



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

TEA FARMER

Qualification Level: 1

Occupational Cluster: Agriculture

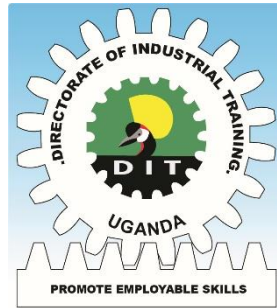
December 2020

Reviewed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

**For a
TEA FARMER**

Qualification Level: 1

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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 **TEA 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 a TEA FARMER.** This Occupational Profile which was reviewed by Tea farmers practicing in the world of work mirrors the duties and tasks that Tea farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train pig 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 a TEA FARMER. These assessment instruments were reviewed jointly by job practitioners (Tea 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 BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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



Patrick Byakatonda
Ag Director

Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Tea 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
HACCP	Hazard Analysis Critical Control Point
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
R & D	Research Development
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 / CBET	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.

Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles which define what a person is supposed to do which become the reference points for developing assessment standards and modular curricula.

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 TEA FARMER

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

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

Expert Panel

Musinguzi Edward
Abamutsinguzi Tea Grower

Niwagaba Allan
Kayonza growers Tea **Factory**

Mubangizi Seliano
Kareema's Farm

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National Curriculum Development
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UNEB Examiner

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Igara Growers Tea Factory Ltd

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Facilitators

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Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

of a

"TEA FARMER"

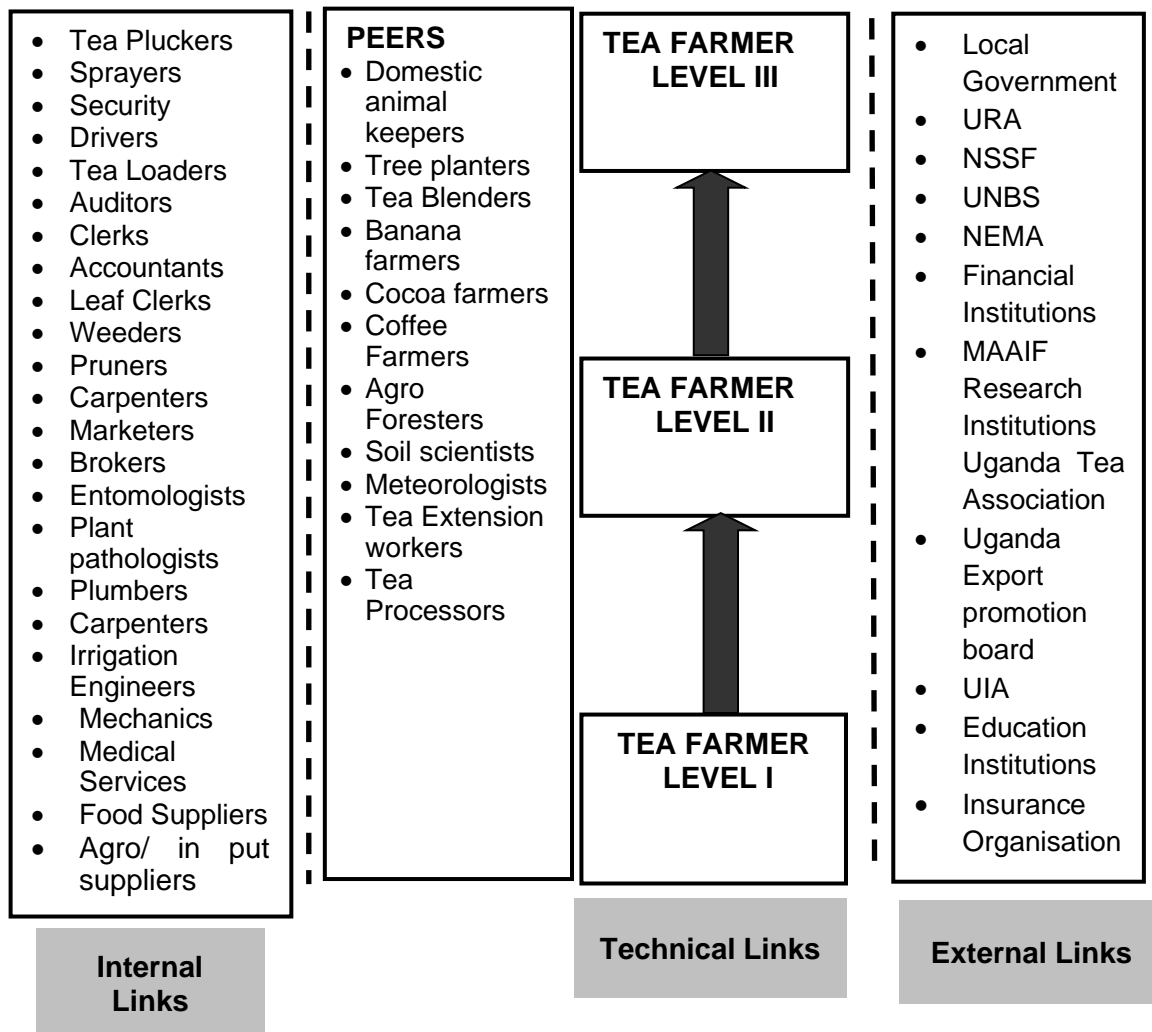
Developed by: Directorate of Industrial Training
(Qualifications Standards)

Dates of workshop: 1st–11th September 2020

NOMENCLATURE FOR THE OCCUPATION OF TEA FARMER

Definition: A Tea Farmer is a person who grows tea for commercial purposes.

