



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTJET] Subsector



**Assessment and Training
Package
For
AUTO MOBILE SPRAY
PAINTER**

Qualification Level: 1

Occupational Cluster: ART AND DESIGN

JANUARY 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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

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

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

The purpose of the UVQF is to define:

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

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

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

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

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

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial 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) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect.

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

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

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

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) in co-operation with the private sector and other stakeholders embarked on reforming Business, Technical and Vocational Education and Training (BTVET) in Uganda. The reform led to the establishment of a Uganda Vocational Qualifications Framework (UVQF) based on Competence-Based Education and Training (CBET) principles.

The advantages of CBET include improved access, equity and relevance of BTVET, reduced unit costs of training, and recognition of Prior Learning (or on-the-job- training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

Further efforts to link Education and Training to the real world of work, the Ministry through the BTVET department set up the Uganda Vocational Qualifications Framework (UVQF) Secretariat in 2004 which was main-streamed into DIT in 2008 as the Qualifications Standards Department.

To achieve the set-out targets in the reform process, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Education and Training (CBET) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

1. Occupational/job Profile
2. Training modules and
3. Assessment instruments Banks

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

Herewith, the Directorate of Industrial Training presents the "Assessment & Training Package (ATP)" for training, assessment and certification of **AUTO MOBILE SPRAY PAINTER**

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

Ketty Lamaro
Permanent Secretary

Executive Summary

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

PART I: The “Occupational Profile” (OP) of an Auto Mobile Spray Painter.

- 0.1 This Occupational Profile which was developed by Auto Mobile Spray Painter practicing in the world of work mirrors the duties and tasks Auto Mobile Spray Painter are expected to perform.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train an Auto mobile Spray painter both on the job as well as in training centers (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as an Auto Mobile Spray Painter. These assessment instruments were developed jointly by job practitioners (AUTO MOBILE SPRAY PAINTER) 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 of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more students in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

Patrick Byakatonda
Ag Director

Acknowledgement

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

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Examination Specialists from UNEB
- The facilitators involved in guiding the development panel in their activities;
- The Government of Uganda for financing the development of this ATP
- Art and design secondary teachers.

Abbreviations and Acronyms

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

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	(Occupational) competence is understood as the ability to perform Tasks common to an occupation at an acceptable level.
CBET	Competence-based education and training means that programs: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	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.
Modules	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.
Occupational Profile (OP)	<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 Performed and measured. (*see also: Duty*)

1.0 ATP-PART I

Occupational Profile for AUTO MOBILE SPRAY PAINTER

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

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

Job Expert Panel

Seruwagi Roland
Spear motors

Kaweesa Brian
Kiira Motors

Janja Bernard
NDCD

Bwante Moses
Toyota Uganda

Ouma Caxton
Gulu Secret Heart SS

Okello Samuel
Motor Care

Joel Opoka Ongeocan
Lugogo VTI

Etukata Aggrey
Ngora S.S

Owachi Samuel Stuart
Wairaka S. S

Setabi Joshua
Mengo S.S.

Co-ordinator

Mukyala E. Ruth
Directorate of Industrial
Training

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Babirye Pamela
Directorate of Industrial
Training

Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile
of an
AUTO MOBILE SPRAY PAINTER

Developed by: Qualifications Standards
Department of the Directorate
of Industrial Training

