



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

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a**

**TAILOR**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

**December 2020**

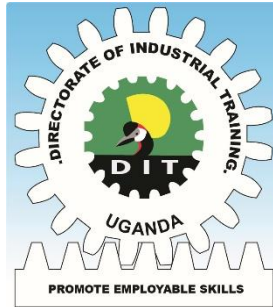
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**Developed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

**For a  
TAILOR**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

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2021

ISBN: 978-9913-626-31-6

ISO: 9001:2015      Certificate No.: UG92580A

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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## Word from Permanent Secretary

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

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

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

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

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

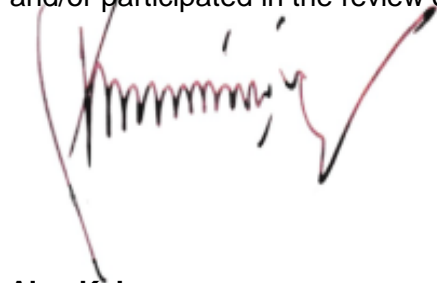
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive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

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

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

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

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



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



## Executive Summary

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

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

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

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

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

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



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

## Acknowledgement

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

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

## Abbreviations and Acronyms

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

## Key definitions

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

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

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

**Qualification** A qualification is a formal 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.

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

## 1.0 ATP-PART I

### Occupational Profile for a TAILOR

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Tailor” below defines the **Duties** and **Tasks** a competent Tailor is expected to perform in the world of work (on the job) in Uganda today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of assessment instruments (test items) and training modules which are directly relevant to employment in Ugandan businesses and industries.
- 1.3 To ensure that OP is relevant for employment in Uganda the UVQF Secretariat used the method of “occupational/job profiling.”<sup>1</sup>

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by a trained and experience facilitator. During a two-day workshop the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job. The panelists, facilitators and coordinators who participated in developing this OP TAILOR are listed on the following page.

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

## Expert Panel

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Natv Designers

**Twongirwe Jackie**

Jable Vocational Institute

**Wakabi Gertrude**

Tenge School of Fashion

**Babirye Margaret**

Trinity College Nabbingo

**Angom Suzan**

Our lady of Good Consel

S.S Gayaza

**Zalwango Lydia**

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THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

Directorate of Industrial Training

# Occupational Profile For a TAILOR

Reviewed by: Directorate of Industrial Training  
(Qualifications Standards)

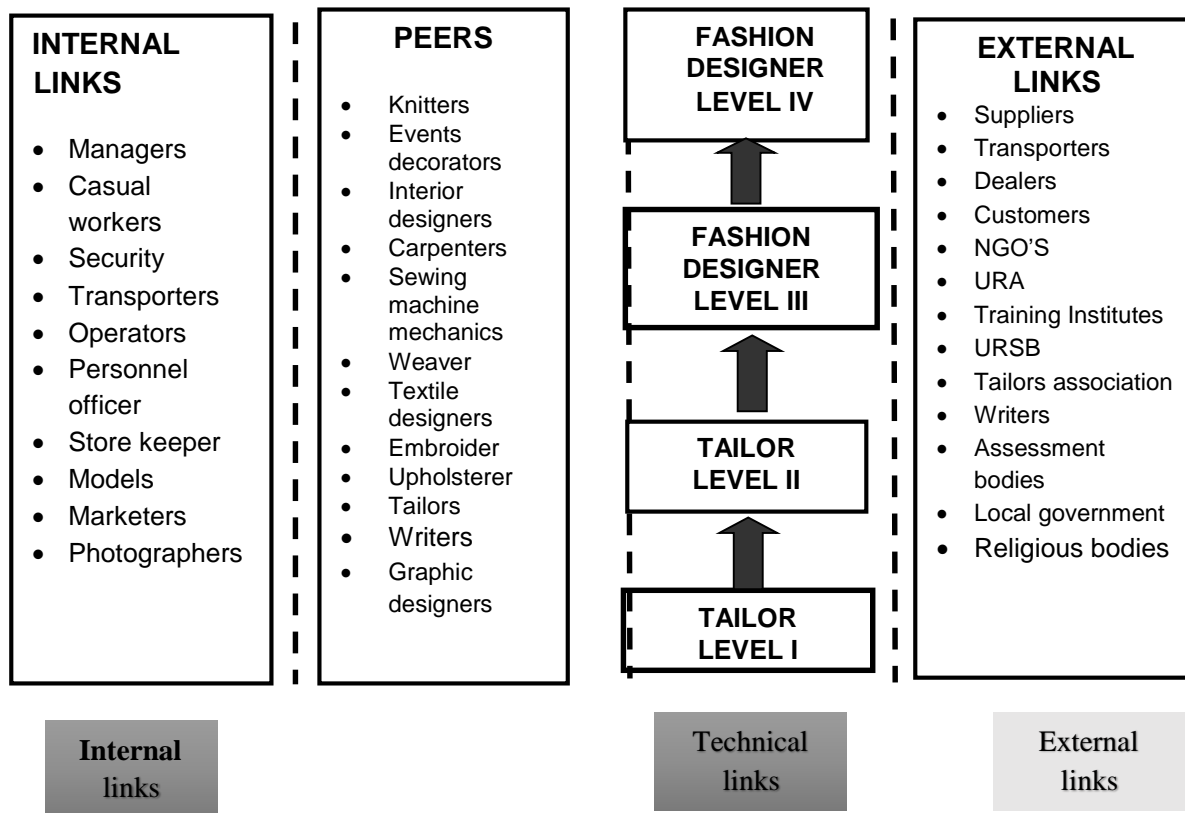
Dates of Workshop: 21<sup>st</sup> – 25<sup>th</sup> September 2020



## NOMENCLATURE FOR THE OCCUPATION OF TAILOR

**Definitions** Is a person who designs, drafts, cuts and joins pieces of fabric to come up with an article or garment

### JOB ORGANIZATIONAL CHART FOR A TAILOR



**Level I:** A person who drafts, makes and repairs simple garments and articles like 'A' line skirt, baby pant, bodice, elastic shorts

**Level II:** A person, who is able to draft, cut, join and decorate garments as well as repair them for both males and females excluding the blazer jacket wedding gowns and lingerie.