JOB ORGANISATION CHART FOR TEA FARMER



1. **UVQ Level I Tea Farmer:** is a person who grows tea using basic agronomic practices for commercial purposes.
2. **UVQ Level II Tea Farmer:** is a person who grows tea and produces propagation materials for tea farming on a commercial level.
3. **UVQ Level III Tea Farmer** is a person who grows and breeds tea for commercial purposes.

Duties and Tasks

A. PLAN TEA FARMING WORKS	A1 Carry out feasibility study	A2 Determine farm location	A3 Prepare financial plan
	A4. Determine site structural plan	A5. Determine factor inputs	A6. Determine tea varieties
	A7 Prepare work schedules	A8. Prepare procurement plan for inputs	A9. Determine production methods

B. ESTABLISH A TEA NURSERY BED	B1 Select site	B2 Clear land	B3 Demarcate land
	B4 Till land	B5 Sterilise soil	B6 Prepare growth media
	B7 Pot media	B8 Prepare seeds and other planting materials	B9 Prepare tea propagation materials
	B10 Pot vegetative propagation materials	B11 Pot seeds	B12 Pot seedlings
	B13 Prepare tissue culture plantlets	B14 Erect nursery shade	B15 Water seedlings
	B16 Control pests and diseases	B17 Monitor growth	B18 Prick out seedlings
	B19 Prune seedling roots	B20 Weed nursery	B21 Harden Seedlings
	B22 Cage Beds	B23 Apply rooting Hormone	

C. ESTABLISH A TEA GARDEN	C1 Prepare land	C2 Sterilise garden	C3 Apply fertiliser
	C4 Dig planting holes	C5 Transplant seedlings	C6 Shade seedlings
	C7 Water plants	C8 Plant Shed Trees	C7 Fence garden

D. MAINTAIN TEA GARDEN	D1 Perform gap filling	D2 Mulch garden	D3 Control weeds
	D4 Decentre Tea Plant	D5 Prune Tea Bush	D6 Apply growth boosters
	D7 Construct support structures	D8 Maintain support structures	D9 Train tea plants
	D10 Conserve soil and water	D11 Apply Fertilisers	D12 Maintain Tools, Equipment and Machinery

E. PERFORM HARVESTING AND POST HARVEST HANDLING PRACTICES	E1 Identify mature fields	E2 Prepare harvesting material and tools	E3 Pluck tea leaf
	E4 Carry leaf to collection shade	E5 Weigh tea leaf	E6 Bulk tea leaf
	E7 Fluff tea leaf	E8 Sort tea leaf	E9 Grade tea leaves
	E10 Load in delivery bags	E11 Transport to processing plant	E12 Manage waste

F. MARKET TEA PRODUCE	F1 Conduct market survey	F2 Brand tea produce	F3 Package tea produce
	F4 Label tea produce	F5 Price tea produce	F6 Promote tea produce
	F7 Distribute tea produce	F8 Sell tea produce	

G. PERFORM OCCUPATIONAL HEALTH, SAFETY, AND ENVIRONMENTAL PROTECTION PRACTICES	G1 Administer first aid	G2 Train workers on safety	G3 Sensitise workers on health, safety and environmental issues.
	G4 Perform fire fighting	G5 Manage waste	G6 Observe health, safety and environmental precautions
	G7 Observe (HACCP)	G8 Display safety signs	

H. PERFORM ADMISITRATIVE TASKS	H1	Secure factor in puts	H2	Formalise business	H3	Manage human resources
	H4	Manage finances	H5	Pay bills	H6	Keep records
	H7	Pursue continuous professional development	H8	Network with stakeholders	H9	Comply with regulations and policies
	H10	Provide farm security	H11	Conduct meetings		