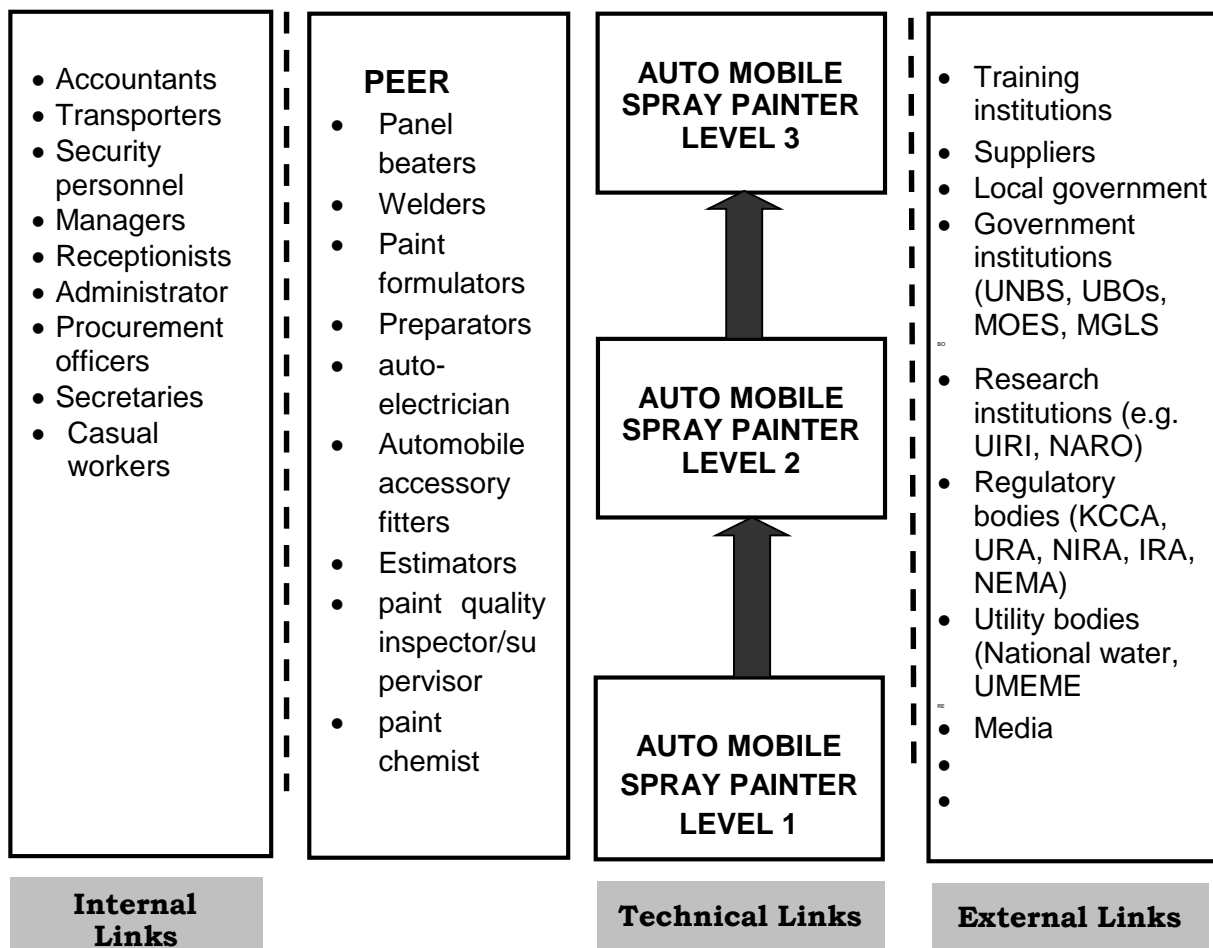
Dates of workshop: 10th Jan -14 Oct 2021

Nomenclature for the occupation of an auto mobile spray painter

An auto mobile spray painter

is a person who has the competences of identifying paint color code, prepares automobile body and apply paint to the required texture.

JOB ORGANISATION CHART FOR AN AUTO MOBILE SPRAY PAINTER



Descriptions for the levels in the occupation of an ‘Auto Mobile Spray Painter’

UVQF Level 1 AUTO MOBILE Spray Painter

Is a person who identifies paint colour codes, prepares auto mobile surface, and applies paint.

UVQF level II AUTO MOBILE Spray Painter

Is a person who prepares auto mobile surface, applies paint and finishes.

UVQF level III AUTO MOBILE Spray Painter

Is one who prepares auto mobile surface, formulates paint, applies and finishes

Duties and Tasks

A. PLAN WORK	A1 Make business plan	A2 Prepare budget	A3 Choose location
	A4 Prepare work schedules	A5 Determine resources	A6 Identify sources of capital
	A7 Select tools, equipment and material	A8 Design workshop set up	A9 Assign work
B. ASSESS BODY CONDITION	B1 Determine extent of damage	B2 Assess surface texture	B3 Determine body colour condition
	B4 Apply assessment method	B5 Carryout panel beating	B6 Prepare quotation
C. PREPARE BODY FOR SPRAYING	C1 Determine colour tone	C2 Remove old paint	C3 Sand body surface
	C4 Clean body surface	C5 Mask undamaged part	C6 Apply Primers
	C7 Putty damaged parts	C8 Spray second prime	C9 Remove mask
	C10 Sand body	C11 Dry clean body	C12 Mask body
	C13 Degrease body	C14 Tag rug body	C11
D. APPLY PAINT	D1 Determine Paint application parameters	D2 Setup spray gun	D3 Measure paint
	D4 Mix paint	D5 Set up temperature spray booth	D6 Spray Test paint
E. FINISH BODY SURFACE	E1 Bake body	E2 Unmask body	E3 Sand body
	E4 Buff body	E5 Clean body	E6 Fit accessories
	E7 Test accessories	E8 Polish accessories	

