



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

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a  
WEAVER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

**December 2020**

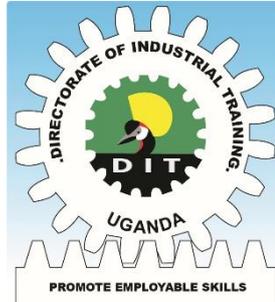
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Developed by

Qualifications Standards Department  
Directorate of Industrial Training

Funded by:

Government of Uganda



## **Assessment and Training Package**

**For a  
WEAVER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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## Word from Permanent Secretary

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

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

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

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

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

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

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

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

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **WEAVER 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 WEAVER.** This Occupational Profile which was reviewed by Weavers practicing in the world of work mirrors the duties and tasks that Weavers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Weavers 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 WEAVER. These assessment instruments were reviewed jointly by job practitioners (Weavers) 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 weaving 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>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-Based Education and Training means that programmes: <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 LWAs are real work situations /assignments.
<b>Modules</b>	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually
<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 recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

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

## 1.0 ATP-PART I

### Occupational Profile for a WEAVER

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop, the panelists 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 Occupational Profile are listed on the following page.

**Job Expert Panel**

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Elton Hand Weaver/ KYU

**Muganga Christopher**  
NCDC

**Nabiryo Winfred**  
Femi Textiles Ltd

**Ahabwe Angela**  
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**Gerald Muhumuza**  
St. Gerald Fabric and Leather

**Namukasa Christiner**  
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**Funded by**  
The Government of Uganda



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

Directorate of Industrial Training

**Occupational Profile**

For a

**"WEAVER"**

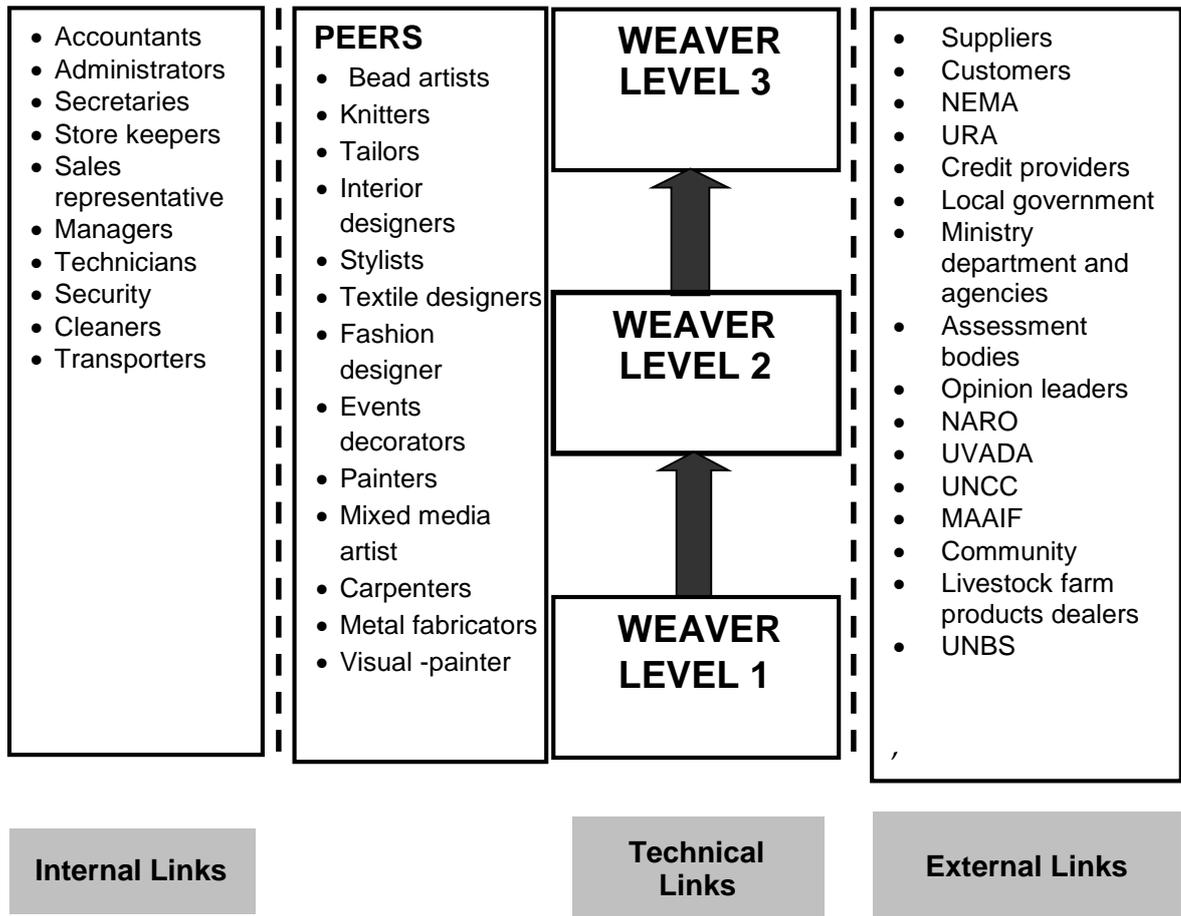
Developed by: **Qualifications Standards**  
Directorate of Industrial Training

Dates of workshop: 21<sup>st</sup>-26<sup>th</sup> September 2020

## NOMENCLATURE FOR THE OCCUPATION OF WEAVER

**Definition:** A Weaver is a person who is able to extract, interlace and manipulate materials, to make woven products for commercial purpose.

