



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Subsector Reform



**Assessment and Training
Package**

For

HOME MANAGER

Qualification Level: 1

**Occupational Cluster: Nutrition and Food
Technology**

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

Plot 97/99 Jinja Road / Corner 3rd Street,
P.O. Box 20050, Lugogo, Kampala, Uganda
Tel: 256-414-251256; 256-414-259412;
E-mail: uvqf.dit@gmail.com

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.

No part of this publication may be reproduced except for internal use only unless authorized, in writing, by the Permanent Secretary, Ministry of Education and Sports.

TABLE OF CONTENTS

Word from Permanent Secretary	iv
Executive Summary.....	vi
Acknowledgement	viii
Abbreviations and Acronyms	ix
Key Definitions.....	x
Occupational Profile for a HOME MANAGER.....	1
JOB ORGANISATION CHART FOR A HOME MANAGER.....	3
2.0 ATP – PART II.....	9
Training Modules for HOME MANAGER.....	9
3.0 ATP- PART III.....	32
Assessment Instruments for HOME MANAGER	32
4.0 ATP- PART IV	Error! Bookmark not defined.
INFORMATION ON REVIEW PROCESS.....	Error! Bookmark not defined.

Word from Permanent Secretary

The Kajubi report (1989) and the Uganda Government White Paper on Education Review (1992) emphasized 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 force at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity ;(ii) high youth unemployment (38%) and (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 students 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.

Therefore, is in line with the Uganda Vision 2040 under section 261 emphasizes that students 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 emphasize practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the lower secondary school education 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 labor market. It should be emphasized that vocational training will produce graduates who are employable. In the lower secondary school vocational 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 labor 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 for the various occupations that will be assessed under the Lower Secondary Curriculum.

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 reviewed “Assessment & Training Package (ATP)” for training, assessment and certification of a **HOME MANAGER-QUALIFICATION LEVEL 1**.

Finally, I thank all individuals and organizations who have contributed and/or participated in the development 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:

- 0.1 **PART I: The “Occupational Profile” (OP) of a HOME MANAGER.** This Occupational Profile which was developed by Home Managers practicing in the world of work, mirrors the duties and tasks Home Managers are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **HOME MANAGER** both on the job as well as in training centres (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 a **Home Manager**. These assessment instruments were developed jointly by job practitioners (Home Manager) and teachers based on the occupational profile and training modules¹.
- 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.**

In combination, both parts -the OP and the test items- constitute the relevant ‘Assessment STANDARDS’ for competence-based assessment and certification for acquiring a credible Qualification for – Home Manager Qualification Level 1.

- 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).

¹In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training

0.7 The parts of this Assessment and Training Package were sequentially developed 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 development 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;
- Teachers of Home Management in various Secondary schools;
- Nutrition Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda for financing the review of this ATP;

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	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	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programs: <ol style="list-style-type: none">1. have content directly related to 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)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles 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. *(see also: Duty)*

1.0 ATP-PART I

Occupational Profile for a HOME MANAGER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Home Manager” below defines the **Duties** and **Tasks** a competent Home Manager 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 a HOME MANAGER are listed on the following page.

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

Job Expert Panel

Kakai Susan Kasadhakwo
Ministry of Education

Grace Nandutu
NCDC

Ngalombi Rhoda Ssentogo
UNEB/ Gayaza High School

Sabano Hanifa
St. Joseph Girls SS

Kalumira Francis
Nabisunsa Girls School

Nakagimu Victoria Mwazi
Kololo SS

Kutuusa Christine
Ndejje SS

Wolayo Kanah
Stafford SSS

Nassonko Catherine
Bisanje Girls Home

Gloria Mwebaza
H & H Precious Homes

Mirembe Sandra
Crested Crane Hotel-Jinja

Nakabiri Irene
Mildmay Uganda

Co-ordinator
Mukyala E. Ruth
Directorate of Industrial Training

Facilitators
Matende Shamsi
Directorate of Industrial Training

Namwebya Sarah
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
For a
“HOME MANAGER”