F. MANAGE TOOLS AND EQUIPMENT	F1 Purchase tools and equipment	F2 Fabricate tools	F3 Store tools and equipment
	F4 Make maintenance schedule	F5 Participate in repair and replacement of parts	F6 Service tools and equipment
	F7 Dispose unwanted tools and equipment		

G. OBSERVE OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PROCEDURES	G1 Wear protective gears	G2 Clean work place	G3 Manage waste
	G4 Sensitize staff on occupational health	G5 Perform fire fighting	G6 Display safety signs, rules and regulations
	G7 Administer first aid		

H. PERFORM ADMINSTRATIVE TASKS	H1 Recruit staff	H2 Train workers	H3 Mobilize resource
	H4 Keep records	H5 Supervise work	H6 Appraise workers
	H7 Remunerate workers	H8 Manage conflicts	H9 Motivate worker
	H10 Participate in meetings		

I. PERSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	I1 Network with peers on technical matters	I2 Participate in trainings	I3 Participate in trade fairs and shows
	I4 Obtain membership in professional organizations	I5 Attend refresher courses	I6 Network with other agencies on technical matters

Additional Information

Generic knowledge & skills	
1. Paint mixing	35. Waste disposal and management
2. Managerial skills	36. Tools and equipment usage and maintenance
3. Time management	37. Waste disposal and management
4. Computer skills	38. Resource mobilization and management
5. Car washing	39. Counseling and guidance of staff
6. Paint spraying	40. Interpersonal relations
7. Different tools, equipment and materials used	41. Analytical skills
8. Testing for drying	42. Financial literacy
9. Planning skills	
10. Procurement skills	
11. visual inspection	
12. Communication skills	
13. Marketing skills	
14. Health, safety and environmental precautions	
15. First Aid skills	
16. Management skills	
17. IEE regulations and rules	
18. Supply authority's regulations	
19. Use of measuring tools	
20. Paint materials	
21. Types of paint	
22. Types of Body Paint Defects	
23. Record keeping	
24. Entrepreneur skills	
25. Cleaning and purification skills	
26. Quality and type of materials	
27. Diagnostic skills	
28. Staff training and monitoring skills	
29. Numerical and literacy skill	
30. Team work and cooperation skill	
31. Negotiation skills	
32. Financial literacy	
33. Collaboration and networking skills	
34. Teamwork and cooperation	

Attitudes / Traits / Behaviours

- | | |
|-------------------------|--|
| 1. Honest | |
| 2. Disciplined | 15. Good vision |
| 3. Trust worthy | 16. Sense of detail |
| 4. Hardworking | 17. Cost conscious |
| 5. Dedicated | 18. Quality conscious |
| 6. Team player | 19. Flexible |
| 7. Responsible | 20. Innovative |
| 8. Cooperative | 21. Organised |
| 9. Confident | 22. Obedient |
| 10. Creative | 23. Smart |
| 11. Time conscious | 24. Willing to improve |
| 12. Accurate | 25. Sensitive to safety, health
and environmental
protection |
| 13. Observant | 26. Good customer care |
| 14. Good decision maker | 27. Result orientated |

Tools, Materials and Equipment

- | | |
|---------------------------|------------------------|
| 1. Sanding Machine | 20. Grinder |
| 2. Scraper | 21. masks |
| 3. Spatula | 22. Primer |
| 4. Sand Paper | 23. Clear coat lacquer |
| 5. Degreaser | 24. Cotton waste |
| 6. Masking Tape | 25. Overalls |
| 7. Masking Paper | 26. Paint |
| 8. Paint remover | 27. Liquid Soap |
| 9. Air compressor | 28. Detergents |
| 10. Power sander | 29. Water |
| 11. Paint sprayer | 30. Car body polish |
| 12. Grit sand paper | 31. safety boots |
| 13. Cleaning solvent | 32. Safety glasses |
| 14. Masking tape | 33. Rag |
| 15. Anti-silicon solution | 34. Denatured alcohol |
| 16. News papers | 35. Rubbing compound |
| 17. Primer | 36. Heater |
| 18. Paint thinner | 37. |
| 19. Air blower | |