### JOB ORGANISATION CHART FOR A WEAVER



1. **A Weaver (Level I):** A person who uses plain weaves with elementary tools and materials to make different products.
2. **A Weaver (Level II):** Is a person who applies plain weaves using advanced tools and materials to make different products.
3. **A Weaver (Level III):** A person who uses plain and twill weaves with advanced tools and materials to produce different products.

## Duties and Tasks

<b>A. PLAN WEAVING WORK</b>	<b>A1</b> Conduct market survey	<b>A2</b> Determine location	<b>A3</b> Prepare production plan
	<b>A4</b> Determine labour requirement	<b>A5</b> Prepare financial plan	<b>A6</b> Prepare procurement plan
	<b>A7</b> Prepare marketing plan		

<b>B. ESTABLISH A WEAVING ENTERPRISE</b>	<b>B1</b> Select site	<b>B2</b> Secure site	<b>B3</b> Prepare site
	<b>B4</b> Design workshop layout	<b>B5</b> Procure tools, equipment and materials	<b>B6</b> Set up studio
	<b>B7</b> Legalise business		

<b>C. MAKE WEAVING MATERIALS</b>	<b>C1</b> Determine type of materials	<b>C2</b> Determine source of materials	<b>C3</b> Source materials
	<b>C4</b> Prepare materials	<b>C5</b> Test material	<b>C6</b> Preserve material
	<b>C7</b> Package material	<b>C8</b> Label material	<b>C9</b> Store material

<b>D. WEAVE PRODUCTS</b>	<b>D1</b> Determine product type	<b>D2</b> Determine tools and materials	<b>D3</b> Select tools and materials
	<b>D4</b> Determine source of inspiration	<b>D5</b> Develop concept	<b>D6</b> Prepare product materials
	<b>D7</b> Make product	<b>D8</b> Apply finishes	<b>D9</b> Store product

<b>E. MARKET PRODUCTS</b>	<b>E1</b> Price products	<b>E2</b> Sell product	<b>E3</b> Display products
	<b>E4</b> Advertise product	<b>E5</b> Grade products	<b>E6</b> Label products
	<b>E7</b> Brand products	<b>E8</b> Transport products	<b>E9</b> Offer customer care services
	<b>E10</b> Exhibit product	<b>E11</b> Offer after sale service	

<b>F. MAINTAIN WEAVING, TOOLS, MATERIALS AND EQUIPMENT</b>	<b>F1</b> Label tools, equipment	<b>F2</b> Prepare maintenance schedule	<b>F3</b> Repair tools and equipment
	<b>F4</b> Replace worn out tools and equipment	<b>F5</b> Store tools and equipment	<b>F6</b> Lubricate tools and equipment
	<b>F7</b> Train workers on equipment use		

<b>G. PERFORM ADMINSTRATIVE TASKS</b>	<b>G1</b> Recruit workers	<b>G2</b> Assign duties	<b>G3</b> Pay workers
	<b>G4</b> Supervise work	<b>G5</b> Pay taxes	<b>G6</b> Orient worker
	<b>G7</b> Insure business	<b>G8</b> Monitor performance	<b>G9</b> Manage finance
	<b>G10</b> Keep records	<b>G11</b> Prepare portfolio	

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>H1</b> Administer first aid	<b>H2</b> Dispose wastes	<b>H3</b> Perform fire fighting
	<b>H4</b> Store toxic and dangerous materials	<b>H5</b> Display safety sign	<b>H6</b> Sensitise workers on key health issues
	<b>H7</b> Train workers on safety measure	<b>H8</b> Wear protective gear	

## Additional Information

### Generic Knowledge and skills

1. Communication skills
2. Record keeping skills
3. Computer knowledge
4. Health and safety knowledge
5. Literate / drafting skills
6. Fabric design interpretation
7. Knowledge of art and design
8. Planning skills
9. Rules and regulations in weaving industry
10. Weighing skills
11. Types of weaves
12. Colour scheme
13. Usage of materials and tools
14. Occupational terminologies
15. Types of shafts
16. Different ways of making materials
17. Different materials
18. Customer handling
19. Human resource management
20. Knowledge of repair /maintenance
21. Types of fabric construction
22. First aid knowledge
23. Firefighting skills
24. Knowledge on machine operation
25. Entrepreneurship skills
26. Finishing skills
27. types of finishes
28. Operating skills of different types of weaving equipment
29. Types of fibers
30. Waste management

