



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package
For an
OIL PALM FARMER**

Qualification Level: 1

Occupational Cluster: Agriculture

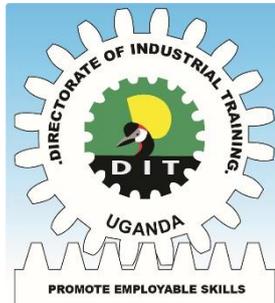
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For an

OIL PALM FARMER

Qualification Level: 1

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Under BVET 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 BVET 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 BVET 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.

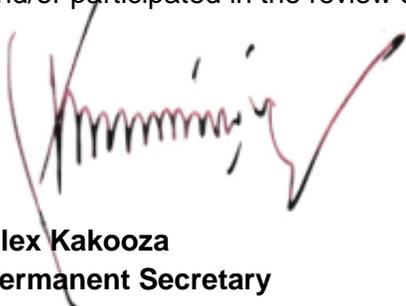
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 an **OIL PALM FARMER 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 an OIL PALM FARMER.** This Occupational Profile which was reviewed by Oil Palm farmers practicing in the world of work mirrors the duties and tasks that Oil Palm farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Oil Palm farmers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as an OIL PALM FARMER. These assessment instruments were reviewed jointly by job practitioners (Oil Palm farmers) 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 BTJET, 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 Oil Palm farming from various secondary schools.
- Agriculture 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 work.2. 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.
Modules	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	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 which define what a person is supposed to do which becomes the reference points for developing assessment standards and modular curricula.

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

Qualification

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

Tasks

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 an OIL PALM FARMER

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

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 an OIL PALM FARMER are listed on the following page.

Job Expert Panel

Muyanja Gerald
NCDC

Mugeere Matia
Farmer

Okello Richard Adolo
Farmer

Kirigwajjo Anthony
Sir Apollo Kaggwa SS – Mukono

Musolooza Leonard
Farmer

Lubega Sunday Ronald
Farmer

Mukasa Godfrey
Farmer

Loumo David
Kololo S.S.S

Mugumira Charles
Kalangala Oil Palm Growers' Trust

Nkonge Anatoli
Farmer

Mugasho Rose
City High School

Co-ordinator

Mukyala Ruth. E
Directorate of Industrial Training

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Nalwanga Phionah
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For an

"OIL PALM FARMER"

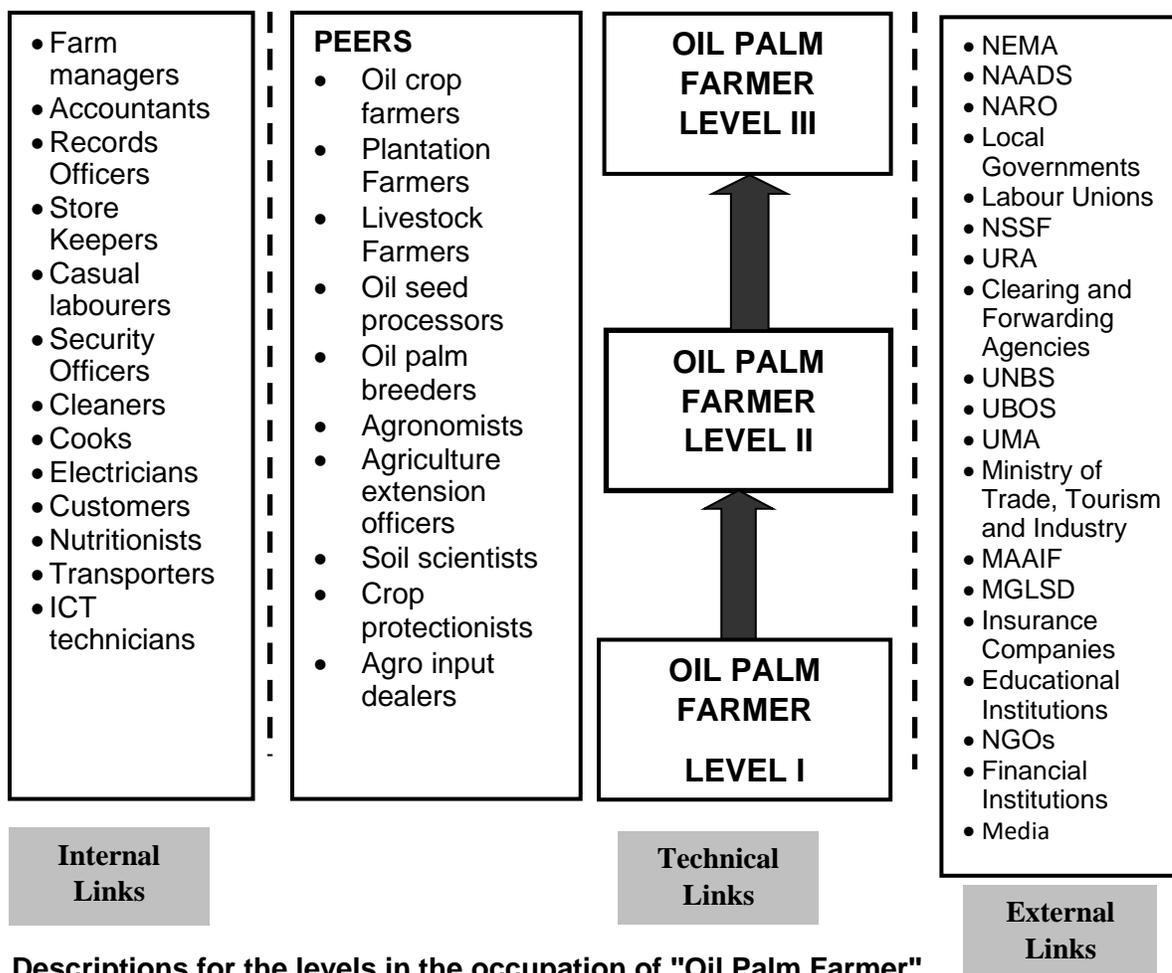
**Developed by: Qualifications Standards
Department of Department of Industrial
Training**