Additional Information

Generic Knowledge & Skills

- | | |
|--|--------------------------------------|
| 1. Public relations | 23. Post harvest handling |
| 2. Entrepreneurship skills | 24. Occupational health and safety |
| 3. Leadership skills | 25. Haccp |
| 4. Administrative skills | 26. Food safety guidelines |
| 5. Soil sampling and analysis | 27. Market survey |
| 6. Knowledge of different tea clones | 28. Feasibility study |
| 7. Nursery bed management and bed construction | 29. Propagation techniques |
| 8. Control of weeds | 30. Tissue culture techniques |
| 9. Types of fertilisers and their application | 31. Irrigation techniques |
| 10. Research and Development | 32. Tea agronomy |
| 11. Integrated pest and disease management | 33. Market skills and techniques |
| 12. Plucking methods | 34. Financial literacy |
| 13. Land terrain | 35. Tea policies and regulations |
| 14. Tea oil and cream extraction | 36. Taxation policies |
| 15. Preparing reports | 37. Labour laws |
| 16. Striking cuttings | 38. First aid administration |
| 17. Cage construction | 39. Fire fighting techniques |
| 18. Tipping opping tea bush | 40. Agro forestry |
| 19. Bringing tea bush into bearing | 41. Tea varieties/clones |
| 20. Waste management | 42. Factor in puts in tea production |
| 21. Transplanting techniques | 43. Human resource management |
| 22. Counselling workers | 44. Tool maintenance |
| | 45. Climate change |
| | 46. Pruning |
| | 47. Mulching |
| | 48. Watering |
| | 49. Potting |
| | 50. Seasonal calendar |

Trends and Concerns

1. Price fluctuations
2. New varieties of tea
3. Limited processing plants
4. Marketing of green leaf from farms
5. Lack of tea policy
6. Lack of regulatory authority
7. Limited research on tea
8. Low yielding clones
9. Low technology
10. Climate change issues
11. Leaf diversion
12. High cost of inputs
13. Limited extension services
14. Negative attitudes especially the youth
15. No instant tea shops
16. Limited government support
17. Limited knowledge in tea husbandry
18. Limited involvement of youth in tea farming
19. Limited involvement of women in tea farming
20. Limited product diversification
21. A threat to food security
22. Limited access to finance
23. High marketing costs
24. Product quality issues
25. High power tariffs
26. Low rates of tea consumption
27. Limited literature on tea
28. Product development
29. Involvement of middle men
30. Land tenure
31. Technological advancement
32. Ict
33. Limited value addition

Tools, Materials and Equipment

1. Hand hoe
2. Slasher
3. Hole digger
4. Fertiliser
5. Gum boots
6. Overall
7. Gloves
8. Potting bags
9. Polythene sheets
10. Wire cage
11. Poles
12. Sprayers
13. First aid kit
14. Herbicides
15. Pesticides
16. Pruning knives
17. Shears
18. Plucking baskets
19. Secateurs
20. Pangas
21. Axes
22. Green leaf sheets
23. Green leaf bag
24. Weighing scale
25. Nails
26. Measuring tapes
27. Jerrycans
28. Hammer
29. Face mask
30. Measuring tapes
31. Knives
32. Plucking capes
33. Watering cans
34. Basins
35. Spades
36. Trowel
37. Soil sieve
38. Soil auger
39. Reeds
40. Grass
41. Papyrus
42. Wheel barrows
43. Computers
44. Stationery
45. Mobile phones
46. Tape measure
47. Trucks
48. Sorting table
49. Tanks
50. Water pump
51. Fire extinguishers
- 52.

2.0 ATP-PART II

Training Modules for a TEA 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 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 the TEA FARMER 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 centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed 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 centre or at the work place; or combinations of both.

WHO IS A TEA FARMER QUALIFICATION LEVEL 1?

A **Tea Farmer Level 1** is a person who grows tea using basic agronomic practices for commercial purposes.

TRAINING MODULES FOR TEA FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/TF/M1.1	Establish Tea Garden	160	04
UE/TF/M1.2	Manage Tea Garden	240	06
UE/TF/M1.3	Perform Harvest and Post Harvest Handling of Tea Leaf	240	06
UE/TF/M1.4	Establish Tea Farming Enterprise	160	04
Summary	4 modules	800 hours	20 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

Code	UE/TF/M1.1
Module title	M1.1: Establish Tea Garden
Related Qualification	Part of: Uganda Vocational Qualification (TEA FARMER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to set up a tea garden successfully.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Garden</p> <p>LWA 1/2: Prepare Planting Materials</p> <p>LWA 1/3: Plant Seedlings</p> <p>LWA 1/4: Carryout Soil and Water Conservation Measures</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare Garden</p> <p>PEX 1.1: Select site</p> <p>PEX 1.2: Select tools and equipment</p> <p>PEX 1.3: Clear land</p> <p>PEX 1.4: Till land</p> <p>PEX 1.5: Fence land</p> <p>PEX 1.6: Line and Peg field</p> <p>PEX 1.7: Dig planting holes</p> <p>PEX 1.8: Apply fertilisers</p> <p>LWA 1/2: Prepare Planting Materials</p> <p>PEX 2.1: Source planting materials</p> <p>PEX 2.2: Transport planting materials</p> <p>PEX 2.3: Assemble planting material</p> <p>PEX 2.4: Water planting material</p>