**LEVEL III:** Is a person who drafts, cuts, joins and decorates advanced garments and articles for examples jacket, gown, suite and lingerie.

## Duties and Tasks

<b>A. PLAN TAILORING WORKSHOP</b>	<b>A1</b> Carryout feasibility study	<b>A2</b> Determine location	<b>A3</b> Prepare production plan
	<b>A4</b> Prepare procurement plan	<b>A5</b> Prepare marketing plan	<b>A6</b> Prepare human resource plan
	<b>A7</b> Prepare financial plan		

<b>B. ESTABLISH WORKSHOP</b>	<b>B1</b> Source fund	<b>B2</b> Select site	<b>B3</b> Secure site
	<b>B4</b> Prepare site	<b>B5</b> Procure materials tools and equipment	<b>B6</b> Transport tools, materials and equipment
	<b>B7</b> Set up workshop	<b>B8</b> Legalise business	

<b>C. PLAN WORK</b>	<b>C1</b> Determine product type	<b>C2</b> Make sketches	<b>C3</b> Interpret the style
	<b>C4</b> Take body measurements	<b>C5</b> Determine tools, materials and equipment	<b>C6</b> Take material measurements
	<b>C7</b> Draft pattern		

<b>D. MAKE GARMENTS AND ARTICLES</b>	<b>D1</b> Select materials, tools and equipment	<b>D2</b> Prepare fabric	<b>D3</b> Trace patterns
	<b>D4</b> Cut fabric	<b>D5</b> Interface cut pieces	<b>D6</b> Stitch pieces together
	<b>D7</b> Fit on garment	<b>D8</b> Press seams	<b>D9</b> Decorate garment and article
	<b>D10</b> Perform finishing		

<b>E. REPAIR GARMENT</b>	<b>E1</b> Reinforce seams	<b>E2</b> Replace fastens	<b>E3</b> Patch holes
	<b>E4</b> Darn holes	<b>E5</b> Replace damaged garments parts	<b>E6</b> Adjust garment size
	<b>E7</b> Determine cost of repair		

<b>F. MAINTAIN WORKSHOP TOOLS, MATERIALS AND EQUIPMENT</b>	<b>F1</b> Prepare maintenance schedule	<b>F2</b> Clean tools, materials and equipment	<b>F3</b> Replace tools and equipment
	<b>F4</b> Clean tools, materials and equipment	<b>F5</b> Label tools, materials and equipment	<b>F6</b> Lubricate tools, materials and equipment
	<b>F7</b> Repair tool, materials and equipment	<b>F8</b> Store materials, tools and equipment	

<b>G. PERFORM ADMINISTRATION</b>	<b>G1</b> Recruit workers	<b>G2</b> Manage finances	<b>G3</b> Remunerate work
	<b>G4</b> Supervise worker	<b>G5</b> Conduct meetings	<b>G6</b> Train workers
	<b>G7</b> Assign work	<b>G8</b> Prepare work plans	<b>G9</b> Pursue personal professional development
	<b>G10</b> Perform corporate social responsibility		

<b>H. KEEP RECORDS</b>	<b>H1</b> Keep inventory	<b>H2</b> Keep financial records	<b>H3</b> Make portfolio
	<b>H4</b> Keep production records	<b>H5</b> Keep procurement records	<b>H5</b> Keep human resource records
	<b>H6</b> Keep marketing		

<b>I. MARKETING PRODUCTS</b>	<b>I1</b> Brand product	<b>I2</b> Package product	<b>I3</b> Label product
	<b>I4</b> Cost product	<b>I5</b> Advertise product	<b>I6</b> Sell products
	<b>I7</b> Exhibit product	<b>I8</b> Prepare catalogues	<b>I9</b> Offer after sales services
	<b>I10</b> Display products	<b>I11</b> Promote the product	<b>I12</b> Establish sales out let points

<b>J. PERFORM OCCUPATIONAL SAFETY HEALTH AND ENVIROMENTAL PROTECTION PRACTICES</b>	<b>J1</b> Manage waste	<b>J2</b> Administer first aid	<b>J3</b> Preform firefighting
	<b>J4</b> Wear protective gear	<b>J5</b> Sensitise the workers on health issues	<b>J6</b> Display safety signs
	<b>J7</b> Manage waste	<b>J8</b> Fumigate work place	

## Additional Information

### Generic Knowledge & Skills

- |                                  |   |
|----------------------------------|---|
| 1. Hand sewing                   | 16. Negotiation                         |
| 2. Peddling sewing machine       | 17. Administration                      |
| 3. Ability to cut                | 18. Record keeping                      |
| 4. Ironing                       | 19. Environmental conservation          |
| 5. Sketching                     | 20. Guidance and counselling            |
| 6. Designing                     | 21. Marketing                           |
| 7. Drafting                      | 22. Asset procurement and disposal      |
| 8. Measurements                  | 23. Waste management                    |
| 9. Numeracy                      | 24. Exports and imports                 |
| 10. Usage of tools and materials | 25. Customer handling                   |
| 11. Figure types                 | 26. Communication                       |
| 12. Color schemes                | 27. Government policies and regulations |
| 13. Fabric types and usage       | 28. Communication skills                |
| 14. Decoration                   | 29. Maintenance                         |
| 15. Networking                   |   |