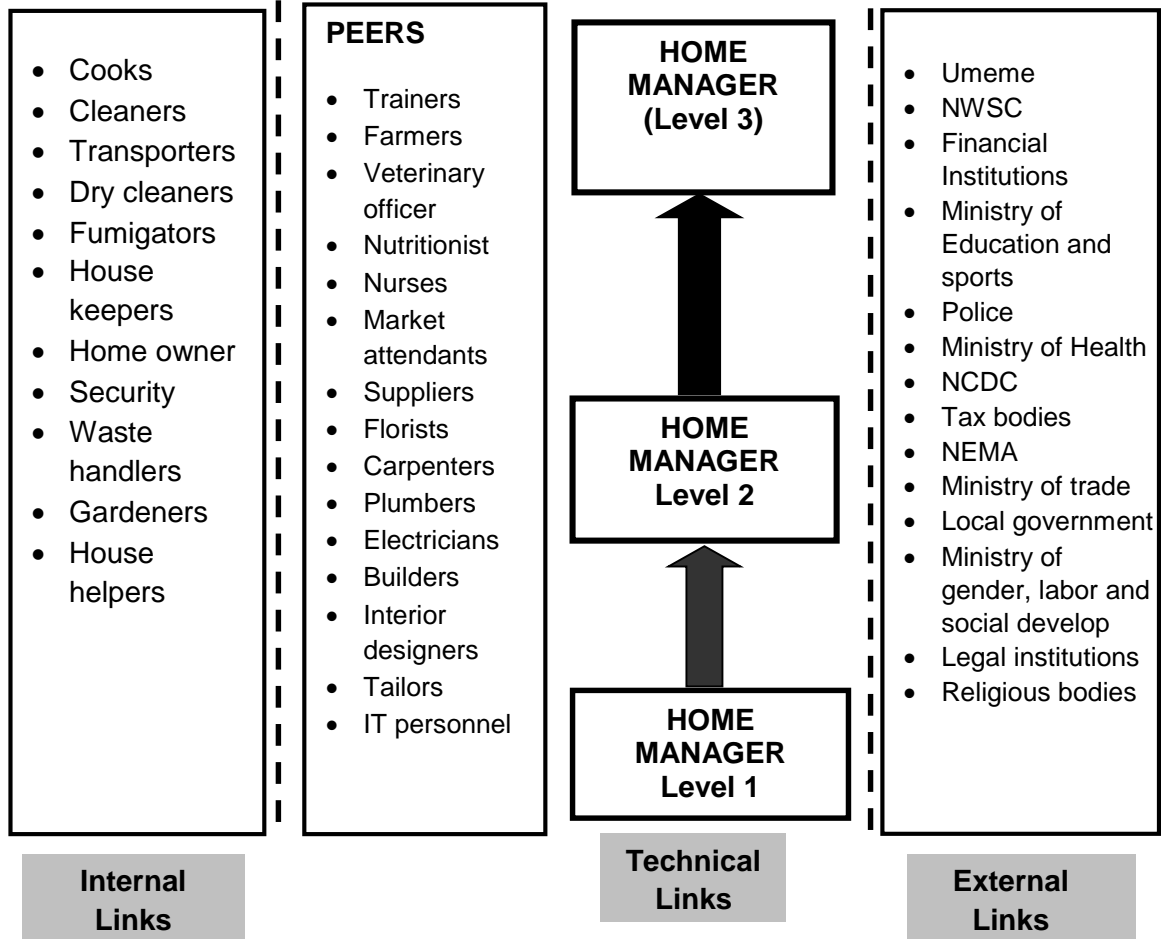
Developed by: Qualifications Standards
Department of the Directorate
of Industrial Training

Date of workshop: 17th – 21st January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A HOME MANAGER

Definition: Is a person who takes care of the welfare of the home and manages resources in response to the home owner’s needs.

JOB ORGANISATION CHART FOR AHOME MANAGER



Descriptions for the levels in the occupation of a ‘Home Manager’

UVQ Level I Home manager is a person who plans, organizes, controls welfare and resources of the home under supervision.

UVQ Level II Home manager is a person who plans, coordinates and improves the welfare of the home in response to needs of the home owner.

UVQ Level III Home manager is a person who plans, budgets, over sees operations and offers technical advice to the home owner.