	<p>LWA 1/3: Plant Seedlings/Plantlets PEX 3.1: Remove polythene sleeves PEX 3.2: Place seedlings in holes PEX 3.3: Cover holes PEX 3.4: Shade seedlings PEX 3.5: Water seedlings</p> <p>LWA 1/4: Carryout Soil and Water Conservation Measures PEX 4.1: Identify tools, equipment and materials PEX 4.2: Select tools, equipment and materials PEX 4.3: Mulch garden PEX 4.4: Construct water ditches PEX 4.5: Construct contour bunds PEX 4.6: Plant agroforestry trees PEX 4.7: Plant cover crops</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Observe hygiene and sanitation PEX 5.2: Wear personnel protective gear PEX 5.3: Manage waste PEX 5.4: Administer first Aid PEX 5.5: Perform firefighting PEX 5.6: Display safety signs PEX 5.7: Comply with 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"> • Land preparation • Tillage • Transplanting • Pegging and lining • Soil fertility • Tea clones • Agronomic practice of tea

	<ul style="list-style-type: none"> • Fertiliser application • Handling waste • Soil and water conservation • Seasons/weather pattern • Geographical conditions • Tea Plant requirements • Tools and equipment for establishment of tea • Soil properties • Hazard analysis critical control points
Average duration of learning	160hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Hand hoe, slasher, panga knives, hole digger, forked hoe, plough, tape measure, watering can, first aid box, rake, fencing tools, survey tools, harrows, transport means, storage facility, seedling trays, personnel protective gears, watering can, hose tubes
Minimum required materials and consumables or equivalent	Strings, pegs, markers, fertilizers, seedlings grass(dry), water.
Special notes	The theory must be integrated into the practice during training

Code	UE/TF/M1.2
Module title	M1.2: Manage Tea Garden
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (TEA FARMER UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to care for the tea garden to produce market standard tea.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Control Weeds LWA 2/2: Apply Fertilisers LWA 2/3: Maintain Soil and Water Conservation Structures LWA 2/4: Bring Tea Bush into Bearing LWA 2/5: Construct and Maintain Support Structures LWA 2/6: Control Pests and Diseases LWA 2/7: Carryout Gap Filling LWA 2/8: Perform Occupational Health Safety and Environmental Protection Practice</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA2/1: Control Weeds PEX 1.1: Identify Weeds PEX 1.2: Select control method PEX 1.3: Select tools, materials and equipment PEX 1.4: Apply control methods PEX 1.5: Monitor control method PEX 1.6: Generate records PEX 1.7: Demobilise tools, equipment and materials</p> <p>LWA 2/2: Control Pests and Diseases PEX 2.1: Scout for pests and diseases PEX 2.2: Select control methods PEX 2.3: Mobilise tools and equipment PEX 2.4: Apply control methods</p>

	<p>PEX 2.5: Monitor control methods.</p> <p>PEX 2.6: Demobilise tools, equipment and materials</p> <p>PEX 2.7: Manage waste</p>
	<p>LWA 2/3: Apply Fertilisers</p> <p>PEX 3.1: Determine nutrient requirement</p> <p>PEX 3.2: Determine required fertiliser</p> <p>PEX 3.3: Select tools, materials and equipment</p> <p>PEX 3.4: Apply fertilisers</p> <p>PEX 3.5: Demobilise tools, equipment and materials</p> <p>PEX 3.6: Monitor plant response</p>
	<p>LWA 2/4: Maintain Soil and Water Conservation Structures</p> <p>PEX 4.1: Scout conservation structures</p> <p>PEX 4.2: Select tools, materials and equipment</p> <p>PEX 4.3: Repair soil and water conservation structures</p> <p>PEX 4.4: Mulch garden</p> <p>PEX 4.5: Prune agroforestry trees</p> <p>PEX 4.6: Perform replanting</p> <p>PEX 4.7: Perform desilting</p>
	<p>LWA 2/5: Bring Tea Bush into Bearing</p> <p>PEX 5.1: Decentre tea plants</p> <p>PEX 5.2: Perform tipping</p> <p>PEX 5.3: Prune plants</p> <p>PEX 5.4: Peg tea plant</p> <p>PEX 5.5: Apply growth boosters</p> <p>PEX 5.6: Irrigate tea bush</p>
	<p>LWA 2/6: Construct and Maintain Support Structures</p> <p>PEX 6.1: Identify tools and materials</p> <p>PEX 6.2: Set up structures</p> <p>PEX 6.3: Repair structures</p> <p>PEX 6.4: Clean tools</p> <p>PEX 6.5: Store tools</p>
	<p>LWA 2/7: Carry Out Gap Filling</p> <p>PEX 7.1: Identify gaps</p> <p>PEX 7.2: Select tea seedlings</p> <p>PEX 7.3: Fill gaps</p> <p>PEX 7.4: Monitor establishment</p> <p>PEX 7.5: Apply growth enhancers</p>