### Tools, Materials and Equipment

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. Tape measure          | 12. Button holer machine             |
| 2. Needle                | 13. Embroidery machine               |
| 3. Scissors              | 14. Flat iron/steam press            |
| 4. Seam ripper           | 15. Ironing board                    |
| 5. Thimble               | 16. Tailors pin cushion              |
| 6. Tracing wheel         | 17. Sewing thread                    |
| 7. Tailors chalk         | 18. Straight edge/French curve ruler |
| 8. Tailors pins          | 19. Dressing mirror                  |
| 9. Sewing machine        | 20. Pattern paper                    |
| 10. Over lock machine    | 21. Hangers                          |
| 11. Baby lock machine    | 22. Water spray                      |
| 12. Tailors' dummy       | 23. Cutting table                    |
| 13. Sleeve board         | 24. Tracing paper                    |
| 14. Stationery           | 25. First aid kit                    |
| 15. Fabric               | 26. Lubricants                       |
| 16. Interfacing material | 27. Bobbin set                       |
| 17. Trimmings            | 28. Fasteners                        |
| 18. Hemming machine      | 29. Fabric glue                      |
| 19. Glue guns            | 30. Tool box                         |
| 20. Cutting machine      | 31. Presser button machine           |
| 21. Accessories          | 32. Pinking shears                   |
|                          | 33. Trimming shears                  |

<b><u>Future Trends and Concerns</u></b>	<b><u>Attitudes / Traits / Behavior</u></b>
<ol style="list-style-type: none"> <li>Technology <ul style="list-style-type: none"> <li>Computerised embroidery</li> <li>Computer drafting</li> <li>Computer design soft wares</li> </ul> </li> <li>Manufacturing various fabrics</li> <li>Attend refresher courses/intensive training</li> <li>Introduced to basic accounts</li> <li>Marketing</li> <li>Managerial skills</li> <li>Diversified knowledge in other fields</li> <li>Entrepreneurship skills</li> <li>Form a tailor's association</li> <li>Safe guarding tailor's profession</li> <li>Plagiarism</li> <li>Competition with imported products</li> <li>Copyright laws</li> <li>Religious influence</li> <li>Government laws and policies</li> <li>Community awareness</li> <li>Collaborations</li> <li>Recycling and innovations</li> </ol>	<ol style="list-style-type: none"> <li>Trustworthy</li> <li>Cleanliness (Smartness)</li> <li>Punctuality</li> <li>Social</li> <li>Dependable</li> <li>Reliable</li> <li>Dedicated</li> <li>Creative/Innovative</li> <li>Efficient</li> <li>Flexible</li> <li>Patient</li> <li>Adaptable</li> <li>Confident</li> <li>Inquisitive</li> <li>Obedient</li> <li>Conscious</li> <li>Welcoming</li> <li>Caring</li> <li>Observant</li> <li>Approachable</li> <li>Trainable</li> <li>Tolerant</li> <li>Team player</li> <li>Listener</li> <li>Passionate</li> </ol>

## 2.0 ATP-PART II

### Training Modules for a TAILOR

---

- 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 and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of Tailor 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 centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were reviewed jointly by both instructors from training centres 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 in the form of Test Items described in Part II.
- 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 center or at the work place; or combinations of both.

## UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

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

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

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

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

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

A **Tailor Qualification Level** is a person who drafts, makes and repairs simple garments and articles like 'A' line skirt, baby pant, bodice, elastic shorts under supervision.

## TRAINING MODULES FOR TAILOR UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact Hours	Weeks
UE/TL/M1.1	Produce Garment and Articles	720 hours	15Weeks
UE/TL/M1.2	Establish Tailoring Business	80 hours	2Weeks
UE/TL/M1.3	Manage Tailoring Business	120 hours	3Weeks
<b>Summary</b>	<b>3 Training Modules</b>	<b>920hours</b>	<b>20weeks</b>

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

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 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 instruction, as the minimum exposure.

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

<b>Code</b>	<b>UE/TL/M1.1</b>
<b>Module title</b>	<b>M1 1: Produce Garments and Articles</b>
<b>Related Qualification</b>	Uganda Vocational Qualification (Tailor UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of the module the trainee shall be able to make different types of garments and articles.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Operate Sewing Machine</b>  <b>LWA 1/2: Make A Hand or Machine Stitches</b>  <b>LWA 1/3: Make Seams and Hems.</b>  <b>LWA 1/4: Attach Fasteners</b>  <b>LWA 1/5: Make Garment and Articles</b>  <b>LWA 1/6: Perform Occupational Safety, Health and Environmental Protection Practices.</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises must be repeated until the trainee acquires a targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Operate Sewing Machine</b>  PEX 1.1: Position sewing machine  PEX 1.2: Test machine  PEX 1.3: Thread different machines  PEX 1.4: Peddle machines  PEX 1.5: Run machine</p> <p><b>LWA 1/2: Make a Hand or Machine Stitches</b>  PEX 2.1: Make temporary stitches  PEX 2.2: Make permanent stitches  PEX 2.3: Make decorative stitches</p> <p><b>LWA 1/3: Make Seams and Hems.</b>  PEX 3.1: Make plain seams  PEX 3.2: Make French seams  PEX 3.3: Make run and fell seam  PEX 3.4: Make double stitched seams  PEX 3.5: Make hem</p>