Future Trends and Concerns

1. Employment challenges
2. Limited access to startup capital
3. Challenges with modern technology
4. Insufficient payment
5. Out dated tools, equipment and materials
6. Safety Health hazards
7. No insurance cover for staff
8. Limited access to upgrading
9. Limited workplaces offering opportunities for hands-on practice

2.0 ATP – PART II

Training Modules for AUTO MOBILE SPRAY PAINTER

- 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 Auto Mobile Spray Painter to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students 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.

WHO IS A LEVEL1 AUTO MOBILE SPRAY PAINTER?

AN AUTO MOBILE SPRAY PAINTER LEVEL 1

Is a person who identifies paint colour codes, prepares auto mobile surface, and applies paint.

OVERVIEW OF MODULES FOR AN AUTO MOBILE SPRAY PAINTER

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/IE/M 1	Prepare Body for Spraying	480	12
UE/IE/M 2	Paint Automobile body	480	12
UE/IE/M 3	Establish shoe making enterprise		
UE/IE/M 4	Manage automobile workshop	320	8
Summary	3	31WEEKS	

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/IE/M.1
Module title	M1.1: Prepare Body for Spraying
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (AUTO MOBILE SPRAY PAINTER UVQF1)
Qualification Level	1
Module purpose	After completion of this module the trainee will be able to prepare body for spraying.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Select work location</p> <p>LWA 1/2: Clean body</p> <p>LWA 1/3: Apply filler on dents</p> <p>LWA 1/4: Carryout Primer</p> <p>LWA 1/6: Perform occupational health, safety and environmental practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated till 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>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Clean body</p> <p>PEX 1.1: Remove accessories</p> <p>PEX 1.2: Dust the body</p> <p>PEX 1.3: Mask delicate part</p> <p>PEX 1.4: Prepare cleaning solution</p> <p>PEX 1.5: Wash body</p> <p>PEX 1.6: Dry clean</p> <p>PEX 1.7: Unmask delicate part</p> <hr/> <p>LWA 1/2: Apply filler on dents</p> <p>PEX 2.1: Mark damaged parts</p> <p>PEX 2.2: Course sand damaged part</p> <p>PEX 2.3: Clean off dust</p> <p>PEX 2.4: Mix filler with hardener</p> <p>PEX 2.5: Fill damaged parts</p> <p>PEX 2.5: Dry body</p> <p>PEX 2.6: Fine sand to level Surface</p> <p>PEX 2.7: Refill uneven surfaces</p> <p>PEX 2.8: Finish the surface</p>

	<p>LWA 1/3: Carryout Primer PEX 3.1: Blow off drying dust PEX 3.1: Clean body PEX 3.3: Mask parts PEX 3.4: Mix primer PEX 3.5: Apply primer PEX 3.6: Putty damaged parts PEX 3.7: Dry body PEX 3.8: Sand putty PEX 3.9: Apply final Primer PEX 3.10: Refill damaged part PEX 3.11: Finish damaged part</p> <p>LWA 1/4: Perform occupational health, safety and environmental practices PEX 4.1: Administer first aid PEX 4.2: Wear personal protective equipment PEX 4.3: Display safety signs PEX 4.4: Perform fire fighting PEX 4.5: Manage wastes PEX 4.6: Sensitize workers on health issues</p>
<p>Occupational health and safety</p>	<p>Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Car washing • masking and unmasking • Time management • methods of sanding • Sand papers types • proper lighting • proper air flow • proper temperature and humidity of location
<p>Average duration of learning</p>	<p>480 hours (60 days) of nominal learning suggested o include;</p> <ul style="list-style-type: none"> • 10 days of occupational theory. • 50 days of occupational practice.

Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank
Minimum required tools/ equipment/ implements or equivalent	PPE, sanding machines, Blower, scraper, sanding blocks, rags, containers, spatulas, Spanners, wire brush, assorted screw drivers, Viscometer, compressor, bench vice, fitter's toolbox, pipe wrenches, riveting gun
minimum required materials and consumables or equivalent	water, soap/ detergents, primer, putty, sand paper, Masking tape, hardener, silicon remover, body filler, cleaning solvent, thinner
Special notes	

Code	UE/IE/M.2
Module title	M1.2: Paint Automobile body
Related Qualification	Part of: Uganda Vocational Qualification (AUTO MOBILE SPRAY PAINTER UVQF1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to paint automobile body
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare paint LWA 2/2: Apply Coats LWA 2/3: Perform occupational health, safety and environmental practices</p> <p>Note: 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare paint PEX 1.1: Clean containers PEX 1.2: Determine paint system PEX 1.3: Measure paint PEX 1.4: Mix paint PEX 1.5: Strain paint PEX 1.6: Check viscosity PEX 1.7: Test spray paint</p> <p>LWA 2/2: Apply Coats PEX 2.1: Clean body PEX 2.2: Sprain body PEX 2.2: Spray damaged part PEX 2.3: Wet sand body PEX 2.4: Dry body PEX 2.5: Spray body PEX 2.6: Dry body</p>

	<p>LWA 2/4 Perform occupational health, safety and environmental practices</p> <p>PEX 4.1: Administer first aid PEX 4.2: Wear personal protective equipment PEX 4.3: Display safety signs PEX 4.4: Perform fire fighting PEX 4.5: Manage wastes PEX 4.6: Sensitize workers on health issues</p>
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Perform and demonstrated during LWAs and PEXs
Pre-requisite modules	
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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Ratios for Paint ingredient • Body spraying parameters • Paint life time • IEE regulation on safety and health practices • Operation procedures of a spray booth • Paint application methods • ICT knowledge
Average duration of learning	<p>480 hours (60 days) of nominal learning suggested o include;</p> <ul style="list-style-type: none"> • 10 days Occupational theory • 50days Occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Spray gun, brushes, towels, safety boots, brushes, tack rugs, safety goggles/ glasses, Spray booth, Sanding machine Scraper, Spatula, Spray Gun, Putty knife, Air connectors and pipes, Sanding machine, Body file, Paint strainer, Metal sheet, viscosity ladle, special tins, compressor
Minimum required materials and consumables or equivalent	face mask, Gloves, solid paint, metallic paints, Clear coat Primer, Thinner, Sanding paper, Degreaser, Masking tape, Masking paper, Fiber glass, Filler paste, hardener, hardener, under coat, Towels, rubbing compound, Paint thickness gauge.
Special notes	None

Code	UE/IE/M3
Module title	M.3: Establish auto mobile spray painting workshop
Related Qualification	Part of Uganda Vocational Qualification (AUTO MOBILE SPRAY PAINTER UVQF1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able establish a shoe making enterprise
Learning-Working Assignments (LWAs)	<p>LWA 3:1 Start business LWA 3:2 Communicate with clients LWA 3:3 Cost shoe works LWA 3:4 Perform occupational health, safety and environmental protection practices.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3:1 Start business PEX 3.1: Develop business ideas PEX 3.2: Determine required resources PEX 3.3: Identify sources of resources PEX 3.4: Determine business location PEX 3.5: Secure resources PEX 3.6: Set up work place PEX 3.7: Obtain business training and assistance PEX 3.8: Insure business PEX 3.9: Obtain business licenses and permits</p> <p>LWA 3:2 Communicate with clients PEX 3.1: Perform customer care services PEX 3.2: Negotiate prices with clients PEX 3.3: Provide technical advice to clients</p> <p>LWA 3:3 Cost Auto mobile spray painting works PEX 3.1: Cost resources PEX 3.2: Price Auto mobile spray painting works PEX 3.3: Sell Auto mobile spray painting works</p>

	<p>LWA 3:5 Perform occupational health, safety and environmental protection practices.</p> <p>PEX 3.1: Administer first Aid PEX 3.2: Manage waste PEX 3.3: Wear protective gear PEX 3.4: Perform Fire fighting PEX 3.5: Manage personal hygiene PEX 3.6: Perform Health and safety measures</p>
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed 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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Computer application • Business planning and management • Resource management • Inventory management • Communication skills • Risk management
Average duration of learning	<p>120hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 3days of occupational theory and • 12days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Calculators, Computers, Printers, Firefighting equipment, first aid kit, CCTV cameras

Minimum required materials and consumables or equivalent	Stationary, toner, furniture (working tables, chairs, stools, mallets)
Special notes	none