Dates of workshop: 1st -11th September 2020

NOMENCLATURE FOR THE OCCUPATION OF AN OIL PALM FARMER

Definition: An OIL PALM FARMER: is a person who grows oil palms for commercial purposes.

JOB ORGANISATION CHART FOR AN OIL PALM FARMER



Descriptions for the levels in the occupation of "Oil Palm Farmer"

- UVQ Level I Oil Palm Farmer:** Is an individual who grows oil palms using basic agronomic practices on a farm.
- UVQ level II Oil Palm Farmer:** Is an individual who grows oil palms using high level technology and agricultural practices.
- UVQ Level III Oil Palm Farmer:** Is an individual who grows oil palm on large scale for export.

Duties and Tasks

A. PLAN OIL PALM FARMING ACTIVITIES	A1. Carry out feasibility study	A2. Determine farm location	A3. Prepare financial plan
	A4. Determine site structural plan	A5. Determine factor inputs	A6. Determine oil palm variety
	A7. Prepare work schedules	A8. Prepare procurement plan for inputs	A9. Determine production methods

B. ESTABLISH OIL PALM NURSERY BED	B1. Select site	B2. Clear land	B3. Demarcate land
	B4. Till land	B5. Prepare growth Medium	B6. Test for germ inability
	B7. Sterilise soil	B8. Apply Fertilisers	B9. Pot growth media.
	B10. Plant seeds	B11. Erect shade	B12. Water seedlings
	B13. Transfer seedlings to secondary nursery	B14. Harden off seedlings	

C. ESTABLISH OIL PALM PLANTATION	C1. Construct farm infrastructure	C2. Take standard spacing measurements	C3. Dig planting holes
	C4. Transplant seedlings	C5. Plant seedlings	C6. Shade seedlings

D. MAINTAIN OIL PALM PLANTATION	D1. Perform gap Filling	D2. Irrigate oil palms	D3. Control pests and diseases.
	D4. Control Weeds	D5. Prune oil Palm trees	D6. Apply growth boosters.
	D7. Conserve soil and water	D8. Repair farm infrastructure	

E. PERFORM HARVEST AND POST HARVEST HANDLING OF OIL PALM	E1. Identify ready bunches	E2. Select harvesting tools and equipment	E3. Cut ripe bunches
	E4. Collect bunches and fruits	E5. Transport produce	E6. Clear platform
	E7. Sort bunches and fruits	E8. Store produce	

F. MARKET OIL PALM PRODUCE	F1. Grade oil palm	F2. Brand oil palm products	F3. Label oil palm products
	F4. Package oil palm Product.	F5. Price produce	F6. Advertise produce
	F7. Sell Oil Palm produce	F8. Communicate with clients	

G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	G1. Wear personnel protective Gear	G2. Manage waste	G3. Sensitise workers on key health issues e.g. (HIV, Covid – 19 etc.)
	G4. Administer first aid	G5. Identify hazards on oil palm plantation	G6. Protect water sources
	G7. Install risk protective measures	G8. Guide and counsel workers	G9. Perform firefighting

H. PERFORM ADMINISTRATIVE TASKS	H1. Manage human resources	H2. Keep records	H3. Network with stakeholders
	H4. Manage Finances	H5. Procure farm inputs	H6. Conduct meetings
	H7. Pursue continuous professional development	H8. Pay bills	H9. Register business
	H10. Comply with regulations and policies		