Duties and Tasks

A. Manages purchases	A1. Make shopping list	A2. Purchase household items	A3. Transport purchases
	A4. Store purchases	A5. Distribute purchases	A6. Keep records

B. Manage laundry	B1. Collect cleaning agents	B2. Sort linen	B3. Mend linen
	B4. Wash linen	B5. Dry linen	B6. Finish linen

C. Manage meals	C1. Plan meals	C2. Purchase food items	C3. Select food items
	C4. Prepare tools, equipment and materials	C5. Prepare meals	C6. Serve meals
	C7. Manage left over food		

D. Manage vulnerable groups care	D1. Manage child care	D2. Manage adolescent care	D3. Manage sick care
	D4. Care for expectant mothers	D5. Manage lactating mother care	D6. Manage elderly care
	D7. Manage expectant mother care	D8. Manage special needs care	

E. Manage pets	E1. Clean pets	E2. Feed pets	E3. Nurse pets
	E4. Train pets	E5. Exercise pets	E6. Clean pet Habitat

F. Maintain home plants	F1. Perform pruning	F2. Water plants	F3. Clean plants
	F4. Manage soil	F5. Replace plants	F6. Position Plant

G. Manage home duties	G1. Design activity Rota	G2. Recruit workers	G3. Assign duties
	G4. Set home ambience	G5. Supervise activities	G6. Manage finances

H. Maintain household equipment and materials	H1. Prepare maintenance schedule	H2. Sort equipment and materials	H3. Operate household equipment
	H4. Clean equipment and materials	H5. Service equipment and materials	H6. Repair equipment and materials
	H7. Replace equipment and materials		

I. Perform Occupational Health, Safety & Environmental Protection Practices	I1. Manage personal hygiene	I2. Manage environmental hygiene	I3. Manage food hygiene
	I4. Manage waste	I5. Control vectors and rodents	I6. Maintain safety and security
	I7. Handle household chemicals	I8. Wear personal protective gear	

Additional Information

Related knowledge & skills

1. Time management
2. Finance
3. Conflict resolution
4. Nutrition
5. Food groups
6. Planning
7. Sanitation and hygiene
8. Gardening
9. First aid
10. Pests and vector control
11. Pet handling
12. Laundry processes
13. Safety
14. Mother craft
15. Family health care
16. Equipment operation
17. Recipes and recipe interpretation
18. Waste management
19. Maintenance
20. Cookery
21. Procurement
22. Guidance and counseling
23. Communication
24. Numeracy
25. Negotiation
26. Interpersonal skills
27. Customer care
28. Leadership
29. Driving
30. Literacy
31. Computer
32. Telephone etiquette
33. Security
34. Critical
35. Analytical
36. Tailoring
37. Networking
38. Organization

Tools, Equipment and**Materials**

- | | | |
|-------------------------------|----------------------|---------------------|
| 1. Cookers | 26. Ironing board | 53. Thimble |
| 2. Fridges | 27. Toys | 54. Pencils |
| 3. Micro waves | 28. Sanitary tissues | 55. Chalk |
| 4. Sinks | 29. Potty | 56. Oil |
| 5. Pans | 30. Beddings | 57. Googles |
| 6. Blenders | 31. Foot wear | 58. Overalls |
| 7. Pressure cookers | 32. Head gear | 59. Gum boots |
| 8. Toasters | 33. Apron | 60. Kitchen linen |
| 9. Food processors | 34. Uniform | 61. Gloves |
| 10. Coffee makers | 35. Lighters | 62. Computers |
| 11. Kettles | 36. Rake | 63. Phones |
| 12. Drying racks and
lines | 37. Pruning scissors | 64. First aid kit |
| 13. Cutlery and crockery | 38. Shovel | 65. Pins |
| 14. Measuring
instruments | 39. Wheel barrow | 66. Source of light |
| 15. Washing machines | 40. Spade | 67. Sanitary bins |
| 16. Basins | 41. Garden fork | 68. Crib |
| 17. Buckets | 42. Watering can | 69. Secateurs |
| 18. Pegs | 43. Hose pipe | 70. Mowers |
| 19. Flat iron | 44. Trowel | 71. Slasher |
| 20. Brushes | 45. Hammer | 72. Flower pots |
| 21. Mops | 46. Panga | 73. Fuel |
| 22. Vacuum cleaners | 47. Axe | 74. Tv set |
| 23. Squeegees | 48. Pesticides | 75. Radio |
| 24. Brooms | 49. Sewing needles | 76. Clock |
| 25. Detergents | 50. Pin cushions | 77. Water |
| | 51. Scissors | 78. Razor blade |
| | 52. Tape measure | 79. Threads |