### Tools, Materials and Equipment

- 1) Shuttles
- 2) String heddles
- 3) Needles
- 4) Shelves
- 5) Scissors
- 6) Tables
- 7) Hooks
- 8) Chairs
- 9) Paddles
- 10) Dye pan
- 11) Pirns /spools
- 12) Ball winders
- 13) Pin
- 14) First aid kit
- 15) Tape measures
- 16) Protective wear
- 17) Nose musk
- 18) Spanners
- 19) Writing tools
- 20) Pliers
- 21) Basins
- 22) Screw drivers
- 23) Combs
- 24) Hammer
- 25) Looms
- 26) Skein holder
- 27) Books
- 28) Fire extinguisher
- 29) Dye stuff
- 30) Weighing scale
- 31) Fixatives
- 32) Raddle
- 33) Soap
- 34) Reeds
- 35) lubricants
- 36) Off cuts
- 37) Oil rigid heddles
- 38) Brooms
- 39) Carders
- 40) Spinning wheel
- 41) Cotton wastes
- 42) Packers
- 43) Rulers
- 44) Mallet sewing treads and needles
- 45) Yarn
- 46) Warping device
- 47) Fibres
- 48) Spooling device(winder)
- 49) Nylon cord

<b>Attitudes/ Traits/ Behavior</b>	
1. Creative	15. Result oriented
2. Patient	16. Organised
3. Neat	17. Resilient
4. Committed	18. Physically fit
5. Responsible and careful	19. Honest
6. Eager to learn	20. Loyal
7. Interest in the skill	21. Confident
8. Cooperative	22. Smart
9. Self -motivated	23. Decent
10. Shrewd	24. No wasteful
11. Respectful	25. Time conscious
12. Passionate	26. Efficient
13. Decisive	27. Open minded
14. Innovative	

<b>Trends and Concerns</b>
1. Computer skills
2. Networking
3. In-service training /upgrading
4. Strengthen on job training
5. Promote study tours
6. Scarcity of yarn materials
7. Scarcity of weaving accessories
8. High taxation on weaving raw materials and equipment
9. Limited public knowledge about weaving industry
10. Poor government policy
11. Competition from cheap imported products
12. Lack of cooperation among weavers (formation of weavers association)
13. Market for products is small
14. Train more weavers (formally and informally)

## 2.0 ATP – PART II

### Training Modules for WEAVER

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- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of WEAVER 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 and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

## UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

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

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

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

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

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

## **WHO IS A WEAVER QUALIFICATION LEVEL 1?**

**A WEAVER LEVEL 1:** is a person who uses plain weaves with elementary tools and materials to make different products.

## **TRAINING MODULES FOR WEAVER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/WE/M1.1	Make Weaving Materials	480	12
UE/WE/M1.2	Make Weave Products	720	18
UE/WE/M1.3	Establish a Weaving Enterprise	80	2
UE/WE/M1.4	Manage Weaving Enterprise	80	2
<b>Summary</b>	<b>4 Training Modules</b>	<b>1360 hours</b>	<b>34 weeks</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 160hours of nominal learning

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

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

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

<b>Code</b>	<b>UE/WE/M1.1</b>
<b>Module title</b>	<b>M1.1: Process Weaving Materials</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Weaver UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to source, prepare and preserve weaving materials.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Source Materials</b>  <b>LWA 1/2: Prepare Materials</b>  <b>LWA 1/3: Test Materials</b>  <b>LWA 1/3: Preserve Materials</b>  <b>LWA 1/4: Store Materials</b>  <b>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practice</b></p> <p><b>Note:</b>                      1. The learning exercises may be repeated until the trainee acquires targeted competence;                      2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Source Materials</b>                      PEX 1.1: Determine type of material                      PEX 1.2: Identify source of material                      PEX 1.3: Carryout sampling                      PEX 1.4: Extract materials                      PEX 1.4: Transport material</p> <p><b>LWA 1/2: Prepare Materials</b>                      PEX 2.1: Select equipment                      PEX 2.2: Sort materials                      PEX 2.3: Soak materials                      PEX 2.4: Clean materials                      PEX 2.5: Decorticate materials                      PEX 2.6: Dry materials                      PEX 2.7: Label materials</p> <p><b>LWA 1/3: Test Materials</b>                      PEX 3.1: Select equipment                      PEX 3.2: Test performance properties                      PEX 3.3: Record outcomes                      PEX 3.4: Label materials</p>