	PEX 3.6: Iron/press seam
	<b>LWA 1/4: Attach Fasteners</b> PEX 4.1: Make button holes and fix button PEX 4.2: Attach press stands PEX 4.3: Fix zippers PEX 4.4: Attach hook and eye PEX 4.5: Attach Velcro PEX 4.6: Attach button and make a loop
	<b>LWA 1/5: Make Garment and Articles</b> PEX 5.1: Take measurement PEX 5.2: Draft on paper PEX 5.3: Trace on fabric PEX 5.4: Cut fabric PEX 5.5: Mark fabric PEX 5.6: Prepare cut out pieces PEX 5.7: Assemble and join cut pieces PEX 5.8: Neaten raw edges PEX 5.9: Iron/press product PEX 5.10: Pack product PEX 5.11: Label products PEX 5.12: Store product
	<b>LWA 1/5: Perform Occupational Safety, Health, Environmental Protection Practices</b> PEX 5.1: Wear protective gears PEX 5.2: Store tools and equipment PEX 5.3: Administer first aid PEX 5.4: Manage waste PEX 5.5: Sensitise workers on health issues PEX 5.6: Display safety signs PEX 5.7: Perform firefighting
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	

<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Order of work when stitching garments.</li> <li>• Types of garments</li> <li>• Types of tools and materials</li> <li>• Types of threads</li> <li>• Types of temporary stitches</li> <li>• Types of decorative stitches</li> <li>• Types of permanent stitches</li> <li>• Types of fasteners, uses and application</li> <li>• Types of stitches</li> <li>• Common faults during stitching and their corrections</li> <li>• Types of joining stitches</li> <li>• Types of neatening stitches</li> <li>• Methods of buttoning</li> <li>• Button holing</li> <li>• Usage of tools and materials</li> <li>• First aid administration</li> <li>• Joining seams</li> <li>• Customer handling</li> <li>• Financial management 4 weeks 160hrs</li> <li>• Repairing techniques</li> <li>• Color themes</li> <li>• Figure types</li> <li>• Measurements</li> <li>• Record keeping</li> <li>• Maintain hygiene</li> <li>• Fashion trends</li> <li>• Technology trends</li> <li>• Pricing</li> <li>• Labelling/markings</li> <li>• Regulations and policies</li> <li>• Types of sewing machines</li> <li>• Types of thread</li> <li>• Positioning machine</li> <li>• Threading bobbin</li> <li>• Machine parts and functions</li> <li>• Fashion trends</li> </ul>
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	<ul style="list-style-type: none"> <li>• Technology trends</li> <li>• Pricing</li> <li>• Color themes</li> <li>• Figure types</li> <li>• Types of equipment</li> <li>• common faults during sewing and their remedies</li> <li>• Threading procedures for different machines</li> </ul>
<b>Average duration of learning</b>	<p>720hours (15 weeks) of nominal learning suggested to include”</p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory</i></li> <li>• <i>85 days of occupational practices</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Required tools/ equipment/implements</b>	tape measure, straight edge, French curve, tracing wheel, pins, scissors, skirt marker, t- square, ruler, waste bin, sewing machine, tailor pins, pin cushions, seam reaper, seam ripper, iron equipment, thimble, mask, apron, safety boots
<b>Required materials and consumables</b>	Tailor's chalk, threads, fabric, elastic, fasteners, fabric
<b>Special notes</b>	

<b>Code</b>	<b>UE/TL/M1.2</b>
<b>Module title</b>	<b>M1.2: Establish Tailoring Business</b>
<b>Related Qualification</b>	Uganda Vocational Qualification (Tailor UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to establish and successfully manage a tailoring business
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Plan Tailoring Activities</b>  <b>LWA 2/2: Set Up Studio</b>  <b>LWA 2/3: Legalise Business</b>  <b>LWA 2/4: Perform Occupational Safety, Health and Environmental Protection Practices.</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Plan Tailoring Activities</b>  PEX 1.1: Conduct feasibility study  PEX 1.2: Prepare financial plan  PEX 1.3: Determine labour requirement  PEX 1.4: Prepare procurement plan  PEX 1.5: Determine source of materials  PEX 1.6: Prepare marketing plan  PEX 1.7: Plan studio layout</p> <p><b>LWA 2/2: Set up Business</b>  PEX 2.1: Source funds  PEX 2.2: Select site  PEX 2.3: Secure site  PEX 2.4: Prepare site  PEX 2.5: Procure tools, materials and equipment  PEX 2.6: Transport tools, materials and equipment  PEX 2.7: Setup studio</p> <p><b>LWA 2/3: Legalise Business</b>  PEX 3.1: Register business</p>

	<p>PEX 3.2: Acquire operational permits PEX 3.3: Insure business</p> <p><b>LWA 2/4: Perform Occupational Safety, Health and Environment Protection Practices</b></p> <p>PEX 4.1: Perform fire fighting PEX 4.1: Display safety signs PEX 4.1: Wear protective gear PEX 4.1: Sensitise workers on health issues PEX 4.2: Maintain personal hygiene PEX 4.3: Manage wastage</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Business types</li> <li>• Sources of capital for starting a business</li> <li>• Sources of resources</li> <li>• Writing a business plan</li> <li>• Marketing</li> <li>• Financial management</li> <li>• Ventilation</li> <li>• Illumination</li> <li>• Waste management</li> <li>• Safety and health precaution</li> <li>• First aid</li> <li>• Regulation and policies</li> <li>• Procurement</li> <li>• Planning</li> <li>• Human resource</li> <li>• Guidance and counseling</li> <li>• Customer handling</li> <li>• Measurement</li> <li>• Record keeping</li> <li>• Usage of tools, materials and equipment</li> </ul>

<b>Average duration of learning</b>	80 hours (2 weeks 10days). of nominal learning suggested to include” <ul style="list-style-type: none"> <li>• 3 days of occupational theory</li> <li>• 7 days of occupational practices</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Required tools/ equipment/implements</b>	computer, calculator, phones
<b>Required materials and consumables</b>	note books, receipt books, invoice books, record books pens, rules
<b>Special notes</b>	