Code	UE/IE/M.4
Module title	M.4: Manage automobile workshop
Related Qualification	Part of Uganda Vocational Qualification (Auto mobile spray painter)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to manage auto mobile accessories
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Manage accessories</p> <p>LWA 4/2: Maintain records</p> <p>LWA 4/3: Perform Administrative tasks</p> <p>LWA 4/4: Manage tools and materials</p> <p>LWA 4/5: Market work</p> <p>LWA 4/6: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Manage accessories</p> <p>PEX 1.1: Select tools</p> <p>PEX 1.2: Detach accessories</p> <p>PEX 1.3: Clean accessories</p> <p>PEX 1.4: Shine accessories</p> <p>PEX 1.5: Attach accessories</p> <p>LWA 4/1: Maintain records</p> <p>PEX 1.1: Keep financial records</p> <p>PEX 1.2: Keep Human Resource records</p> <p>PEX 1.3: Keep inventory records</p> <p>PEX 1.4: Keep maintenance records</p> <p>PEX 1.5: Keep Marketing records</p> <p>PEX 1.6: Keep procurement records</p>

	<p>LWA 4/2: Perform Administrative tasks PEX 2.1: Plan work PEX 2.2: Recruit workers PEX 2.3: Orient workers PEX 2.4: Supervise Work PEX 2.5: Remunerate workers PEX 2.6: Motivate workers PEX 2.7: Assign work PEX 2.8: Appraise workers PEX 2.9: Provide customer care</p> <p>LWA 4/3: Manage tools and materials PEX 2.1: Procure tools and equipment PEX 2.3: Clean tools and equipment PEX 2.3: Store tools and equipment PEX 2.4: Inspect tools and equipment PEX 2.5: Dispose worn-out tools and equipment</p> <p>LWA 4/4: Market business PEX 4.1: Conduct market research PEX 4.2: Prepare marketing plan PEX 4.3: Catalogue work PEX 4.6: Advertise business PEX 4.7: Price work PEX 4.9: Evaluate sales PEX 4.10: Perform after sales services</p> <p>LWA 4/5: Perform occupational health, safety and environmental protection practices PEX 5.1: Administer first aid PEX 5.2: Wear personal protective equipment PEX 5.3: Display safety signs PEX 5.4: Perform fire fighting PEX 5.5: Manage wastes PEX 5.6: Sensitize workers on health issues</p>
Occupational health and safety	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed 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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • IEE regulation on safety and health practices • Tools and equipment use • Material application • operation of different tools and equipment • Technical terminologies • Tools and Equipment maintenance • Planning • Store management • Procurement and disposal • Types of fasteners • Application of fasteners
Average duration of learning	320 hours (40 days) of nominal learning suggested to include: <i>10 days of occupational theory and 30 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Spray gun, brushes, towels, safety boots, brushes, tack rugs, safety goggles/ glasses, Spray booth, Sanding machine Scraper, Spatula, Spray Gun, Putty knife, Air connectors and pipes, Body file, Paint strainer, Metal sheet, viscosity ladle, special tins, compressor, computer, Blower, scraper, sanding blocks, rags, containers, spatulas, Spanners, wire brush, assorted screw drivers, Viscometer, bench vice, fitter's toolbox, pipe wrenches, riveting gun, calculator, cameras
Minimum required materials and consumables or equivalent	Face mask, Gloves, solid paint, metallic paints, Clear coat Primer, Thinner, Sanding paper, Degreaser, Masking tape, Masking paper, Fiber glass, Filler paste, hardener, hardener, under coat, Towels, rubbing compound, Paint thickness gauge, Books, pens
Special notes	

3.0 ATP- PART III

Assessment Instruments for AUTO MOBILE SPRAY PAINTER

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

Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (theory) - Short Answer	3
2.	Written (theory) - Multiple choice	3
3.	Written (Theory)- Matching with generic	1
4.	Written (theory)-matching with cause-effect	1
5.	Written (Theory)- Work sequence	1
6.	Performance (Practical) Test items	1
Total		10

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	January2022			
Related modules:	M1.2			
Time allocation:	5 Minutes			

Test Item	List the four materials needed when Painting an automobile body.
------------------	--

Answer space	i ii iii iv
---------------------	--

Key (answer)	i Paint ii Primmer iii Degreaser iv Water v Thinner
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1.2			
Time allocation:	5 Minutes			

