Excessive intake of calories
B	Lack of iron in the diet
C	Consumption of contaminated food
D	Inadequate dietary intake of water
E	Inadequate intake of protein and energy foods
F	Disoriented weight loss measures

Key (answer)	1-B; 2-A; 3-F; 4-E
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DIT/ QS		Test Item Database Written (Theory) Test Item no.7			
Occupational Title:	Dietitian				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	January, 2022				
Related module:	M1.2, M1.3				
Time allocation:	8 Minutes				

Test Item	Arrange the following steps in order of preparing a meal for a child with acute malnutrition
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Identify locally available foods
2 nd	B	Select method of food preparation
3 rd	C	Categorize nutrition status
4 th	D	Select and agree on the foods with a caretaker
5 th	E	Identify dietary preferences and allergies
6 th	F	Prepare food
7 th	G	Gather tools and equipment
8 th	H	Serve food

Key (answer)	1-C, 2-E 3-A, 4-D, 5-B, 6-G, 7-F, 8-H
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DIT/ QS	Test Item Database Written (Theory) Test Item no.8				
Occupational Title:	Dietitian				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	January, 2022				
Related module:	M1.3				
Time allocation:	5 Minutes				

Test Item	Arrange the following work procedures in order of preparing mixed fruit salad
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Chill salad
2 nd	B	Serve salad
3 rd	C	Wash fruits
4 th	D	Peel fruits
5 th	E	Mix fruits
6 th	F	Cut fruits
7 th	G	Dress salad
8 th	H	Serve salad

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

DIT/ QS	Test Item Database Performance Test Item No.9
Occupational Title:	Dietician
Competence level:	Level 1
Code no.	
Test Item:	Conduct and interpret anthropometric measurements for two children under 5years.
Complexity level:	P2
Date of OP:	January 2022
Related modules:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Usage of anthropometric tools and equipment • Interpretation of anthropometric results • Safety precautions when conducting the measurements • Observation skills • Accuracy in taking measurements • Teamwork
Required tools, Materials and Equipment:	Weighing scale, length board, colour coded MUAC tape, pens, books
Time allocation:	1hour
Preferred venue:	Health facility
Remarks for candidates	Candidates must have personal protective equipment
Remarks for assessors	Provide all the required resources for assessment Provide candidates with helper

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gears (gloves, masks, Over coat, flat closed shoes)		4
		Cleaned work area	2	
		Clean workplace observed		1
		Arranged tools and equipment	3	
		Cleaned tools and equipment	2	
		Clean tools and equipment observed		1
2.	Taking anthropometric measurements	Introduced herself/himself to caretaker	1	
		Recorded child's bio-data		2
		Explained the procedure to the caretaker	2	
		Asked caretaker to remove child's clothes	1	
		Took child's weight	4	
		Accurate weight measurements recorded		2
		Took child's length measurement	4	
		Accurate height measurements recorded		2
		Took child's MUAC	4	
		Accurate MUAC measurements recorded		2
		Compared results to available standard	4	
		Explained child's nutritional status to caretaker	3	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	Demobilization of resources	Cleaned tools and equipment	2	
		Cleaned work area	2	
		Packed tools and equipment	2	
		Stored tools and equipments		1
TOTAL			36	15
Maximum Score (Y)		(X/Y)*100	(X/51)*100	

DIT/ QS	Test Item Database Performance Test Item No.10
Occupational Title:	Dietician
Competence level:	Level 1
Code no.	
Test Item:	Plan work, Prepare, cook and serve liver stew for an anemic mother.
Complexity level:	P2
Date of OP:	January 2022
Related module:	M1.2, M1.3
Related skills and knowledge:	<ul style="list-style-type: none"> • Nutrition requirements • Usage of tools, materials and equipment • Food sources of iron • Nutrient interaction • Cooking methods • Preservation of nutrients • Sanitation and hygiene • Cooking skills • Garnishing skills • Serving skills • Meal planning • Budgeting skills
Required tools, Equipment, and Materials:	Stationary, head gears, aprons, gloves, knives, plates, forks spoons, saucepans, wooden spoons, source of heat, chopping board, moter and pastel, washing container, serving dishes, table cloths, napkins, center piece, dust bin, waste bag, food net,
Time allocation:	1 ½ hour
Preferred venue:	Food and nutrition laboratory
Remarks for candidates	Must have personal protective equipment Present work plan with materials, budget, procedure of preparation and time allocation