<b>Code</b>	<b>UE/TL/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage Tailoring Business</b>
<b>Related Qualification</b>	Uganda Vocational Qualification (Tailor UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to select, operate and maintain different sewing tools and equipment.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Manage Materials</b>  <b>LWA 3/3: Handle Customer Request</b>  <b>LWA 3/4: Market Products</b>  <b>LWA 3/5: Perform Administrative Tasks</b>  <b>LWA 3/6: Perform Occupational Safety, Health and Environmental Protectoral Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises must be repeated until the trainee acquires a targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Manage Materials</b>  PEX 1.1: Procure materials  PEX 1.2: Label materials  PEX 1.3: Cut materials  PEX 1.4: Sort materials  PEX 1.5: Label materials  PEX 1.6: Measure materials  PEX 1.7: Recycle materials  PEX 1.8: Stock take  PEX 1.9: Store materials  PEX 1.10: Keep records</p> <p><b>LWA 3/2: Maintain Tools and Equipment</b>  PEX 2.1: Lubricate tools and equipment  PEX 2.2: Clean tools and equipment  PEX 2.3: Identify tools and equipment faults  PEX 2.4: Rectify tools and equipment faults  PEX 2.5: Test run tools and equipment</p>

	PEX 2.6: Replace wornout parts PEX 2.7: Repair tools and equipment PEX 2.8: Store tools and equipment
	<b>LWA 3/3: Handle Customer Request</b> PEX 3.1: Receive customer PEX 3.2: Consult customer PEX 3.3: Analyse customer PEX 3.4: Record and keep customer details PEX 3.5: Address client complaints
	<b>LWA 3/4: Market Products</b> PEX 4.1: Brand products PEX 4.2: Cost products PEX 4.3: Display products PEX 4.4: Promote products PEX 4.5: Sell products PEX 4.6: Offer after sale service
	<b>LWA 3/5: Perform Administrative Tasks</b> PEX 5.1: Recruit workers PEX 5.2: Assign duties PEX 5.3: Benchmark with other companies PEX 5.4: Pay bills PEX 5.5: Remunerate workers PEX 5.6: Monitor performance PEX 5.7: Keep records PEX 5.8: Train workers PEX 5.9: Orient workers PEX 5.10: Supervise works
	<b>LWA 3/6: Perform Occupational Safety, Health and Environmental Protection Practices</b> PEX 6.1: Observe the sitting posture PEX 6.2: Wear protective gear PEX 6.3: Organise work shop PEX 6.4: Observe tidiness and orderly PEX 6.5: Fumigate work place
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.

<b>Pre-requisite modules</b>	
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Machine usage and maintenance</li> <li>• Waste management</li> <li>• Record keeping</li> <li>• First aid administration</li> <li>• Storage</li> <li>• Labeling</li> <li>• Recycling</li> <li>• Measurements</li> <li>• Repairs</li> <li>• Replacing</li> <li>• Sorting</li> <li>• Maintenance of tools and materials</li> <li>• Manage materials</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (3 week 15 days). Of nominal learning suggested to include”</p> <ul style="list-style-type: none"> <li>• 15 day of occupational theory and</li> <li>• 10 days of occupational practices</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Required tools/ equipment/implements</b>	needles, scissors, sewing machine, tape measure, ironing equipment, thimble, seam reaper, pins, tracing wheels, tweezer, pliers, screw drivers, alien key, brush, tape measure
<b>Required materials and consumables</b>	oil, threads, tailor chalk, water, pencil, papers
<b>Special notes</b>	

## 3.0 ATP-PART III

### Assessment Instruments for a Tailor

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- 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 or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, 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 Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise 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 and,
  - Matching test items,
- These WTIs herein focus on functional understanding as well as troubleshooting typically synonymous with the world of work.
- 3.6 Composition of assessment / test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous / formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally/
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **TAILOR** are included.

### 3.9 Over view of the test items samples included

This document contains the following types of test item samples:


No.	Type of Test Item	Number included
1.	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice- generic	2
3.	Written (Theory)- matching item- generic	1
4.	Written (Theory)- matching item- cause effects	2
5.	Written (Theory)- matching item (work sequence)	2
6	Performance (Practical) test items	2
<b>TOTAL</b>		<b>12</b>

## WRITTEN TSET ITEM (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item - No.1			
Occupational Title:	Tailor			
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:	M1.3			
Time allocation:	2 minutes			

Test Item	State five types of seams used in garment construction
Answer spaces	(i) .....
	(ii) .....
	(iii) .....
	(iv) .....
	(v) .....
Expected key (answers)	(i) Plain seam (ii) French seam (iii) Double stitched (iv) Run and fell seam (v) Flat and ran seam (vi) Crossed seam (vii) Over laid seem

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Tailor			
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 modules:	M4			
Time allocation:	1 minute			

Test Item	<p>Name the parts of A-line dress</p> 
Answer space	<p>(i) .....</p> <p>(ii) .....</p> <p>(iii) .....</p>
Key (answer)	<p>(i) Neck line</p> <p>(ii) Arm hole</p> <p>(iii) Hem</p>

DIT/ QS	Test Item Database Written (Theory) Test Item - No. 3			
Occupational Title:	Tailor			
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:	M 1.1			
Time allocation:	3 minutes			

Test Item	Give four methods used to repair garments
Answer spaces	(i) .....
	(ii) .....
	(iii) .....
	(iv) .....
Expected key (answers)	(i) Patching holes (ii) Darning holes (iii) Reinforcing seams (iv) Reinforcing hems