	<p><b>LWA 1/3: Preserve Materials</b>                  PEX 3.1: Study nature of materials                  PEX 3.2: Determine preservative                  PEX 3.3: Select tools and materials                  PEX 3.4: Source tools and material                  PEX 3.5: Apply preservative</p> <p><b>LWA 1/4: Store Materials</b>                  PEX 4.1: Determine storage                  PEX 4.2: Select storage unit                  PEX 4.3: Sort material                  PEX 4.4: Weigh materials                  PEX 4.5: Label materials                  PEX 4.6: Assemble materials in storage unit</p> <p><b>LWA 1/6: Perform Occupational Health, Safety and Environmental Protection Practices</b>                  PEX 6.1: Maintain personal hygiene                  PEX 6.2: Wear personnel protective equipment                  PEX 6.3: Administer first aid                  PEX 6.4: Manage waste                  PEX 6.5: Sensitise workers on key issues                  PEX 6.6: Display safety signs                  PEX 6.7: Perform firefighting</p>
<b>Occupational health and safety</b>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<b>Pre-requisite modules</b>	<p>None</p>
<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>• Type of plain weaves</li> <li>• Equipment handling</li> <li>• Types of woven products</li> <li>• Drawing skills</li> <li>• Knowledge of color matching /harmony</li> <li>• Types of yarn</li> <li>• Standards dimensions of products</li> <li>• Features of plain weaves</li> <li>• Fire sources</li> <li>• Types of fibers and their properties</li> <li>• Types of looms and their key characteristics</li> <li>• Different products woven on 1-2 shafts loom</li> <li>• Defects on woven products</li> <li>• personal protective gears</li> <li>• hazards</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge about fitting different types of fire extinguishers and their operations</li> <li>• Types of fabrics</li> <li>• Shafts</li> <li>• Different types of looms</li> <li>• Classes of fibre</li> <li>• Workshop ethics</li> <li>• Storage material</li> <li>• Customer handling</li> <li>• Elementary first aid operations</li> <li>• Use products to decorate fabrics using applique patch work techniques</li> <li>• Should be creative/innovative to produce products</li> <li>• Different types of shuttles</li> <li>• Different types of reeds</li> <li>• Machines maintenance</li> <li>• Production process e.g. comb looms</li> </ul>
<b>Average duration of learning</b>	480hours (60 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 50 days of occupational practice</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>Minimum required tools/ equipment/ implements or equivalent</b>	sketch books, ruler, needles, shuttle, tables, scissor, hammer, cutter, stapling gun, hoe, paper, gloves, helmets, goggles, safety boots, first aid kit, containers, tape measure, spade, panga, baskets, wheel barrow, sickle,
<b>Minimum required materials and consumables or equivalent</b>	banana fibre, dyes, staple wires, nails, lighters, netted mesh/canvas, preservatives, detergents
<b>Special notes</b>	

<b>Code</b>	<b>UE/WE/M 1.2</b>
<b>Module title</b>	<b>M1.2: Make Weave Products</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (WEAVER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After this module, the trainee shall be able to use different materials and tools to make different products.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Develop Concept</b>  <b>LWA 2/2: Weave Products</b>  <b>LWA 2/3: Store Woven Products</b>  <b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection</b></p> <p><b>Note:</b>                      1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i>                      2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Develop Concept</b>                      PEX 1.1: Determine source of inspiration                      PEX 1.2: Conduct research                      PEX 1.3: Develop sketches                      PEX 1.4: Make working drawing</p> <p><b>LWA 2/2: Weave Products</b>                      PEX 2.1: Determine type of product                      PEX 2.2: Select materials and tools                      PEX 2.3: Prepare tools and materials                      PEX 2.4: Assemble weaving materials                      PEX 2.5: Make products                      PEX 2.6: Perform finishing.</p> <p><b>LWA 2/3: Store Woven Products</b>                      PEX 3.1: Determine storage                      PEX 3.2: Select storage unit                      PEX 3.3: Sort products                      PEX 3.4: Label products                      PEX 3.5: Carryout stock taking                      PEX 3.6: Assemble products in storage unit</p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices.</b>                      PEX 4.1: Administer first aid                      PEX 4.2: Manage waste                      PEX 4.3: Wear protective gear                      PEX 4.4: Observe personal hygiene</p>

	<p>PEX 4.5: Sensitise workers on key health issues  PEX 4.6: Display safety signs  PEX 4.7: Perform firefighting</p>
<b>Occupational health and safety</b>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<b>Pre-requisite modules</b>	<p>None</p>
<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>• Different types of products</li> <li>• Materials behavior and properties</li> <li>• Usage of tools materials and equipment</li> <li>• Usage of products</li> <li>• Storage techniques</li> <li>• Waste management</li> <li>• Preparation of materials</li> <li>• Hazard analysis</li> <li>• Customer handling</li> <li>• Color mixing techniques</li> <li>• Research</li> <li>• First aid administration</li> <li>• woven products</li> <li>• concept development</li> <li>• Weaving techniques</li> <li>• Principles of weaving</li> <li>• Preservation</li> <li>• Maintenance</li> <li>• Source of materials</li> <li>• Finishing techniques</li> <li>• Safety and handling of materials</li> <li>• Workshop ethics</li> </ul>
<b>Average duration of learning</b>	<p>720hours (20 90days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 80 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.</p>