Additional Information

Related Knowledge & Skills

1. Fertiliser and their application
2. Measurements and dimensions
3. Pests and diseases control measures
4. Agrochemicals and their applications.
5. Seed germinability testing and seed dormancy
6. Literacy and numeracy
7. Site selection
8. Marketing techniques
9. Planting methods
10. Business planning and management
11. Health, safety and environmental protection practices
12. Harvesting techniques
13. Leadership skills
14. Communication skills
15. Problem solving and critical thinking skills
16. Weed control methods
17. Pruning techniques
18. Time management
19. Hardening off seedlings
20. Land surveying
21. Tools, materials and equipment usage
22. Growth media preparation
23. Soil sterilisation
24. Potting growth media
25. Establishing shade
26. Seedbed preparation
27. Propagation materials
28. Farm infrastructure construction
29. Post-harvest handling
30. Record keeping
31. First aid administration
32. Firefighting techniques
33. Waste management
34. Sensitisation of workers on epidemics and pandemics
35. Soil and water conservation
36. Risk management
37. Human resource management
38. Financial literacy
39. ICT skills
40. Oil palm production technology
41. Oil palm agronomy

Tools, Equipment and Materials

- | | | |
|----------------------------------|------------------------|--------------------------------|
| 1. Pangas | 23. Seeds/seedlings | 45. Soak pits |
| 2. Sickles | 24. Herbicides | 46. Tarpaulin |
| 3. Hand hoes | 25. Pesticides | 47. Notice board |
| 4. Spades | 26. Fertilisers | 48. Stores |
| 5. Harvesting and pruning knives | 27. Fungicides | 49. Vehicles |
| 6. Measuring tapes | 28. Ox-carts | 50. Sharpening stone |
| 7. Axes | 29. Bicycles | 51. Dibbers |
| 8. Strings | 30. Wheel barrows | 52. Gumboots |
| 9. Chisels | 31. Sharpening Files | 53. Helmets |
| 10. Machetes | 32. Computers | 54. Gloves |
| 11. Poles | 33. Furniture | 55. Power saws |
| 12. Spray pumps | 34. Watering cans | 56. Agro chemicals |
| 13. Face masks | 35. First aid kit | 57. Pliers |
| 14. Lifting machines | 36. Fire extinguishers | 58. Bags/sacks |
| 15. Drilling machines | 37. Water pumps | 59. Slashers |
| 16. Fencing materials | 38. Hacksaws | 60. Mowers |
| 17. Pipes and fittings | 39. Hammers | 61. Animal traps |
| 18. Forked hoes | 40. Mobile phones | 62. Steriliser equipment |
| 19. Ploughs | 41. Buckets | 63. Building materials |
| 20. Water | 42. Jerrycans | 64. Baskets |
| 21. Disposal pits | 43. Weighing scales | 65. Water storage facilities |
| 22. Incinerators | 44. Stationery | 66. Water harvesting equipment |
| | | 67. Water sources |

Attitudes/Traits/Behaviour	Future Trends and Concerns
1. Time manager	1. Price fluctuation
2. Patient	2. Climatic changes
3. Trustworthy	3. Political instability
4. Willing and ready to learn	4. Accidents
5. Responsible	5. Unfavourable government policies
6. Obedient	6. Technological advancements
7. Committed	7. Land reforms
8. Knowledgeable	8. Outbreak of crop pests and diseases
9. Reliable	9. Outbreak of epidemics/pandemics
10. Social	10. Competition from other oil seed crops
11. Kind	11. Natural hazards
12. Honest	12. Child labour
13. Entrepreneur	13. Loss of biodiversity
14. Self-driven	14. Concerns on human health issues
15. Gentle	15. Environmental concerns
16. Exemplary	16. Compliance on production agreements
17. Courageous	17. Population growth
18. Perseverance	18. Demand for oil palm products
19. Logical	
20. Hardworking	
21. Humble	
22. Respectful	
23. Reliable	
24. Confident	
25. Competent	
26. Flexible	

2.0 ATP – PART II

Training Modules for AN OIL PALM FARMER

- 2.1 A curriculum is a “guide/plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Oil palm farming 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 allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre, at the workplace or a combination of both.

WHO IS AN OIL PALM FARMER LEVEL 1?

An Oil Palm Farmer Level 1 Is an individual who grows Oil Palms using basic agronomic practices on a farm.

TRAINING MODULES FOR AN OIL PALM FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/OPF/M1.1	Establish Oil Palm Nursery Bed	240	6
UE/OPF/M1.2	Establish Oil Palm Plantation	200	5
UE/OPF/M1.3	Manage Oil palm plantation	200	5
UE/OPF/M1.4	Perform Oil Palm Harvest and Post Harvest Handling	160	4
UE/OPF/M1.5	Establish an Oil Palm Farming Enterprise	160	4
Summary	5 Training Modules	920 hours	23weeks

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

It is assumed that:

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

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

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

Prior to summative assessment by 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/OPF/M1.1
Module title	M1.1: Establish Oil Palm Nursery Bed
Related Qualification	Part of Uganda Vocational Qualification (Oil Palm Farmer UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to set up an oil palm nursery bed.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Nursery Bed LWA 1/2: Prepare Growth Media LWA 1/3: Prepare Seeds LWA 1/4: Plant/Transfer Seedlings LWA 1/5: Maintain Oil Palm Nursery Bed LWA 1/6: Harden Off Seedlings LWA 1/7: Maintain Tools and Equipment LWA 1/8: 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 targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare a Nursery Bed PEX 1.1: Select site PEX 1.2: Select tools PEX 1.3: Clear site PEX 1.4: Demarcate site PEX 1.5: Plough site</p> <p>LWA 1/2: Prepare Growth Media PEX 2.1: Select growth Media PEX 2.2: Sterilise growth media PEX 2.3: Pot growth media PEX 2.4: Apply fertiliser in growth media PEX 2.5: Water growth Media</p>

	<p>LWA1/3: Prepare Seeds</p> <p>PEX 3.1: Procure seeds</p> <p>PEX 3.2: Select seeds</p> <p>PEX 3.3: Sort seeds</p> <p>PEX 3.4: Select tools and equipment</p> <p>PEX:3.5: Treat seeds</p> <p>PEX 3.6: Test for seed germinability</p> <p>PEX 3.7: Break seed dormancy</p> <p>PEX 3.8: Plant seeds.</p>
	<p>LWA 1/4: Transfer Seedlings</p> <p>PEX 4.1: Fill large pots with growth media</p> <p>PEX 4.2: Select healthy seedlings</p> <p>PEX 4.3: Transfer seedlings to large pots</p> <p>PEX 4.4: Water seedlings</p>
	<p>LWA 1/5: Maintain Oil Palm Nursery Bed</p> <p>PEX 5.1: Select tools, equipment and materials</p> <p>PEX 5.2: Carryout weeding</p> <p>PEX 5.3: Apply fertilisers</p> <p>PEX 5.4: Irrigate seedlings</p> <p>PEX 5.5: Control pests and diseases</p>
	<p>LWA 1/6: Hardening off Seedlings</p> <p>PEX 6.1: Increase spacing between large pots</p> <p>PEX 6.2: Reduce watering frequency</p> <p>PEX 6.3: Reduce shade</p>
	<p>LWA 1/7: Maintain Tools and Equipment</p> <p>PEX 7.1: Assemble tools and equipment</p> <p>PEX 7.2: Clean tools</p> <p>PEX 7.3: Sharpen tools</p> <p>PEX 7.4: Repair tools</p> <p>PEX 7.5: Disinfect tools</p> <p>PEX 7.6: Lubricate tools</p> <p>PEX 7.7: Paint tools and equipment</p> <p>PEX 7.8: Sheath tools</p> <p>PEX 7.9: Store tools</p>

	<p>LWA 1/8: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>PEX 8.1: Administer first aid PEX 8.2: Wear personnel protective gear PEX 8.3: Observe personal hygiene PEX 8.4: Guide and counsel workers PEX 8.5: Sensitise workers on health issues and work related hazards PEX 8.6: Manage waste PEX 8.7: Display safety and precautionary signs PEX 8.8: Train workers on hazard management</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. e.g. wear protective gear</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"> • Sterilisation of growth media • Conditions necessary for oil palm seedlings germination • Primary and secondary nursery • Testing for seed germinability • Growth requirements of oil palm seedlings • Agro-chemical handling • Application of fertilisers • Hazards, pests and diseases control measures • Weed control measures • Soil fertility management • Occupational health, safety and environmental protection practices • Agronomy of Oil palm plants • Tools, materials and equipment • Measurements and dimensions • Nursery bed establishment • Nursery bed maintenance

	<ul style="list-style-type: none"> • Knowledge on nursery bed irrigation • Handling tools, materials and equipment
Average duration of learning	240hours (30days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>05 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 centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	spades, slashers, rakes, shovel, strings, wheelbarrow, forked hoe, mallet, dibber, axes, mattock, hole digger, tape measure, pangas, hand hoes, files, watering can, personnel protective gears, green house netting, nursery bed trays,
Minimum required materials and consumables or equivalent	polythene bags, strings, timber, grass, nails, fertilisers, chemicals, seeds, soil
Special notes	None

Code	UE/OPF/M1.2
Module title	M1.2: Establish Oil Palm Plantation
Related Qualification	Part of Uganda Vocational Qualification (Oil Palm Farmer UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to successfully setup an oil palm plantation.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare Seed Bed</p> <p>LWA 2/2: Transplant Seedlings</p> <p>LWA 2/3: Maintain Tools and Equipment</p> <p>LWA 2/4: 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 targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare Seed Bed</p> <p>PEX 1.1: Select site</p> <p>PEX 1.2: Select tools</p> <p>PEX 1.3: Clear land</p> <p>PEX 1.4: Till/Plough land</p> <p>PEX 1.5: Construct farm infrastructure</p> <p>PEX 1.6: Plot seedling spacing</p> <p>PEX 1.7: Dig holes</p> <p>PEX 1.8: Apply fertilisers</p> <p>LWA 2/2: Transplant Seedlings</p> <p>PEX 2.1: Select tools and equipment</p> <p>PEX 2.2: Select seedlings</p> <p>PEX 2.3: Trim roots</p> <p>PEX 2.4: Transport seedlings</p> <p>PEX 2.5: Remove potting materials</p> <p>PEX 2.6: Place seedlings in holes</p> <p>PEX 2.7: Cover base with soil</p> <p>PEX 2.8: Water seedlings</p> <p>PEX.2.9: Shade seedling</p>