Remarks for assessors	Provide all the required resources for assessment Ensure assessment area is safe
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#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gears (apron, closed shoe, head gear)		3
		Work plan with materials, budget, procedure of preparation and time allocation observed		4
		Cleaned work area	2	
		Clean workplace observed		1
		Cleaned tools and equipment		2
		Set table		2
2.	Preparations o materials and ingredients	Cleaned vegetables	3	
		Clean vegetables observed		1
		Boiled stock	2	
		Skinned liver	2	
		Skinned liver observed		1
		Cut the liver into mouth size cubes		1
		Marinated liver	2	
		Peeled, chopped and grated the vegetables	3	
		Chopped vegetables observed		1
		Grated vegetables observed		1
3.	Cooking	Heated oil	1	
		Browned liver	2	
		Browned liver observed		1
		Browned vegetables	2	
		Browned vegetables observed		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
3	Cooking	Added liver to the vegetables	1	
		Added seasoning to stew	2	
		Added boiled stock	1	
		Boiled stew	2	
		Reduced the temperature to simmering point	2	
		Covered stew		1
		Simmered for 20minutes	3	
4	Presentation and checking results of liver stew	Put stew in serving dishes		1
		Garnished stew		2
		Taste and readiness		2
		Consistency		1
		Colour,		1
		Flavour		1
5	Time management and conservation of utilities	Managed time		1
		Fuel conserved during and after cooking		1
		Used water sparingly		1
		Cleaned work surface		1
		Cleaned tools and equipment		2
		Stored tools and equipment		1
		Stored remaining materials		1
		Cleaned work place observed		2
		Managed waste		1
TOTAL			30	39
Maximum Score (Y)		(X/Y)*100	(X/69)*100	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January, 2022)

The Occupational Profile was exclusively developed by job practitioners who were working in the Dietitian 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 Development (January, 2022)

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

4.3 Test Item Development (January, 2022)

Based on the Occupational Profile for Dietitian of January, 2022 and Training Modules, Test Items were developed 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 Development Panels

The participating panels of Job Practitioners required at different stages were constituted by members from the following organizations:

Development Panel		
No.	Name	Institution/ Organization
1.	Irene Nandita	Seroma Christian High School
2.	Dr.Muhoozi Grace	Kyambogo University
3.	Tibesigwa Senkumba John	Uganda Martyr's Secondary School - Namugongo
4.	Hanifa Sabano	St. Joseph Girls SS Nsambya
5.	Miria Twinomugisha	China Uganda Friendship Hospital-Naguru
6.	Kako Betty	Kamuli Referral Hospital
7.	Chelangat Mwanga Sylvia	Smart Nutrition, Kampala
8.	Nakate Charlotte	Skales Consult, Kampala
9.	Lule Mark	World Food Program
10.	Jonard Atukunda Biriiso	Medical Teams International-Nakivale Refugee Camp
11.	Nandutu Grace	NCDC
12.	Kakai Susan Kasadhakawo	Ministry of Education and Sports

4.6 Facilitator team

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

1. **Team Leader** - Ms. Mukyala Ruth, Ag Deputy Director, DIT;
2. **Facilitators** – Ms. Atai Sarah Engole Verifier QS, Ms Baliraba Elizabeth Verifier A&C
3. **Data Entrants** – Ms Kagoya Marcey Secretary A&C, Ms Aguyo Grace Verifier A&C
4. **Compiled by** Baliraba Elizabeth; and edited by Ms. Mukyala Ruth, Ag DD, DIT,
5. **Coordinated by** – Mr. Byakatonda Patrick, Director, DIT; Ms. Mukyala Ruth, Ag DD, DIT

4.7 Reference time:

The assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions

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