Attitudes / Traits / Behaviour

- | | |
|-----------------|------------------|
| 1. Positive | 12. Caring |
| 2. Hospitable | 13. Reliable |
| 3. Courteous | 14. Team player |
| 4. Self-driven | 15. Decisive |
| 5. Creative | 16. Empathetic |
| 6. Trust worthy | 17. Optimistic |
| 7. Confident | 18. Consistent |
| 8. Honest | 19. Hard working |
| 9. Dedicated | 20. Ambitious |
| 10. God fearing | 21. Selfless |
| 11. Committed | 22. Tolerant |

Future Trends and Concerns

1. Health
2. Advancement in technology
3. Skills trainings
4. Political instability
5. Competition
6. Tax collection
7. Workers insurance
8. Professional development
9. Price fluctuations
10. Natural calamities
11. Manmade Calamities
12. Environmental management
13. Religious concerns
14. Cultural concerns
15. Management practices

2.0 ATP – PART II

Training Modules for HOME MANAGER

- 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 Home Manager 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 developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

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 a **Highly Skilled Implementer (Working Supervisor)**.

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

	Dimension of qualification	Level1: Descriptor	Level2: Descriptor	Level3: Descriptor
1.	Scope of work (duties and tasks)	Narrow range	Moderate range	Broad range
2.	Work environment and context	Uniform	Some variety	Variety
3.	Complexity of tasks (work sequence)	Simple	Sometimes complex	Complex
4.	Predictability of tasks	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	Teamwork	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	Leadership	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	Autonomy (Supervision)	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors
8.	Financial and physical Resources control	None	Limited control	Moderate control
9.	Creation of concepts and solutions	None	None	None but may make proposals

WHO IS A HOME MANAGER QUALIFICATION LEVEL1?

A Home Manager Level 1 is a person who plans, organizes, controls welfare and resources of the home under supervision.

TRAINING MODULES FOR HOME MANAGER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/HM/M1.1	Perform cleaning activities	320	08
UE/HM/M1.2	Maintain home plants	160	04
UE/HM/M1.3	Manage family welfare	240	06
UE/HM/M1.4	Manage meals	240	06
UE/HM/M1.5	Manage laundry	200	06
UE/HM/M1.6	Manage purchases	120	03
Summary	6 Training Modules	1,280 hours	33 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and,
- 1 month is equivalent to 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 **Home Manager**.

Code	UE/HM/M1.1
Module title	M1.1: Perform cleaning activities
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to perform cleaning activities
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Clean sick rooms</p> <p>LWA 1/2: Clean work surfaces</p> <p>LWA 1/3: Clean pet houses</p> <p>LWA 1/4: Clean wash rooms</p> <p>LWA 1/5: Clean the compound</p> <p>LWA 1/6: Clean Bedrooms</p> <p>LWA 1/7: Clean Living rooms</p> <p>LWA 1/8: Clean kitchen</p> <p>LWA 1/9: Clean stores</p> <p>LWA 1/10: Clean garage</p> <p>LWA 1/11: Clean reading room</p> <p>LWA 1/12: Clean play room</p> <p>LWA 1/13: Clean verandahs</p> <p>LWA 1/14; Clean laundry room</p> <p>LWA 1/15: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Clean sick rooms</p> <p>PEX 1.1: Strip bed</p> <p>PEX 1.2: Dry beddings</p> <p>PEX 1.3: Make bed</p> <p>PEX 1.4: Sweep room</p>