<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>Minimum required tools/ equipment/ implements or equivalent</b>	pliers, needles, measuring tapes, scissors, pens, facemasks, safety boots, first aid kit, weighing scale, hammer, display board, containers, hook, knife, loom, panga, towels, shed stick, weaving kit, shuttles, shaft raiser.
<b>Minimum required materials and consumables/or equipment</b>	fidlers, banana leaves tocks, soap, detergents, sisal, wires, yarn, gloves, lubricant, palm leaves, papyrus, thread, fabrics, cotton, silt, nails, water, dyes gauze, preservatives willow, wool, bamboo, leather, seagrass
<b>Special notes</b>	

<b>Code</b>	<b>UE/WE/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Weaving Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Weaver UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, a trainee shall be able to establish a Weaving enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Develop Business Plan</b>  <b>LWA 3/2: Procure Materials, Tools and Equipment</b>  <b>LWA 3/3: Set Up Weaving Workshop</b>  <b>LWA 3/4: Legalise Business</b>  <b>LWA 3/5: Perform Occupational Health Safety 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 3/1: Develop Business Plan</b>                  PEX 1.1: Develop business idea                  PEX 1.2: Conduct feasibility study                  PEX 1.3: Prepare budget                  PEX 1.4: Determine source of funds                  PEX 1.5: Determine location                  PEX 1.6: Prepare procurement plan</p> <p><b>LWA 3/2: Procure Materials and Tools.</b>                  PEX 2.1: Determine tools and materials                  PEX 2.2: Identify source of materials and tools                  PEX 2.3: Source tools and materials                  PEX 2.4: Transport tools and materials                  PEX 2.5: Store tools and materials</p> <p><b>LWA 3/3: Set up Weaving Workshop</b>                  PEX 3.1: Select site                  PEX 3.2: Secure site                  PEX 3.3: Prepare site                  PEX 3.4: Set up studio</p> <p><b>LWA 3/4: Legalise Business</b>                  PEX 4.1: Register business                  PEX 4.2: Acquire operational permits</p>

	<p>PEX 4.3: insure business</p> <p><b>LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 5.1: Display safety signs</p> <p>PEX 5.2: Administer first aid</p> <p>PEX 5.3: Wear protective gear</p> <p>PEX 5.4: Sensitise workers on safety issues</p> <p>PEX 5.4: Sensitise workers on health issues</p> <p>PEX 5.5: Manage waste</p> <p>PEX 5.6: Perform firefighting</p> <p>PEX 5.7: Maintain personal hygiene</p>
<b>Occupational health and safety</b>	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.
<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 planning and management</li> <li>• ICT</li> <li>• Communication skills</li> <li>• Research Skills</li> <li>• Transport</li> <li>• Record keeping</li> <li>• Small scale enterprise</li> <li>• Negotiation skills</li> <li>• Waste management</li> <li>• Human resource management</li> <li>• Environmental awareness</li> <li>• Regulations and policies</li> <li>• Procurement</li> <li>• Business type</li> <li>• Mathematical competences</li> <li>• First aid administration</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (2 weeks) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>02 days of occupational theory and</i></li> <li>• <i>08 days of occupational practice</i></li> </ul>
<b>Suggestions on</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a

<b>organisation of learning</b>	training centre or its equivalent provided that all equipment and materials required for this module 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>Minimum required tools or equivalent</b>	pencil, pens, telephone, calculator, data storage device, hammer, handsaw, wheelbarrow, spade, fire extinguishers, trucks, cut saw, waste bins, first aid kit, etc.
<b>Minimum required materials and consumables or equivalent</b>	timber, plywood, sand, cement, water, paint, bricks, iron sheets, tarpaulin, toiletries, sanitisers, masks, found objects, paraffin, thinner, nails etc.
<b>Special notes</b>	