	<p>LWA 2/8: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 8.1: Manage waste PEX 8.2: Wear personnel protective gear PEX 8.3: Disinfect tools and equipment PEX 8.4: Maintain personal hygiene and sanitation PEX 8.5: Administer first aid PEX 8.6: Perform firefighting PEX 8.7: Comply with regulations and policies PEX 8.8: Display safety signs PEX 8.9: Maintain perimeter vegetation</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of trees • Weed, pests and diseases of tea • Types of fertilisers and application • Methods of bringing tea plant into bearing • Spacing of tea plant • Tea clones • Methods of weed control • Knowledge on weather pattern • Requirement for plant growth • Labour management • Soil and water conservations methods • Pests and disease control • Tools, equipment and materials • Agronomic practices • Maintenance of tools and equipment. • Soil health management
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> • 5 days of occupational theory • 25 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 established regulations by recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	hand hoes, slashes/Mowers, spray pumps, spade, rake, hole digger, first aid box, fire extinguisher, irrigation equipment
Minimum required materials and consumables or equivalent	seeds of cover crops, fertilisers, herbicides, pegs, wire mesh, Stones, grass splits, personnel protective gear, pest and snake repellents, water,
Special notes	The theory must be integrated into the practice during training

Code	UE/TF/M1.3
Module title	M1.3: Perform Harvest and Post-harvest handling Tea Leaf
Related Qualification	Part of: Uganda Vocational Qualification (TEA FARMER UVQ1)
Qualification Level	1
Module purpose	At the end of the module, the trainee shall be able to harvest, handle and store quality tea leaf.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Prepare Material, Tools and Equipment</p> <p>LWA 3/2: Pluck Tea Leaf</p> <p>LWA 3/3: Manage Tea Leaf</p> <p>LWA 3/4: Transport Tea Leaf</p> <p>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Prepare Harvesting Tools and Equipment</p> <p>PEX 1.1: Identify tools and equipment</p> <p>PEX 1.2: Select tools and equipment</p> <p>PEX 1.3: Service tools and equipment</p> <p>PEX 1.4: Clean tools and equipment</p> <p>PEX 1.5: Mobilise tools and equipment</p> <hr/> <p>LWA 3/2: Pluck Tea Leaf</p> <p>PEX 2.1: Identify mature field</p> <p>PEX 2.2: Mobilise labour</p> <p>PEX 2.3: Pick leaf</p> <p>PEX 2.4: Carry leaf</p> <hr/> <p>LWA 3/3: Manage Tea Leaf</p> <p>PEX 3.1: Transfer leaf to shed</p> <p>PEX 3.2: Weigh leaf</p> <p>PEX 3.3: Spread leaf under shed</p> <p>PEX 3.4: Fluff leaf</p>

	<p>PEX 3.5: Sort I PEX 3.6: Grade leaf PEX 3.7: Generate records</p> <p>LWA 3/4: Transport Tea Leaf PEX 4.1: Prepare means of transport PEX 4.2: Prepare delivery bags PEX 4.3: Load leaf in delivery bags PEX 4.4: Weigh leaf PEX 4.5: Load leaf on trucks PEX 4.6: Deliver leaf for processing PEX 4.7: Manage waste</p> <p>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Observe personal hygiene and sanitation PEX 5.2: Wear personnel protective equipment PEX 5.3: Manage waste PEX 5.4: Administer first aid PEX 5.5: Perform fire fighting PEX 5.6: Display safety signs PEX 5.7: Comply with regulations and policies PEX 5.8: Sensitise workers on occupational health 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"> • Determining mature field • Harvesting methods • Tools and equipment • Waste management • Plucking standards • Methods of plucking • Tea leaf packing techniques • Tea leaf grading

	<ul style="list-style-type: none"> • ICT skills • Literacy and numeracy • Record keeping skills • Occupational health safety and environmental protection
Average duration of learning	240 hours (30 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>05days of occupational theory</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 established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Pruning knife, motorised pruner, tea pruner, skiffing machine, tea harvesters, shears, plucking machine, plucking wand, weighing scale, fire extinguisher, first aid kit, waste bins, sanitary facility, collecting shed.
Minimum required materials and consumables or equivalent	baskets, sheets/tarpaulin, plucking cape, overalls, gum boots, hats, stationery, drinking water. sanitisers, sterilisers delivery bags, canvas bags, tarpaulin/sheet, ropes, poles
Special notes	The theory must be integrated into the practice during training

Code	UE/TF/M1.4
Module title	M1.4: Establish Tea Farming Enterprise
Related Qualification	Part of: Uganda Vocational Qualification (TEA FARMER UVQ1)
Qualification Level	1
Module purpose	At the end of the module, a trainee shall be able to establish and sustain a tea farm enterprise.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Plan a Tea farming Enterprise LWA 4/2: Market Tea Leaf LWA 4/3: Perform Basic Administrative Tasks LWA 4/4: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Plan a Tea Farming Enterprise PEX 1.1: Conduct a feasibility study PEX 1.2: Select tea farm site PEX 1.3: Determine tea variety PEX 1.4: Source for farm inputs PEX 1.5: Identify labour requirements PEX 1.6: Develop site structural plan PEX 1.7: Prepare financial plan PEX 1.8: Prepare procurement plan</p> <p>LWA 4/2: Market Tea leaf PEX 2.1: Conduct market survey PEX 2.2: Brand leaf PEX 2.3: Bag leaf PEX 2.4: Label bags PEX 2.5: Negotiate price PEX 2.6: Promote produce</p>