Test Item	State four suitable conditions necessary for spraying an Auto mobile painting
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Answer space	i ii iii iv
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Key (answer)	i Good and stable air flow ii Good humidity iii Favorable temperature iv Spacious and dust free
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.2			
Time allocation:	5 Minutes			

Test Item	List down three practical ways one can use to avoid color mismatch
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Answer space	i ii iii
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Key (answer)	i Blend color ii Tone color iii Test spray iv Color code v Hand test
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.1			
Time allocation:	5 Minutes			

Test Item	Why do we mask car bodies before spraying? to prevent;
------------------	--

Distracters and correct answer	<ul style="list-style-type: none"> A. Paint straying into accessories. B. Water infiltrating accessories. C. Accessories from damage. D. Waste of paint
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Expected key (answers)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.1			
Time allocation:	5 Minutes			

Test Item	What is the main reason for sanding bodies.
------------------	---

Distracters and correct answer	<p>A. Clean the automobile body.</p> <p>B. Attach old paint to the new paint.</p> <p>C. Remove paint on automobile body.</p> <p>D. Remove old paint and smoothen the body</p>
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Expected key (answers)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.2			
Time allocation:	5 Minutes			

Test Item	Why do we apply prime coat on auto mobile bodies?
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Distracters and correct answer	A. Attach paint B. Attach spot putty C. Fill auto mobile body holes D. Remove scratch on automobile body.
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Expected key (answer)	D
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Tt Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related Modules:	M1.1, M1.2			
Time allocation:	5 Minutes			

Test Item	Match the following Auto mobile spray-painting tools to their Functions
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Components	
1	Spray gun
2	Compressor
3	Sanding machine
4	Buffing machine
5	Blower

functions	
A	Clean surface
B	Surface smoothing
C	Polishing
D	Spreads paint
E	Pumps pressure
F	Traps Dust
G	Scraps surface

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

Test Item	Match the following causes to their effects in painting automotive bodies.
------------------	--

Causes	
1	Improper flash or recoat times between coats.
2	Extreme sharp temperatures
3	Poor sanding
4	Poor surface finishing
5	Poor curing

Effects	
A	Wrinkling or lifting
B	Dulling or hazing
C	Peeling
D	Sand scratches
E	Cracking
F	Bleeding
G	Air trapping

Key (answer)	1-F,2-E,3-D,4-C,5-G
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Auto Mobile Spray Painter			
Competence level:	1			
Code no.	AMSP			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	January 2022			
Related Modules:	M.3			
Time allocation:	5 Minutes			

Test Item	Arrange the following steps taken to prepare an automobile body for spraying in their chronological order.
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Column A (chronology)	Column B (work steps) in wrong chronology	
1 st	A	Mask body parts
2 nd	B	Apply primer
3 rd	C	Clean vehicle body
4 th	D	Transfer designs onto vehicle body
5 th	E	Blow vehicle
6 th	F	Degrease vehicle body
7 th	G	Sand vehicle body
8 th	H	Apply spot putty

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

DIT/ QS	Test Item Database Performance Test Item- no.1
Occupational Title:	AUTO MOBILE SPRAY PANTER
Competence level:	1
Code no.	AMSP
Test Item:	Prepare a dented door of the body surface for painting.
Complexity level:	P2
Date of OP:	JANUARY 2022
Related Module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Panel beating • Scraping • Sanding • Cleaning • Sheet Metal work skills • Usage of tools • Usage of Materials Entrepreneurial skills • Environmental Safety precautions • Driving skills • Computer skills • communication skills
Required tools, materials and equipment:	PPE, sanding machines, Blower, scraper, sanding blocks, rags, containers, spatulas, Spanners, wire brush, assorted screw drivers, Viscometer, compressor, bench vice, fitter's toolbox, pipe wrenches, riveting gun, water, soap/ detergents, primer, putty, sand paper, Masking tape, hardener, silicon remover, body filler, cleaning solvent, thinner
Time allocation:	6 hr.
Preferred venue:	Well prepared workshop
Remarks for candidates	Should have personal protective gear Should have a full tool kit
Remarks for assessors	<ul style="list-style-type: none"> • Provide candidates with required resources for assessment. • Provide a helper