<b>Code</b>	<b>UE/WE/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Weaving Enterprise</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (Weaver UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to manage a Weaving enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Keep Records</b>  <b>LWA 4/2: Perform Administrative Duties</b>  <b>LWA 4/3: Maintain Tools and Materials</b>  <b>LWA 4/4: Market Weaving Products</b>  <b>LWA 4/5: Perform Occupational Health Safety 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 4/1: Keep Records</b>                  PEX 1.1: Prepare financial records                  PEX 1.2: Prepare human resource records                  PEX 1.3: Prepare production records                  PEX 1.4: Prepare marketing records                  PEX 1.3: Prepare inventory</p> <p><b>LWA 4/2: Perform Administrative Duties</b>                  PEX 2.1: Recruit workers                  PEX 2.2: Orient workers                  PEX 2.3: Pay taxes                  PEX 2.4: Supervise work                  PEX 2.5: Remunerate workers                  PEX 2.6: Motivate workers                  PEX 2.7: Assign duties                  PEX 2.8: Reward workers                  PEX 2.9: Provide customer care</p> <p><b>LWA 4/3: Maintain Tools and Materials</b>                  PEX 3.1: Clean tools and materials                  PEX 3.2: Replace tools and material                  PEX 3.3: Repair tools and materials                  PEX 3.4: Sterilise tools and materials                  PEX 3.5: Lubricate tools                  PEX 3.6: Sharpen tools</p>

	<p><b>LWA 4/4: Market Weaving Products</b></p> <p>PEX 4.1: Prepare catalogues</p> <p>PEX 4.2: Price products</p> <p>PEX 4.3: Offer price packages</p> <p>PEX 4.4: Brand products</p> <p>PEX 4.5: Package products</p> <p>PEX 4.6: Offer aftersales services</p> <p>PEX 4.7: Exhibit products</p> <p>PEX 4.8: display products</p> <p>PEX 4.9: Advertise products</p> <hr/> <p><b>LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices.</b></p> <p>PEX 5.1: Display safety signs</p> <p>PEX 5.2: Administer first aid</p> <p>PEX 5.3: Wear Protective gear</p> <p>PEX 5.4: Sensitise workers on health and safety issues</p> <p>PEX 5.5: Manage waste</p> <p>PEX 5.6: Perform fire fighting</p> <p>PEX 5.7: Maintain personal hygiene</p>
<b>Occupational health and safety</b>	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.
<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>• Types of business</li> <li>• Human resource management</li> <li>• Marketing</li> <li>• Financial management</li> <li>• Usage of tools and materials</li> <li>• Storage of tools and materials</li> <li>• Record keeping</li> <li>• Labour laws</li> <li>• Regulations and policies</li> <li>• Customer handling</li> <li>• Maintenance of tools and materials</li> <li>• First aid administration</li> <li>• Environmental conservation</li> </ul>

<b>Average duration of learning</b>	80 hours (2 week 10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 03 day of occupational theory and</li> <li>• 07 days of occupational practice</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 center or its equivalent provided that all equipment and materials required for this module 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>Minimum required tools/ equipment/ implements or equivalent</b>	containers, office furniture, computer, printer, storage facility, calculators, mobile phone, inventory books and first aid kit.
<b>Minimum required materials and consumables or equivalent</b>	face masks, safety boots, overalls, helmets, log books, receipt books, rug, dusters, lubricants, stationery, detergents, water.
<b>Special note</b>	

## 3.0 ATP- PART III

### Assessment Instruments for a WEAVER

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

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching cause and effect	2
5.	Written (Theory)- matching work sequence	3
6.	Performance (Practical) test items	1
<b>Total</b>		<b>12</b>

## WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	List down any four natural materials used in weaving
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Sisal (ii) Grass (iii) Banana sheath (iv) Papyrus (v) bamboo (vi) Raffia (vii) Palms (viii) Wools (ix) Silk (x) Pineapple

DIT/ QS		Test Item Database Written (Theory) Test Item- No. 2			
<b>Occupational Title:</b>	Weaver				
<b>Competence level:</b>	Level 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>	C1				
<b>Date of OP:</b>	September 2020				
<b>Related Module:</b>	M1.2				
<b>Time allocation:</b>	2 minutes				

<b>Test Item</b>	State any two types of plain weaves.
<b>Answer spaces</b>	(i) ..... (ii) .....
<b>Expected key (answers)</b>	(i) Plain weave basketry (ii) Balanced plain (iii) Tapestry

DIT/ QS		Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Weaver				
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:	A2				
Time allocation:	1 minute				

Test Item	Which of the following is a natural fibre
Distracters and correct answer	A. Nylon B. Acrylic C. Polyester D. silk

Key (answer)	D
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DIT/ QS		Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Weaver				
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				
Time allocation:	2 minutes				

Test Item	Which process is done first when constructing a fabric?			
Distracters and correct answer	A. Weaving B. Threading C. Denting D. Warping			

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

<b>Test Item</b>	Match the following tools with the suitable fibres during the extraction process
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Column A (Fibres)	
1	Cotton
2	Rubber
3	Sisal
4	Bark cloth

Column B (Tools)	
A	Breather
B	Sauce pan
C	Panga
D	Gin
E	Mallet
F	Scrapper
G	Knife
H	Hammer

<b>Key (answer)</b>	1:D, 2:B, 3:C, 4:E
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Weaver				
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:	M1.2				
Time allocation:	2 minutes				