	<p>PEX 2.7: Deliver leaf PEX 2.8: Sell leaf PEX 2.9: Communicate with clients</p> <p>LWA 4/3: Perform Administrative Task PEX 3.1: Recruit workers PEX 3.2: Participate in training of workers PEX 3.3: Assign work PEX 3.4: Supervise workers PEX 3.5: Appraise workers PEX 3.6: Keep records PEX 3.7: Participate in trade shows PEX 3.8: Pursue continuous professional development PEX 3.9: Legalise business PEX 3.10: Construct farm structures PEX 3.11: Procure tools, equipment and materials</p> <p>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Manage waste PEX 4.2: Wear personnel protective gear PEX 4.3: Disinfect tools and equipment PEX 4.4: Maintain personal hygiene and sanitation PEX 4.5: Administer first aid PEX 4.6: Perform firefighting PEX 4.7: Comply with regulations and policies PEX 4.8: Display safety signs PEX 4.9: Maintain perimeter vegetation</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"> • Tools and equipment usage and handling. • Tea market trends

	<ul style="list-style-type: none"> • Tea production seasons • Tea production policy • Record keeping • Quality assurance • Human resource management • Labour law • Hazard analysis critical control points • Food safety policies • Tea varieties • Soil health and fertility • Pest and diseases in tea • First aid administration • Financial literacy • Marketing techniques • Growth conditions and topography/Land terrain • ICT advancements • Literacy and numeracy • Construction and Building
Average duration of learning	160 hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>05 days of occupational theory</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	first aid box, stationery, tape measure, camera/phone, theodolite, construction tools, real time kinetics machine, computer, bags.
Minimum required materials and consumables or equivalent	first aid materials, papers and pens, markers, manila, masking tape, gumboots, umbrella, fuel
Special notes	The theory must be integrated into the practice during training

3.0 ATP-PART III

Assessment Instruments for a TEA 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 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 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, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **TEA FARMER** are included:

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

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Tea Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1			
Time allocation:	4 minutes			

Test item	Write down six tools used in land preparation for establishing a tea garden		
Answer space	(i)	
	(ii)	
	(iii)	
	(iv)	
	(v)	
	(vi)	
Expected Key (answer)	(i)	Hand hoe	
	(ii)	Panga	
	(iii)	Slasher	
	(iv)	Mower	
	(v)	Forked hoe	
	(vi)	Wheelbarrow	
	(vii)	Spade	
	(viii)	Disc plough	
	(ix)	Disc harrow	
	(x)	Mattock	

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Tea Farmer				
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:	M2				
Time allocation:	4 minutes				

Test item	State any four methods of soil and water conservation measures in the tea garden.
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Answer space	(i) (ii) (iii) (iv)
Expected Key (answer)	(i) Mulching (ii) Planting cover crops (iii) Construct ditches (iv) Construct contour bunds (v) Construct diversion channels (vi) Construct gabion (vii) Construct Weirds (viii) Construct barrage dams

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Tea Farmer			
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:	M3			
Time allocation:	2 minutes			

Test item	List the two methods of plucking leaf
Answer space	(i) (ii)
Expected Key (answer)	(i) Hand plucking (ii) Mechanical plucking

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Tea Farmer			
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:	M2			
Time allocation:	2 minutes			

Test Item	Which of the following practices can be used in maintaining a flat tea table?
Distractors and correct answers	<ul style="list-style-type: none"> A. Pruning trees B. Pegging C. Decentring D. Skiffing

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Tea Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M3			
Time allocation:	2 minutes			

Test Item	Which of the following is a method of aerating tea leaf in a store?
Distractors and correct answers	<ul style="list-style-type: none"> A. Fluffing B. Sorting C. Weighing D. Transporting

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Tea Farmer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	M2		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	August 2020			
Related module:	M2			
Time allocation:	5 minutes			

Test Item	Match the listed items in column (A) to their functions in Column(B)
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Column A (Items)	
1	Herbicides
2	Hoe
3	Fungicides
4	Pump

Column B (Functions)	
A	Spraying
B	Control Weeds
C	Control Diseases
D	Dig Holes

Key (answer)	1 – B, 2 – D, 3 – C, 4 – A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Tea 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:	August 2020			
Related module:	M2			
Time allocation:	5 minutes			

Test Item	Match the following symptoms with their causes.
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Column A (Symptoms)	
1	Defoliated leaves
2	Sooty brown leaves
3	Roots knots
4	Root rots

Column B (Causes)	
A	Fungi
B	Nematodes
C	Leaf hoppers
D	Aphids

Key (answer)	1 – C, 2 – D, 3 – B, 4 – A
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Tea 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:	M				
Time allocation:	6 minutes				

Test Item	Match the following farm practices with their purpose
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Column A (Farm Practice)	
1	Gap filling
2	Pruning
3	Planting across the gradient
4	Pest and disease control
5	