	<p>LWA 2/3: Maintain Tools</p> <p>PEX 3.1: Clean tools</p> <p>PEX 3.2: Sharpen tools</p> <p>PEX 3.3: Repair tools</p> <p>PEX 3.4: Disinfect tools</p> <p>PEX 3.5: Lubricate tools</p> <p>PEX 3.6: Sheath tools</p> <p>PEX 3.7: Store tools</p> <hr/> <p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Administer first aid</p> <p>PEX 4.2: Wear personnel protective gear</p> <p>PEX 4.3: Observe hygiene and sanitation</p> <p>PEX 4.4: Guide and counsel workers</p> <p>PEX 4.5: Sensitize workers on health issues</p> <p>PEX 4.6: Manage wastes</p> <p>PEX 4.7: Perform soil and water conservation measures</p> <p>PEX 4.8: Perform firefighting</p> <p>PEX 4.9: Observe regulations and policies</p> <p>PEX 4.10: Display safety signs</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"> • Seed bed preparation • Transplanting oil palm seedlings • Tools, materials and equipment used • Planting • Occupational health, safety and environmental protection practices • Climatic changes • Oil palm agronomy • Soil fertility management • Pest and disease control • Weed control • Soil and water conservation • Record keeping • Farm infrastructure and layout • Waste management • Regulations and policies of oil palm sector • ICT skills • Numeracy and literacy

Average duration of learning	200hours (25days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 05 days of occupational theory and • 20 days of occupational practice
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 the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	spades, slashes, rake, wheelbarrow, forked hoe, dibber, axes, mower, mattock, hole diggers, hammer, hand hoe, measuring tape, pangas, strings, firefighting equipment, personnel protective gear, computer, tractors and ploughs, irrigation equipment,
Minimum required materials and consumables or equivalent	fertilisers, water, agro-chemicals, stationery
Special notes	None

Code	UE/OPF/M1.3
Module title	M1.3: Maintain Oil Palm Plantation
Related Qualification	Part of Uganda Vocational Qualification (Oil Palm Farmer UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to successfully manage Oil Palm Plantation
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Manage Oil Palm Plantation LWA 3/2: Protect Oil Palm Plants LWA 3/3: 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 targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment
Related Practical Exercises (PEXs)	<p>LWA 3/1: Manage Oil Palm Plantation PEX 1.1: Plant cover crops PEX 1.2: Prune PEX 1.3: Irrigate PEX 1.4: Gap fill PEX 1.5: Apply fertilisers PEX 1.6: Maintain Farm infrastructure</p> <p>LWA 3/2: Protect Oil Palm Plants PEX 2.1: Select tools, materials and equipment PEX 2.2: Control pests PEX 2.3: Control diseases PEX 2.4: Control weeds</p> <p>LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices PEX 3.1: Wear personnel protective gear PEX 3.2: Manage waste PEX 3.3: Administer first aid PEX 3.4: Sensitise workers on health issues PEX 3.5: Guide and counsel workers</p>

	<p>PEX 3.6: Display safety signs PEX 3.7: Perform firefighting PEX 3.8: Conserve soil and water PEX 3.9: Observe regulations and policies PEX 3.10: Train workers on safety and environmental protection practices</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"> • Weeds and their control • Diseases and their control • Pests and their control • Pruning • Irrigation • Soil and water conservation • Establishment and use of cover crops • Tools, materials and equipment • Waste management • Oil palm crop management practices • Occupational health, safety and environmental practices • Farm Infrastructure maintenance • Soil fertility management
Average duration of learning	200 hours (25days) of nominal learning suggested to include: <i>05 days of occupational theory and 20 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 the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	chisel, panga, hoes, sickles, axes, knapsack sprayers, files, forked hoe, slashers, sharpening stone, mowers, pruning equipment, fertiliser applicators, tractors, plough, fire extinguishers, first aid kit, personnel protective gears

UVQF: Assessment Training Packages (ATP) For an OIL PALM FARMER

QUALIFICATION: LEVEL 1

September 2020

Minimum required materials and consumables or equivalent	Stationery, fertilisers, pesticides, water, strings,
Special notes	None