<b>Test Item</b>	Match the following defects with their causes during weaving
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Column A (Defect)	
1	Broken end
2	Thickened and thin products
3	Missing pick
4	Shed bar

Column B (Causes)	
A	Excess tension
B	Faulty patterns
C	Poor arrangement of yarns
D	Uneven treads
E	Missed wefts and impurities
F	Missed sequence of yarn
G	Tension in the shuffle before

<b>Key (answer)</b>	1.D, 2.B, 3.A, 4.E
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 7			
<b>Occupational Title:</b>	Weaver				
<b>Competence level:</b>	Level 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>	C				
<b>Date of OP:</b>	September 2020				
<b>Related Modules:</b>					
<b>Time allocation:</b>	2 minutes				

<b>Test Item</b>	Match the following defects to their causes while looming.
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Column A (Defects)	
A	Uneven weft beating
B	Incomplete repeat
C	Doubled pick
D	Uneven selvedge

Column B (Cause)	
1	Missed tread
2	Loose spool
3	Uneven warp tension
4	Missed dent
5	Missed shaft
6	Unchanged shade

<b>Key (answer)</b>	A-3; ,B-1, C-6; D-2
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Weaver				
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:	M1.3				
Time allocation:	3 minutes				

<b>Test Item</b>	Group the following weaving faults to their causes
------------------	--

Column A (Fault)	
1	Imbalanced weave
2	Colour fading in the weave
3	Untidy articles
4	Damaged fabric

Column B (Causes)	
A	Not threading properly
B	Using many colours
C	Poor dye concentration
D	Poor finishing
E	Improper assembly of loom
F	Poor treatment

<b>Key (answer)</b>	1.A ,2.C, 3.D, 4.F
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Weaver				
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:					
Time allocation:	5 minutes				

<b>Test Item</b>	Arrange the following steps in order of warping
------------------	---

Column A (Chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Wind yarn
2 <sup>nd</sup>	B	Thread paddle
3 <sup>rd</sup>	C	Secure cross
4 <sup>th</sup>	D	Prepare yarn
5 <sup>th</sup>	E	Chain off warp
6 <sup>th</sup>	F	Thread raddle
7 <sup>th</sup>	G	Set length and width of wrap

<b>Key (answer)</b>	1-D; 2-F; 3-B; 4-A; 5-G; 6-C; 7-E
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Weaver				
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:					
Time allocation:	2 minutes				

Test Item	Describe a weaving process
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Column A (Chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Start weaving
2 <sup>nd</sup>	B	Prepare materials
3 <sup>rd</sup>	C	Prepare warp and weft
4 <sup>th</sup>	D	Plan and sketch
5 <sup>th</sup>	E	Dress the loom

Key (answer)	1-D, 2-B, 3-C;4-E; 5-A
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 11			
Occupational Title:	Weaver				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
				√	
Complexity level:	C				
Date of OP:	September 2020				
Related Modules:	M1.2				
Time allocation:	2 minutes				

Test Item	Re-arrange the procedure of making a woven scarf using a comb loom
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Column A (Chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Start weaving scarf
2 <sup>nd</sup>	B	Prepare the comb loom
3 <sup>rd</sup>	C	Fix the yarns on the comb
4 <sup>th</sup>	D	Cut off the scarf
5 <sup>th</sup>	E	Finish the scarf
6 <sup>th</sup>	F	Assemble work
7 <sup>th</sup>	G	Prepare the warps
8 <sup>th</sup>	H	Starch the yarn to the comb loom

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

DIT/ QS	Test Item Database Performance Test Item- no. 12
Occupational Title:	Weaver
Competence level:	1
Code no.	
Test Item:	Weave a multi-colour 40 cm by 40cm cushion cover
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> <li>Organise working tools and materials</li> <li>Warp preparation</li> <li>Prepare weft onto shuttle</li> <li>Knowledge of colour theory</li> <li>Prepare a sketch for the work</li> </ul>
Required tools, Materials and Equipment:	100m (Flame 100m), shuttle, ruler, tape measure, scissor, cutter, comb/packer, hand needle, Material: yarn, sewing, threads (colour, chunky, acrylic, jute, cotton wastes, offcuts,
Time allocation:	6 hour
Preferred venue:	Weaving workshop/ studio
Remarks for candidates	<ul style="list-style-type: none"> <li>Observe health and safety by wearing protective gear</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>The assessor should make sure that the assessee is availed with tools and equipment (apiary)</li> <li>Allow helper</li> </ul>
Special notes	Equipment should be clean and dry