Column B (Effect)	
A	Control of soil erosion
B	Increased production of tea leaf
C	Healthy growing tea leaf
D	Correct plant population per unit area
E	Improved soil nutrition

Key (answer)	1 – D, 2 – B, 3 – A, 4 – C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Tea Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1			
Time allocation:	5 minutes			

Test Item	Arrange the following field operations in their chronological order when establishing a tea garden
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Clear field
2 nd	B	Line and peg
3 rd	C	Plant seedlings
4 th	D	Dig out holes
5 th	E	Prepare planting materials
6 th	F	Water
7 th	G	Cultivate soil

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

DIT/ QS	Test Item Database Performance Test Item- no.10
Occupational Title:	Tea Farmer
Competence level:	1
Code no.	
Test Item:	Prepare a 25m ² (5x5) garden for planting tea
Complexity level:	P2
Date of OP:	August 2020
Related modules:	M1
Related skills and knowledge:	land preparation, measurements and dimensions, cultivation of fields, tillage, lining and pegging, fertiliser application, soil and water conservation measures, waste management, ring barking of trees, seasonal calendar for tea, tools and equipment for preparing tea garden, weather pattern, soil properties, soil testing, soil pH
Required tools, Materials and Equipment:	Hand hoe, slasher, A-frame, panga, hole digger, forked hoe, rake, first aid box, strings, pegs, markers, fertilisers, gumboots, overall, gloves, tape measures, stationery
Time allocation:	6 hours
Preferred venue:	Farm
Remarks for candidates	<ul style="list-style-type: none"> ▪ Have personnel protective gear ▪ Observe occupational health safety
Remarks for assessors	<ul style="list-style-type: none"> ▪ Provide necessary tools, equipment and material ▪ Allocate each trainee a piece of land

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	<u>Wore personnel protective gear:</u>		1
		Overall		1
		Gum boots		1
		Hand gloves		1
		Head gear		1
		Assembled tools, equipment and materials		1
2	Clear land	Cleared site	2	
		Removed debris from garden	2	
		Collected debris observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		cleared site observed		2
		Tilled land	3	
		Coarse tilth observed		2
3	Soil and water conservation	Constructed ditches	3	
		Ditches a cross gradient observed		2
4	Lining and pegging of field	Measured field	4	
		Demarcated field observed		2
		Lined and pegged field along gradient	2	
		Lined and pegged field observed		2
5	Dig planting holes	Dug planting holes	4	
		40cm x 25cm holes observed		2
6	Apply organic manure	Mixed manure in soil	3	
		Black soil observed		2
7	Demobilised resources	Cleaned tools and equipment	2	
		Collected unused materials	2	
		Returned tools, equipment and unused materials to store		2
		Cleared work area	2	
		Disposed waste	2	
		Removed protective gear		1
	TOTAL		31	24
	MAXIMUM SCORE (Y)	$\frac{x}{y} \times 100$	55	

DIT/ QS	Test Item Database Performance Test Item- no.11
Occupational Title:	Tea Farmer
Competence level:	Level 1
Code no.	
Test Item:	Plant tea seedlings in a block of 25m² (5m x 5m)
Complexity level:	P1
Date of OP:	September 2020
Related module:	M1.1
Related skills and knowledge:	Tools and equipment usage and handling, measurement and dimensions, shading seedlings, transplanting skills, irrigation skills, management of waste
Required tools, Materials and Equipment:	Hand hoe, razor blade, seedlings, water, watering can, palm leaves(dry), strings,
Time allocation:	4 hours
Preferred venue:	Farm
Remarks for candidates	<ul style="list-style-type: none"> • Avail personnel protective gear • Observe health, safety and environmental protection precautions
Remarks for assessors	<ul style="list-style-type: none"> • Provide all the tools, equipment and materials • Provide seedlings • Avail tilled garden • Provide phosphate rich fertilisers

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear <ul style="list-style-type: none"> • Overall • Gumboots • Gloves • Head gear Assembled tools and equipment		1 1 1 1 2
2	Prepare planting holes	Demarcated required area	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		5mx5m area verified		2
		Marked out recommended spacing	2	
		Dug planting holes	2	
		Holes at recommended spacing and depth observed		4
		Applied fertilisers in the hole		2
3	Plant tea seedlings	Removed seedlings from sleeves	2	
		Seedlings with soil cylinder observed		2
		Placed seedlings in holes	2	
		Seedlings placed in centre of hole observed		2
		Refilled holes with top soil	2	
		Firmed the soil	2	
		$\frac{3}{4}$ filled holes observed		3
3	Demobilized resources	Collected rubbish and waste materials	2	
		Remains of polythene pots collected observed		3
		Cleaned tools and equipment	2	
		Collected unused materials	2	
		Stored tools, equipment and unused materials		2
		Cleared work area	2	
		Disposed waste	2	
	TOTAL		24	26
	MAXIMUM SCORE (Y)	$\frac{x}{y} \times 100$	50	