Code	UE/OPF/M1.4
Module title	M1.4: Perform Harvest and Post-Harvest Handling Oil Palm
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Oil Palm Farmer UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to successfully perform harvest and post-harvest handling of Oil Palm produce.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Harvest Oil Palm Produce LWA 4/2: Handle Harvested Produce LWA 4/3: Maintain Tools and Equipment LWA 4/4: Perform 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 targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment
Related Practical Exercises (PEXs)	<p>LWA. 4/1: Harvest Oil Palm Produce PEX 1.1: Select tools and equipment PEX 1.2: Clear harvesting platform PEX 1.2: Identify ripe bunches PEX 1.3: Cut ripe bunches PEX 1.4: Collect bunches PEX 1.5: Sort bunches PEX 1.6: Collect leaves PEX 1.7: Pick fruits</p> <p>LWA 4/2: Handle Harvested Produce PEX 2.1: Sort kernels PEX 2.2: Pack kernels PEX 2.3: Weigh kernels PEX 2.4: Label kernels PEX 2.5: Take records PEX 2.6: Store kernels</p>

	<p>LWA 4/3: Maintain Tools and Equipment PEX 3.2: Sharpen tools PEX 3.3: Clean tools PEX 3.4: Disinfect tools PEX 3.5: Repair tools PEX 3.6: Lubricate tools PEX 3.7: Paint tools</p> <hr/> <p>LWA 4/4: Perform Occupational Health, Safety and Environment Protection Practices PEX 4.1 Wear personal protective gears PEX 4.2: Manage waste PEX 4.3: Administer first aid PEX 4.4: Sensitise workers on Health issues PEX 4.5: Guide and counsel workers PEX 4.6: Display safety signs PEX 4.7: Train workers on job hazards and Safety precautions PEX 4.8: Observe sanitation and hygiene PEX 4.9: Observe regulations and policies</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"> • Maturity Indicators of the oil palm fruit. • Measurements. • Structure of oil palm tree/plants. • Harvesting tools and equipment • Generating production records • Seasonal calendar for oil palm • Post-harvest handling process • Storage management • Handling tools, equipment • Pest control • Sanitation and hygiene • Regulation and policies on oil palm industry • Harvesting on oil palm

	<ul style="list-style-type: none"> • Marketing skills • Customer care • Waste management • Occupational health, safety and environmental protection practice • ICT skills
Average duration of learning	160hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 05 days of occupational theory and • 15 days of occupational practice
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 the established regulations by recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	sickle, pangas, chisels, machetes, harvesting tools, sharpening tools, wheelbarrow, hooks/slakes, axe, transport facility, baskets, weighing scales, computers, phones, first aid kit, fire extinguishers, filling cabinets, calculator, personnel protective gear, spikes
Minimum required materials and consumables or equivalent	Stationery, sacks, agro chemicals, lubricants, paint
Special notes	None

Code	UE/OPF/M1.5
Module title	M1.5: Establish an Oil Palm Farming Enterprise
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Oil Palm Farmer UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to successfully perform basic entrepreneurial tasks
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Plan an Oil Palm Farming Enterprise LWA 5/2: Market Oil Palm Produce LWA 5/3: Perform Basic Administrative Tasks LWA 5/4: Generate Oil Palm Records LWA 5/5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Plan an Oil Palm Farming Enterprise PEX 1.1: Conduct a feasibility study PEX 1.2: Select farm site PEX 1.3: Determine oil palm variety PEX 1.4: Source for farm inputs PEX 1.5: Identify labour requirements PEX 1.6: Determine production methods PEX 1.7: Develop site structural plan PEX 1.8: Prepare financial plan PEX 1.9: Prepare budget PEX 1.10: Prepare procurement plan</p> <p>LWA 5/2: Market Oil Palm Produce PEX 2.1: Conduct market survey PEX 2.2: Brand produce PEX 2.3: Package produce PEX 2.4: Label produce</p>

	<p>PEX 2.5: Price produce PEX 2.6: Advertise produce PEX 2.7: Take records PEX 2.8: Load produce PEX 2.9: Transport produce PEX 2.10: Offload produce PEX 2.11: Sell produce PEX 2.12: Communicate with customers</p>
	<p>LWA 5/3: Perform Basic Administrative Tasks PEX 3.1: Recruit workers PEX 3.2: Organise meetings PEX 3.3: Supervise workers PEX 3.4: Appraise workers PEX 3.5: Prepare financial reports PEX 3.6: Create external linkages PEX 3.7: Network with producers/stakeholders PEX 3.8: Train workers PEX 3.9: Formalise oil palm farming business</p>
	<p>LWA 5/4: Generate Oil Palm Farming Records PEX 4.1: Prepare production records PEX 4.2: Prepare labour records PEX 4.3: Prepare sales records PEX 4.4: Prepare financial records PEX 4.5: Prepare inventory records</p>
	<p>LWA 5/5: Perform Occupational Health, Safety and Environmental Practices PEX 5.1: Wear protective gear PEX 5.2: Dispose waste PEX 5.3: Administer first aid PEX 5.4: Sensitise workers on health issues PEX 5.5: Guide and counsel workers</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"> • Promotional techniques • Types of packaging • Price determination and pricing methods • Market types • Record keeping • Risk management • Report writing • Communication skills • Resource management • Guidance and counselling
Average duration of learning	<p>160hours (20days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation 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 the established regulations by a recognised assessment body using related Practical and written Test Items from Item Bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>computers, phones, transport facility, first aid kit, projectors, filling cabinets, fire extinguishers, furniture</p>
Minimum required materials and consumables or equivalent	<p>water, electricity, stationery, sacks, record forms, the Internet facility</p>
Special notes	<p>None</p>