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before the task	<u>Wore protective gear</u> Masks Gloves Over coats/apron Head gear		4
		Prepared tools equipment and materials	2	
		Assembled equipment and tools	2	
		Properly assembled equipment and tools observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Cleaned working area	2	
		No rubbish observed in the working area		2
2	Prepare materials	Selected yarn	2	
		Measured yarn	3	
		Specifications of 40 by 40 verified		2
		Allowance of 10cm in the measurements observed		2
		Rolled the yarn on the bobbin	2	
		Combed yarn	2	
		No entangled threads observed		3
		Chained the yarn	3	
		Firmly chained yarn observed		3
		3	Develop concept	Determined source of inspiration
Made sketches	3			
Working drawing observed				4
4	Dressing loom	Cleaned the loom	1	
		Checked the loom	2	
		Firmly fixed nails observed		3
		Threaded warp on to the loom	3	
		Uniform tension observed		3
		Separated the warps	2	
		1/1 sequence observed		3
		A shed observed		3
4	Weaving process	Applied weft yarn on the shuttle	2	
		Even yarn observed on shuttle		2
		Interlaced the yarn	2	
		No float observed		2
		No warp observed		3
		Neat salvage observed		4
		Applied the pattern	4	
		Use of different colour observed		3
		Use of different shapes observed		3

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Released the fabric from the frame loom	2	
		Cut the fabric from the lower edges and then upper edges		2
5	Finished Product	Twisted fringes	2	
		Knotted fringe	2	
		Selvage fringe	3	
		Stitched fringe	3	
		Well finished edges observed		2
		Neat edges observed		3
		Trimmed fringes	2	
		Even trimmed fringes		2
		Cleaned work area	2	
		No rubbish observed		3
6	Presentation	Organised the exhibition area	3	
		Well labeled and partition display observed		4
		Display the cushion covers	3	
		Specification of 40 by 40cm verified		4
7	Post weaving activities	Collected tools and, equipment	2	
		Cleaned tool, equipment	2	
		Stored tool and equipment	2	
		Collected and stored excess materials	1	
		No tools, equipment and materials observed in the work studio		2
		Cleaned working area	2	
		Tidy working area observed		1
	<b>MAX SCORE</b>		<b>66</b>	
	<b>TOTAL</b>			

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## 4.0 ATP- PART IV

### INFORMATION ON REVIEW PROCESS

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

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Weaver 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 Review (September 2020)

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

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

Based on the Occupational Profile for a Weaver of September 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

#### 4.4 Methodology

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

Active participation of both instructors and job practitioners' panels consolidated the development philosophy.

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

#### 4.5 Review Panel

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

	Name	Institution/ Organisation
1.	Niwatuherena Elly	Elton Hand Weavers
2.	Nabiryo Winfred	Fremi Textiles Limited
3.	Namukasa Christiner	Genjo Investment Ug Ltd
4.	Ssenkatuka Apollonius Harry	Greenhill Academy
5.	Akombe Joseph	Immaculate Heart Girls Secondary School
6.	Orishaba Collen	Corisha -Arts
7.	Muganga Christopher	NCDC
8.	Ahabwe Angella	Bweranyangi Girls Secondary School
9.	Kakai Dina Sarah	Ntinda Vocational Tec Institute
10.	Gerald Muhumuza	St.Gerald Fabric and Leather Palace
11.	Mpanga Ronald	Risen Concept Ltd
12.	Bayego Maria	Kololo S.S

#### QUALITY CHECK PANEL

No	Name	Organisation
1)	Nakisendo Fatuma	DIT
2)	Nalwanga Rebecca	DIT
3)	Matende Shamsi	DIT
4)	Wasswa Abraham Batte	NCDC
5)	Kyatuhire Doreen	DIT
6)	Ainembabazi Faith	DIT
7)	Benjamin Alex Kibira	DIT
8)	Ntambi Denis	DIT
9)	Kyatuhire Fortunate	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:** Ms. Aheebwa Joan, Ms Orishaba Tracy
3. **Facilitators for quality check:** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as Data Entrant.
4. **Compiled by:** Mr. Obitre Ronald, Ms. Nahwera Agnes Data Entrants DIT
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

#### 4.7 Reference time:

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

#### References:

- Weavers idea book: Creative Cloth on a rigid heddle loom Sane Patrick 2010
- Inventive weaving on a little loom: Discover the full potential- heddle loom for beginners and beyond (Syne Mitchell, 2105)
- Modern weaving: learn to weave with 25 bright and brilliant loom weaving projects laura shut 2016
- Tapestry weaving (Kristen Glasbrooj 2002)
- Learning to weave (Deborah chandler, 1995)
- A hand weavers pattern book (Marguerite Porter Davison 1944)
- The Art is the cloth, Micala sidore, Charissa Brener David
- 3-d Hand loom weaving Sculptural tools & technique Sally Eyring
- Velvet on my mind, Velvet on my loom Wendy landry
- Basket Essentials, rib basket weaving Lora s. Irish
- Weaving for beginners Nora Amiani



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