DIT/ QS	Test Item Database Performance Test Item- no.12
Occupational Title:	Tea Farmer
Competence level:	Level 1
Code no.	
Test Item:	Harvest and prepare 6kg tea leaf for marketing
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.3
Related skills and knowledge:	Tools and equipment usage and handling, waste management, Packing tea leaf Fluffing, transportation, weighing and loading tea leaf, tools, management practices, determining mature field, harvesting methods, plucking standards, measurement and dimension, record keeping, sorting and grading tea leaf
Required tools, Materials and Equipment:	Shears, plucking wand, Baskets, plucking cape, gumboots, hats, collecting sheds, weighing scales, tarpaulin, overall, packing bags
Time allocation:	4 hours
Preferred venue:	Farm
Remarks for candidates	<ul style="list-style-type: none"> • Avail personnel protective gear • Observe health, safety and environmental protection precautions
Remarks for assessors	<ul style="list-style-type: none"> • Provide all the tools, equipment and materials • Provide plantlets • Avail field for harvesting

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear <ul style="list-style-type: none"> • Overall • Gumboots • Hats • Plucking capes • Assemble tools and equipment 		1 1 1 1 2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
2	Pluck tea leaf	Plucked tea leaf	4	
		Soft mature leaf observed in the basket		4
		Uniform plucking table observed	2	
		Transported tea leaf to weighing shed	2	
		Weighed plucked leaf	2	
		Removed stalks	2	
		Removed coarse leaf	2	
		Heaped tea leaf on a clean surface in the shed		3
		Young leaf observed in the shed		3
3	Manage tea leaf	Fluffed tea leaf	3	
		Spread tea leaf	2	
		Aerated tea leaf observed		1
		Sorted tea leaf	3	
		Removed unwanted material	3	
		Clean sorted leaf observed		1
		Loaded tea leaf in delivery bags		2
		Weighed tea leaf	2	
		Delivered tea leaf	2	
		Cleaned weighing shed	2	
		Clean weighing shed observed		2
		4	Demobilized resources	Collected rubbish and waste materials
Remains of polythene pots collected observed				2
Cleaned tools and equipment				2
Collected unused materials				2
Stored tools, equipment and unused materials				2
Cleared work area				2
Disposed waste				2
	Total		33	34

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	MAXIMUM SCORE (Y)	$\frac{x}{y} \times 100$	67	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (September 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the TEA 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 Development (September 2020)

Based on the Occupational Profile for Tea 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 Tea 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 review philosophy.

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

4.5 Development Panel

The participating panel of Job Practitioners required for different stages of the assessment training package i.e. occupational profile, training modules, assessment instruments were constituted by members from the following organisations;

No.	Name	Institution/ Organisation
1.	Mr. Musinguzi Edward	Abamutsinguzi Tea Grower
2.	Mr. Mubangizi Seliano	Kareema's Farm
3.	Ms Nnyanzi Flavia	NCDC Kyambogo
4.	Mr.Oryem Richard	UNEB Examiner Mubende Light SS
5.	Mr. Bamutulaki Wilson	Tea Farmer
6.	Mr. Namande Josephine	Nkokonjeru Secondary School
7.	Mr. Mutambo Rodgers Wabuyobo	UNEB Examiner Cardinal Nsubuga SSS Nyenga
8.	Mr. Japheth Tugume	Freelance Tea Consults
9.	Mr. Ssemyalo Julius	SOLIDARIDAD
10.	Mr. Kaahwa Alex	Mpanga Growers Tea Factory Ltd
11.	Mr. Turinabo Godfrey	Igara Growers Tea Factory Ltd

4.6 Quality check panel

No.	Name	Organisation
1.	Sendikaddiwa James Kajubi	NCDC
2.	Aryatuha Ronnet	DIT
3.	Ssentongo Simon Peter	DIT
4.	Sempala Patrick	MoES
5	Mugabe Brian	DIT
6	Mulumba Mathais Mutema	NCDC

4.6 Facilitator team

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

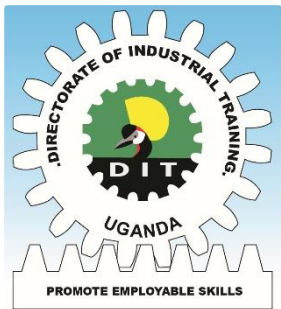
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators** (Occupational Profile review):
Mr. Kibira Benjamin,
Ms. Tuhirirwe Doreen, DIT.
3. **Facilitators** (Training Modules review):
Mr. Kibira Benjamin,
Ms. Tuhirirwe Doreen, DIT.
4. **Facilitators** (Test Item review):
Mr. Kibira Benjamin
Ms. Tuhirirwe Doreen, DIT.
5. **Compiled by:** Mr. Tusubiira Samson Asiimwe
Ms. Mutonyi Sharon
Mr. Ssemakula Martin Data Entrant, DIT
Edited by Ms. Mukyala Ruth Ag. DD, DIT, Qualification
Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

4.7 Reference time:

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

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- Pest and Diseases of tropical crops Vol. I and II by D. S. Hills and J. M. Walter
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