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
1	Preparation before task	Wore protective gear i.e. Overall, Gum boots Hand gloves		2
		Maintained personal Hygiene	1	
		Assembled all required tools, equipment and materials for the task		2
		Tested tools and equipment		2
		Set auto mobile body		2
2	Repair dents	Mended dents	2	2
		Removed old paint	1	1
		Cleaned dented area		1
		Prepared filler past	1	1
		Applied filler paste	1	1
		Allowed filler paste to set		1
		Dry sanded filler paste	2	
		Refilled dented parts	1	2
		Finished filler		2
3	Prime dents	Sanded dented part	1	1
		Masked undamaged parts	2	
		Clean damaged dented parts		1
		Applied first coat of primmer	2	2
		Dried Primmer		1
		Applied putty on specific spots	2	2
		Dried putty		1
		Wet sanded spotted putty	1	1
		Applied second coat Primmer	2	2
		Checked for minor imperfections	2	
		Refilled spot putty	1	1

		Dried Primmer		1
		Wet sanded spotted putty	1	1
		Unmasked undamaged parts	1	
		Sanded damaged part	1	1
4	Detach accessories	Identified accessories to detach		2
		Loosened fasteners	2	
		Unmounted accessories	2	
		Dismantled accessories units	4	
5	Clean body	Dusted the body		2
		Masked delicate parts on the body	2	
		Prepared cleaning solution	1	
		Degreased the body	1	1
		Washed body	1	1
		Dried clean body		1
		Unmasked delicate parts on the body	1	
6	Clean work place	Cleaned tools	1	1
		Managed waste		2
		Stored tools, equipment and material	1	1
			42	45
	TOTAL	Process and result	87	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Occupational Profile was developed in January 2022 by job practitioners who were working in the Auto Mobile Spray Painting occupation. The job expert panel, guided by DIT Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the Occupational Profile for Auto Mobile Spray Painter, Training Modules were developed by job practitioners, guided by DIT Facilitators.

4.3 Test Item Development (November 2021)

Based on the Occupational Profile for Auto Mobile Spray Painter, Training Modules, Test Items were developed by a panel of instructors and job practitioners, guided by DIT Facilitators.

4.4 Methodology

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

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

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

4.5 Development Panel of occupational Profile

The participating panels of job practitioners required at different stages were constituted by members from the following organizations

occupational Profile		
No	NAME	ORGANIZATION
1.	Seruwagi Roland	Spear motors
2.	Kaweesa Brian	Kiira Motors
3.	Janja Bernard	NCDC
4.	Bwante Moses	Toyota Uganda
5.	Ouma Caxton	Gulu Secret Heart S. S
6.	Okello Samuel	Motor Care
7.	Joel Opoka Ongeocan	Lugogo VTI
8.	Etukata Aggrey	Ngora S. S
9.	Owachi Samuel Stuart	Wairaka S. S
10.	Setabi Joshua	Mengo S.S.

4.6 Development Panel of TMD and TID

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

Training modules and test items panel		
	NAME	INSTITUTON/ ORGANISATION
1.	Seruwagi Roland	Spear motors
2.	Kaweesa Brian	Kiira Motors
3.	Janja Bernard	NCDC
4.	Bwante Moses	Toyota Uganda
5.	Ouma Caxton	Gulu Secret Heart S. S
6.	Okello Samuel	Motor Care
7.	Joel Opoka Ongeocan	Lugogo VTI
8.	Etukata Aggrey	Ngora S. S
9.	Owachi Samuel Stuart	Wairaka S. S
10.	Setabi Joshua	Mengo S.S.

4.7 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 Department, DIT
2. **Facilitators** - DIT; Ms. Bakoby Proscovia, and Ms. Babirye Pamela all from qualification standards DIT.
3. **Data Entrants** – Mr. Kabagambe Gideon and Ms. Kyohairwe Patience
4. **Compiled by** Ms. Babirye Pamela from qualification standards DIT.
5. **Edited by** – Ms. Mukyala Ruth Ag. Deputy Director/QS Department, DIT
6. **Coordinated by** – Mr. Byakatonda Patrick, Ag. Director, DIT;

4.8 Reference:

The Assessment and Training Package was developed in November 2021 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

- Andrew Liuesey, A Robinson (2013). The repair of vehicle bodies, 6th edition
- James E Duffy (2014) Auto Body Repair Technology
- Dennis W Parks. (2003) How to paint Your Car
- John Pfaniatiehi Auto Motive Paint hand book Paint Technology for Auto Enthusiasts and body shape