3.0 ATP- PART III

Assessment Instruments for an OIL PALM FARMER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
 - 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
 - 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
 - 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
 - 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
 - Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
 - 3.7 The test items contained in the Test Item Bank may be used for continuous/ formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
 - 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of an OIL PALM FARMERS are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with cause effect	1
5	Written(theory)- matching with work-sequence	1
6.	Performance (Practical) test items	1
Total		8

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Oil Palm Farmer				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer	√			
	Multiple choice				
	Matching item	Generi c	Cause- Effect	Work- sequence	
Complexity level:	C1				
Date of OP:	September 2020				
Related modules:	M1.1				
Time allocation:	4 minutes				

Test Item	List any four materials used in preparation of oil palm nursery bed
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Grass (ii) Polythene bags (iii) Pesticides (iv) Crop boosters (v) Poles (vi) Nails (vii) Sisal/banana fibre (viii) Green house netting (ix) Water (x) Potting bags (xi) Growth media (xii) Soil

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Oil Palm Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.4			
Time allocation:	4 minutes			

Test Item	State four reasons why pruning is carried-out on an oil palm plantation
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Increase light in the garden (ii) Reduce spread of pests and diseases (iii) For easy harvesting (iv) Reduce wastage of chemicals when spraying (v) Increase quality of oil palm (vi) Allow growth of vegetative parts (vii) Reduce potential of fire hazards (viii) Increase visibility and safety near drive ways or side walks (ix) Prevent damage to buildings and people during strong winds (x) To obtain raw materials for craft making

DIT/ QS	Test Item Database (Written (Theory) Test Item- no. 03)			
Occupational Title:	Oil Palm Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related Module:	M1.2			
Time allocation:	2 minutes			

Test Item	Oil palm can be categorised as a.....
Distractors and correct answer	A. Annual B. Biannual C. Perennial D. Polynomial

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 04			
Occupational Title:	Oil Palm Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C3			
Date of OP:	September 2020			
Related Module:	M1.4			
Time allocation:	5 minutes			

Test Item	An oil palm farmer was advised to apply 20Kgs of Nitrogen fertilisers in half an acre (1/2 acre) of oil palm garden. He bought a bag of NPK fertiliser with the ratio of 2:1:2. How many kgs of NPK fertilisers will be applied?
Distractors and correct answer	A. 100Kgs B. 20Kgs C. 50Kgs D. 40Kgs

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 05			
Occupational Title:	Oil Palm Farmer			
Qualification level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
Complexity level:	C1			
Date of OP:	September 2020			
Related tasks:	M1.4			
Time allocation:	4 minutes			

Test Item	Match the following tools with their functions.
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Column (A)[tools]	
1	Machetes
2	Bastard file
3	Watering Can
4	Hoe

Column (B)[functions]	
A	Sharpening
B	Cleaning
C	Levelling
D	Irrigation
E	Harvesting
F	Tilling

Key (answer)	1:E, 2:A, 3:D,4:F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 06			
Occupational Title:	Oil Palm Farmer			
Competence level:	Level1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
			√	
Complexity level:	C3			
Date of OP:	September 2020			
Related Module:	M1.3			
Time allocation:	4 minutes			

Test Item	Match the following conditions in an oil palm plantation with their causes.
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Column (A) (conditions)	
A	Low fruit yield
B	Wilting of seedlings
C	Low plant population
D	Soil erosion
E	High pest population

Column (B) (Causes)	
1	No gap filling
2	No cover crops planted
3	Dense weed growth
4	Fluctuating prices
5	Low soil moisture content
6	Poor soil fertility
7	Lack of pruning
8	Low herbicide use

Key (answer)	A-6, B-5, C-1, D-2, E-3
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 07			
Occupational Title:	Oil Palm Farmer			
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:	September2020			
Related Module:	M1.1			
Time allocation:	2 minutes			

Test Item	Arrange the steps followed when setting an oil palm nursery bed in their chronological order
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Column A (Chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Align pots
2 nd	B	Pot soil
3 rd	C	Select growth media
4 th	D	Mix fertilisers
5 th	E	Sterilise soil
6 th	F	Place seeds in pots
7 th	G	Select tools and equipment
8 th	H	Wear protective gear