<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- No. 4</b>			
<b>Occupational Title:</b>	Tailor			
<b>Competence level:</b>	1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M 3			
<b>Time allocation:</b>	2 minutes			
<b>Test Item</b>	Which of following stitches is used to neaten a button hole			
<b>Answer spaces</b>	A. Back stitch B. Loop stitch C. Running stitch D. Hem stitch			
<b>Key (answer)</b>	B			

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

Test Item	.....is the document given to a customer after paying cash for the garment that has been tailored.
Answer spaces	A. Invoice B. Delivery note C. Receipt D. Local purchase order

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item No. 6			
Occupational Title:	Tailor			
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:	M2			
Time allocation:	2 minutes			

Test Item	Match the following equipment and their function
-----------	--

Tools and Equipment	
A	Thimble
B	Pin cushion
C	Pinking shears
D	Bobbin

Functions	
1	For joining pieces of cloth together
2	Holds the bottom sewing threads
3	Protects the middle figure when sewing
4	For holding pins
5	Neatens raw edges
6	Winds threads

Key (answer)	A:3, B:4, C:5, D:2
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DIT/ QS	Test Item Database Written (Theory) Test Item - No. 7			
Occupational Title:	Tailor			
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:	M2			
Time allocation:	2 minutes			

Test Item	Match the faults which occur during sewing with their possible cause
-----------	--

Fault	
A	Needle breaks
B	Robin thread can't raise up
C	Missing stitches
D	Fabric not moving

Causes	
1	Poor machine threading
2	Feed dogs do not come up
3	Fabric too thick for fine needle
4	Machine not oiled
5	Bobbin tension too tight
6	Back ward insertion of the needle

Key (answer)	A:3, B:5, C:1, D:2
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Tailor			
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:	M1.3			
Time allocation:	2 minutes			

Test Item	Match the following machine faults with their causes
-----------	--

Column A (Fault)	
A	Needle breaking
B	Machine jamming
C	Lower thread breaking
D	Skipped stitches

Column D (Causes)	
1	Wrong upper tension
2	Needle too high or low
3	Puckered threads on the shuttle race
4	Bobbin thread too tight
5	Machine not oiled
6	Presser foot could be loose

Key (answer)	A:6, B:3, C:4, D:2
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DIT/QS	Test Item Database Written (Theory) Test Item - No. 9			
Occupational Title:	Tailor			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C 3			
Date of OP:	September 2020			
Related Modules:	M4			
Time allocation	2 minutes			

Test Item	Arrange the following steps of making an elastic short in their order of performance
-----------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Hem the short
2 <sup>nd</sup>	B	Insert elastic
3 <sup>rd</sup>	C	Iron the shorts
4 <sup>th</sup>	D	Join cut pieces
5 <sup>th</sup>	E	Fix pockets
6 <sup>th</sup>	F	Draft pattern
7 <sup>th</sup>	G	Take measurements
8 <sup>th</sup>	H	Cut fabric
9 <sup>th</sup>	I	Trace pattern on fabric

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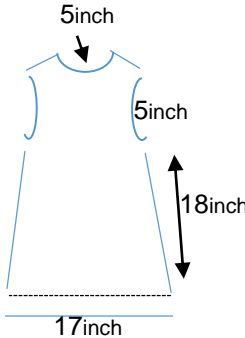
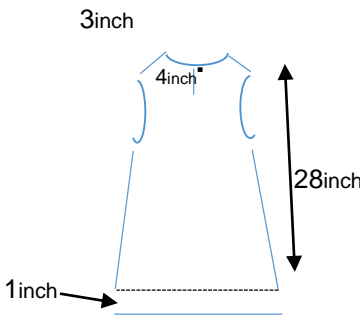
DIT/QS	Test Item Database Written (Theory) Test Item - no. 10			
Occupational Title:	Tailor			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C 3			
Date of OP:	September 2020			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

Test Item	Re-arrange the steps followed when attaching a facing on the neckline.
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 <sup>st</sup>	A	Diagonally clip the neckline seam allowance
2 <sup>nd</sup>	B	Under stitch
3 <sup>rd</sup>	C	Matching the shoulder lines of the facing to the shoulder lines of the garments
4 <sup>th</sup>	D	Machine round neck line
5 <sup>th</sup>	E	Attach front shoulder lines to the back shoulder line
6 <sup>th</sup>	F	Neaten the hem facing
7 <sup>th</sup>	G	Press the interfacing
8 <sup>th</sup>	H	Press the facing of the seam allowance together

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

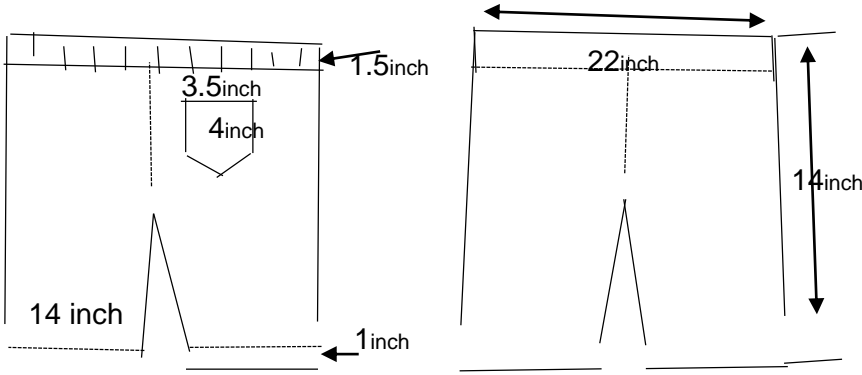
DIT/ QS	Test Item Database Performance Test Item- No.11
Occupational Title:	Tailor
Competence level:	Level 1
Code no.	
Test Item:	<p>From the sketch below make an A-line dress for age 4-6 years with hand-stitched hem, Neckline and arm hole facing, worked a button hole and attach a button on the back opening.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>FRONT</b></p>  </div> <div style="text-align: center;"> <p><b>BACK</b></p>  </div> </div>
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1, M2
Related skills and knowledge:	<ul style="list-style-type: none"> <li>▪ Using needle work tool</li> <li>▪ Use of hand stitches</li> <li>▪ Skills in hemming</li> <li>▪ Skills in attaching button</li> <li>▪ Skills in finish button holes</li> <li>▪ Skills in ironing</li> <li>▪ Skills in working with sewing machine</li> </ul>



<b>Required tools, materials and equipment:</b>	<p><b><u>Sewing Aid</u></b></p> <ul style="list-style-type: none"> <li>▪ Sewing machine</li> <li>▪ Hand and machine needles</li> <li>▪ Scissors</li> <li>▪ Tape measures</li> <li>▪ Seam ripper</li> <li>▪ Pins/pin cushions</li> <li>▪ Flat iron/iron box</li> <li>▪ Ironing table</li> <li>▪ Tracing wheel</li> <li>▪ Thimble</li> <li>▪ Fasteners</li> <li>▪ Cutting table</li> <li>▪ French curved rulers</li> <li>▪ Meter stick</li> <li>▪ </li> </ul> <p><b><u>Fabric Aid</u></b></p> <ul style="list-style-type: none"> <li>▪ 2 meters' cotton cloth per candidate</li> <li>▪ 1 small roll matching thread</li> <li>▪ 2 buttons</li> <li>▪ Tailors chalk</li> <li>▪ Off cuts</li> <li>▪ Tracing paper</li> <li>▪ Drafted paper</li> <li>▪ Damp cloth</li> <li>▪ Interfacing material</li> </ul>
<b>Time allocation:</b>	6 hours
<b>Preferred venue:</b>	Tailor workshop
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>▪ Observe health, safety and environmental precautions</li> <li>▪ Carry drafted patterns</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>▪ Provide all required tools, materials and equipment</li> <li>▪ Allow candidates to have drafted patterns</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore protective gears Mask Apron Thimble Safety shoes		4
		Cleaned the work area		1
		Cleaned the machine		1
		Set the machine		2
		Selected tools and materials		1
		Selected tools and materials observed		2
2	Draft pattern	Took measurements	2	
		Draft front part	2	
		Traced the back part using the front	3	
		Drafted patterns on fabric observed		3
3	Cutting fabric	Laid fabric	1	
		Fabric laid on straight grain observed		2
		Squared fabric	2	
		Cut fabric	3	
		Cut pieces of fabric observed		4
4	Join the fabric pieces	Ironed facings	2	
		Stiff on the facing observed		3
		Joined the facing on the neck line	3	
		Right side joined on the wrong side observed		2
		Joined facing on the arm hole	3	
		No bulging on the arm hole observed		2
		Top stitched both neck and arm hole facing	3	
		Even stitching and even seam observed		2
		Join front and back part from shoulder and side seam	3	
		Even seam allowance with firm even stitches observed.		4

5	Finish the dress	Hemmed the dress	2	
		Used hand hemming stitches		3
		Used right hem size, stitch size and firm stitches		3
		Worked button hole	3	
		Made button hole relative to the size of the button		2
		Neatened the button hole		2
		Attach buttons	2	
		Made button firm and neat		2
		Positioned button in line with button hole		1
		Pressed the dress	2	
		No creases observed		4
		Seam neatness		2
6	Cleaned up work area	Cleaned the sewing area	1	
		Cover the machine	1	
		Stored sewing tools and equipment well	1	
	<b>TOTAL</b>			
	<b>MAXIMUM SCORE (Y)</b>		<b>57</b>	

DIT/ QS	Test Item Database Performance Test Item- No.12
Occupational Title:	Tailor
Competence level:	Level 1
Code no.	
Test Item:	<p>Make an elasticated short with a back patched pocket and one inch for age 4-5 years. Make a pyjama</p>  <p>The drawing shows two views of a pyjama: BACK and FRONT. The BACK view shows a waistband with 11 vertical lines, a side seam with a 1.5 inch allowance, a pocket measuring 3.5 inch wide and 4 inch high, a leg length of 14 inch, and a 1 inch hem allowance at the bottom. The FRONT view shows a waistband with a 22 inch width, a side seam with a 1.5 inch allowance, a leg length of 14 inch, and a 1 inch hem allowance at the bottom.</p>
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M2, M3, M4
Related skills and knowledge:	<ul style="list-style-type: none"> <li>▪ Peddling sewing machine and knowledge hand stitch</li> <li>▪ Ability to stitch ability use sewing to tools</li> </ul>