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

DIT/ QS	Test Item Database Performance Test Item - No:09
Occupational Title:	Oil Palm farmer
Competence level:	1
Code no.	
Test Item:	Establish a primary nursery bed for oil palm of 2mx4m
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1
Related skills and knowledge:	Constructing a nursery, measuring, potting, selecting and using tools, growth requirements of oil palm seeds, qualities of a good nursery, qualities of a good oil palm seed, environmental and safety practices, administering first aid, management of seedlings, quality of good seedlings, mixing growth media, ratios of growth media, selecting suitable site
Required tools, materials and equipment:	Polythene bags, water, fertilisers, watering can, wheelbarrow garden trowel, sterilised soil, sand, seeds, shovel, hand hoe spade, poles, cover material, protective gear, harmer, nails, tape measure, sisal string, tri-square, disinfectant, weighing scale grass, green house netting
Time allocation:	6 Hours
Preferred venue:	At the Farm
Remarks for candidates	<ul style="list-style-type: none"> • Follow environmental and safety precautions • No extra material will be provided
Remarks for assessors	<ul style="list-style-type: none"> • Provide required materials, tools and equipment • Farm manager should be available

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear		
		<ul style="list-style-type: none"> - Overall - Gumboot - Face mask - Gloves 		4
		Selected mixing area		1
		Cleared area		1
		Gathered tools, equipment and materials		2
		Cleaned tools and equipment		2
		Tested equipment	2	
		Selected tools and equipment		2
		Selected fertilisers	2	
		Fertilisers free of contaminants observed		2
		Measured fertilisers	2	
		Proper measurements verified		2
		Selected sterilised soil	2	
		Selected clean water		1
		Selected nursery site	2	
		Fairly flat site observed		1
		Demarcated area	2	
		Measurements of 2mx4m verified		2
		Heaped soil and manure		1
		Prepared potting bags	3	
Holes in potting bags observed		1		
Disinfected tools	2			

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
2	Mixing growth media	Measured soil	2	
		Measured sand	2	
		Measured manure	2	
		Measured artificial fertilisers correct growth media ratios observed	2	2
		Heaped materials		1
		Mixed growth media	3	
		Uniform growth media observed		3
3	Potting growth media	Opened potting bags		1
		Filled bags with growth media	2	
		No space in bags observed		2
		Compacted growth media Well compacted pot observed	1	1
		Watered pots Wetted growth media observed	1	1
4	Establishing nursery shade	Measured nursery bed areas	3	
		Dug holes	3	
		Measured poles	3	
		Cut poles Well cut poles observed	2	1
		Constructed shelter	4	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Shelter able to cover the nursery observed		2
		Covered shelter	2	
		No holes in shelters observed		1
		Established a fence	4	
		Well aligned fence observed		2
5	Planting seeds	Made holes in pots	2	
		Placed seeds in pots	2	
		Covered seeds		1
		Compacted soil		1
		Watered pots		1
		Placed planted pots under shade	2	
		Well-spaced pots observed		2
6	Post planting	Managed wastes		3
		Cleaned tools and equipment	3	
		No stains on tools and equipment observed		1
		Cleaned working area		2
		Stored tools and equipment		1
		Stored materials		1
		Removed protective gear		2
		Stored protective gear		1
		Recorded data		4
	TOTAL (Y)	Process + Results	62	59
	MAXIMUM SCORE	(X/Y) x 100	121	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Developed (September 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the Oil Palm Farmer 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 Developed (September 2020)

Based on the Occupational Profile for an Oil Palm Farmer of September, 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item development (September 2020)

Based on the Occupational Profile for an Oil Palm Farmer of September 2020, 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 organisations:

Development Panel		
No.	Name	Institution/Organisation
1.	Muyanja Gerald	NCDC
2.	Mugeere Matia	Farmer
3.	Okello Richard Adolo	NCDC
4.	Kirigwijo Anthony	Sir Apollo Kaggwa SS – Mukono
5.	Musolooza Leonard	Farmer
6.	Lubega Sunday Ronald	Farmer
7.	Mukasa Godfrey	Farmer
8.	Loumo David	Kololo S.S. S
9.	Mugumira Charles	Kalangala Oil Palm Growers Trust
10.	Nkongge Anatoli	Farmer
11.	Mugasho Rose	City High School

4.6 Facilitator team

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

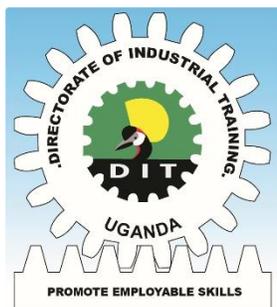
1. **Team Leader:** Mr. Byakatonda Patrick, Ag Deputy Director, DIT
2. **Facilitators:** (Occupational Profile developed), Ms. Nakyobe Safinah,
Ms. Nalwanga Phionah,
Ms. Mushabenta Brendah
Ms. Mukyala Ruth Ag.DD/ DIT.
3. **DIT Data Entrant:** Ms. Nalwanga Phionah Mr.
Matovu Javiira
Mr. Ganafa Roland
Ms. Babirye Annet
4. **Compiled by:** Ms. Nalwanga Phionah
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards
Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT and
Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards
Dept. DIT

4.7 Reference time:

The Assessment and Training Package was developed 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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