<b>Required tools, Materials and Equipment:</b>	<ul style="list-style-type: none"> <li>▪ Sewing machine</li> <li>▪ Chalk trimming scissor</li> <li>▪ Flat iron</li> <li>▪ Pressing tools, Tailors pin</li> <li>▪ Threads fabric</li> <li>▪ Seam reaper</li> <li>▪ Lastic</li> <li>▪ ½ meter PV fabric</li> <li>▪ Cutting tables</li> <li>▪ Shear cutting scissors</li> <li>▪ Tape measure</li> <li>▪ Thimble</li> <li>▪ Pinking shear</li> <li>▪ Tweezer</li> <li>▪ French curve</li> <li>▪ Meter stick</li> <li>▪ Tailors chalk</li> <li>▪ Tracing paper</li> <li>▪ Fasteners</li> <li>▪ Cleaning tools</li> </ul>
<b>Time allocation:</b>	6 hours
<b>Preferred venue:</b>	Tailor workshop
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>▪ Observe occupational health, safety and environment precautions</li> <li>▪ Carry drafted patterns</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>▪ Provide all the required tools, equipment and materials</li> <li>▪ Allow candidates to have drafted patterns</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Selected and laid out tools and materials	2	
		Cleaned work area	1	
		Dirt free work area observed		3
		Oiled and cleaned and sewing machine	1	
		Dirt free and oiled machine observed		3
		Set machine	2	
		Used a small piece of cloth to test stitches and remove excess oil	2	
		Ready to use machine		3
		Cut fabric	2	
		Pinned pattern on the fabric	2	
		Cut fabric on edges	2	
2	Join of component parts	Attached patch pocket on the back part	4	
		Patch pocket on the right side of the back part observed		3
		Assembled the cut pieces of fabric	3	
		Stitched the side seams of front and back pieces.	2	
		Stitched inside leg seams of the front and back pieces.	2	
		Short parts not exceeding each other observed		4
4	Pressing of the seams open	Pressed seams	2	
		Open pressed seams observed		3
		Neatened raw edges of short		
		Neatened the seams and trimmed threads	2	
		Flat lying short parts observed		2
5.	Joining the crotch of the short	Balanced, pined and tacked seams.	4	
		Tacking done at center crotch observed		2
		Machine stitched crotch line	2	

		Crotch line stitched from center back to center front observed		2
6	Pressing the crotch open	Pressed seams	1	
		Neatened the seams and trimmed threads.	1	
		Crotch seams matching at the center observed		2
7	Making waist band	Interfaced front waist band	1	
		Stiff and flat front waist band observed		3
		Turned down the raw edges of the waist band at waist line.	1	
		Pinned waist	1	
		Tucked waist	1	
		Stitched the waist	2	
		Waist with space for inserting elastic observed		2
8	Inserting the Lastic	Pinned the lastic to the back side of the short	4	
		Stitched and concealed the lastic	2	
		Top stitched the elastic	2	
		Even distribution of the ease observed		2
9	Making Hem	Folded the raw edges of short hem by ½ inch, Folded by 1 inch	2	
		Folded hem by 1 inch observed		1
		Stitched the hem	2	
		1 inch hem observed		4
10	Performing finishing	Trimmed off hanging threads	1	
		Ironed elastic short	2	
		Ironed shorts observed		3
		Labelled elastic short		2
		Elastic Short of full length of 14 inches verified		2
		14inches bottom width verified		2
		Pocket size 4*3 inches verified		2
		24 inches for the waist verified		2

		Waist band width 1½ inched verified		2
		Hem of 1 inch verified		2
11	Demobilization of resources	Cleaned the sewing area	1	
		Dirt free work area observed		2
		Covered the machine	1	
		Covered machine observed		2
		Stored tools and equipment well	1	
		Stored tools, materials and equipment		2
	<b>MAXIMUM SCORE</b>	<b>PROCESS + RESULT</b>		
	<b>TOTAL</b>			



## 4.0 ATP- PART IV

### **INFORMATION ON REVIEW PROCESS:**

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

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

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

Based on the Occupational Profile (and in some cases relevant test items) for Tailor of September 2020, training modules were reviewed by combined panels of Instructors and job practitioners, guided by UVQF Facilitators.

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

Based on the Occupational Profile for Tailor September 2020, test items were reviewed by combined panels of Instructors and job practitioners, guided by UVQF Facilitators.

#### **4.4 Methodology**

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to training standards through industry-led standards-based assessment.

Active participation of both public and private partners, urban and rural panels consolidated the development philosophy.

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

#### 4.5 Review panels:

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

Review Panel		
S/no	Name	Institution/Organisation
1	Natuhwera Adrine	Natv designers
2	Twongirwe Jackie	Jable Vocational Institute
3	Wakabi Gertrude	Tenge School of Fashion
4	Babirye Margaret	Trinity College Nabbingo
5	Angom Suzan	Our Lady of Good Consel S.S Gayaza
6	Zalwango Lydia	Zlyn Couture
7	Nakamya Dianah	Dianolin Designers
8	Nahabwe Elisa	Ntinda Vocational Training Institute
9	Tibesigwa. S. John	Uganda Martyr's S. S. Namugongo
10	Madanda Samuel	Hatimax Art Studio

#### QUALITY CHECK PANEL

No.	NAME	ORGANISATION
1.	Timufumbiro Rovence	Ntinda VTI
2.	Kagoya Jane	Mengo Secondary School
3.	Malinga Deborah	Ntinda VTI
4.	Okia Juma	Germent Industry
5.	Tuhirirwe Doreen	DIT
6.	Nahebwa Elisa	Ntinda VTI
7.	Namukasa Christiner	DIT

#### 4.6 Facilitator team

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

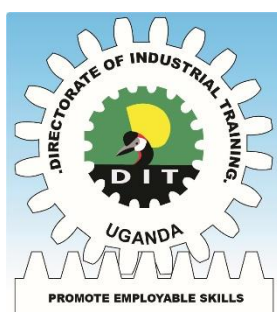
1. **Team Leader:** Ms Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** Mrs. Komugisha Noeline, Ms. Najjuma Doreen. Data Entrant
3. **Facilitors for quality check:**  
Kusasira Agnes  
Ahimibisibwe Judith
4. **Data Entrants:** Mrs. Kuddiza Pauline,  
Nakandi Reacheal  
Namwebya Sarah
5. **Compiled by:** Mrs. Kuddiza Pauline
6. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
7. **Coordinated by** Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT

#### 4.7 Reference time:

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

#### References:

1. Adele P.Margolis (1978) The dress Making book
2. Adele P. Margolis (2017) Tailoring Basics
3. Danielle (1993) Reader's Digest Complete Guide to sewing
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ISBN 978-9913-626-31-6



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