	<p>PEX 1.5: Dust room</p> <p>PEX 1.6: Scrub room</p> <p>PEX 1.7: Mop room</p> <p>PEX 1.8: Finish room</p>
	<p>LWA 1/2: Clean work surfaces</p> <p>PEX 2.1: Clear work surfaces</p> <p>PEX 2.2: Scrub work surfaces</p> <p>PEX 2.3: Rinse work surfaces</p> <p>PEX 2.4: Wipe work surfaces</p> <p>PEX 2.5: Disinfect work surfaces</p>
	<p>LWA 1/3: Clean pet houses</p> <p>PEX 3.1: Relocate pets</p> <p>PEX 3.2: Remove feeding troughs</p> <p>PEX 3.3: Remove pet waste</p> <p>PEX 3.4: Sweep pet house</p> <p>PEX 3.5: Scrub pet house</p> <p>PEX 3.6: Rinse pet house</p> <p>PEX 3.7: Dry pet house</p> <p>PEX 3.8: Clean feeding troughs</p>
	<p>LWA 1/4: Clean wash rooms</p> <p>PEX 4.1: Dust wash room</p> <p>PEX 4.2: Clean sink</p> <p>PEX 4.3: Clean toilet</p> <p>PEX 4.4: Clean bathroom</p> <p>PEX 4.5: Scrub walls</p> <p>PEX 4.6: Scrub floor</p> <p>PEX 4.7: Wipe fixtures and fittings</p> <p>PEX 4.8: Finish washroom</p>
	<p>LWA 1/5: Clean the compound</p> <p>PEX 5.1: Weed flower garden</p> <p>PEX 5.2: Rake compound</p> <p>PEX 5.3: Dispose rubbish</p> <p>PEX 5.4: Sweep Compound</p> <p>PEX 5.5: Scrub compound</p> <p>PEX 5.6: Dry compound</p>

	<p>LWA 1/6: Clean bedroom</p> <p>PEX 6.1: Aerate bedroom</p> <p>PEX 6.2: Strip bed</p> <p>PEX 6.3: Make bed</p> <p>PEX 6.4: Sweep bedroom</p> <p>PEX 6.5: Dust bedroom</p> <p>PEX 6.6: Scrub bedroom</p> <p>PEX 6.7: Mop bedroom</p> <p>PEX 6.8: Finish bedroom</p>
	<p>LWA 1/7: Clean living room</p> <p>PEX 7.1: Aerate living room</p> <p>PEX 7.2: Group furniture</p> <p>PEX 7.3: Sweep living room</p> <p>PEX 7.4: Dust furniture</p> <p>PEX 7.5: Dust fixtures and fittings</p> <p>PEX 7.6: Scrub living room</p> <p>PEX 7.7: Mop living room</p> <p>PEX 7.8: Arrange furniture</p> <p>PEX 7.9: Finish living room</p>
	<p>LWA 1/8: Clean kitchen</p> <p>PEX 8.1: Aerate kitchen</p> <p>PEX 8.2: Sort kitchen items</p> <p>PEX 8.3: Dust kitchen</p> <p>PEX 8.4: Sweep kitchen</p> <p>PEX 8.5: Wash kitchen items</p> <p>PEX 8.6: Scrub kitchen</p> <p>PEX 8.7: Mop kitchen</p> <p>PEX 8.8: Re-arrange kitchen</p>
	<p>LWA 1/9: Clean stores</p> <p>PEX 9.1: Aerate store</p> <p>PEX 9.2: Empty shelves</p> <p>PEX 9.3: Dust store</p> <p>PEX 9.4: Sweep store</p> <p>PEX 9.5: Scrub store</p>

	<p>PEX 9.6: Mop store</p> <p>PEX 9.7: Wash containers</p> <p>PEX 9.8: Disinfect store</p> <p>PEX 9.9: Re-arrange store</p>
	<p>LWA 1/10: Clean garage</p> <p>PEX 10.1: Aerate garage</p> <p>PEX 10.2: Group garage items</p> <p>PEX 10.3: Sweep garage</p> <p>PEX 10.4: Dust garage</p> <p>PEX 10.5: Scrub garage</p> <p>PEX 10.6: Mop garage</p> <p>PEX 10.7: Re-arrange garage items</p>
	<p>LWA 1/11: Clean reading room</p> <p>PEX 11.1: Aerate reading room</p> <p>PEX 11.2: Empty shelves</p> <p>PEX 11.3: Sweep reading materials</p> <p>PEX 11.4: Dust reading materials</p> <p>PEX 11.5: Scrub reading materials</p> <p>PEX 11.6: Mop reading materials</p> <p>PEX 11.7: Disinfect reading room</p> <p>PEX 11.8: Re-arrange reading materials</p> <p>PEX 11.9: Label shelves</p>
	<p>LWA 1/12: Clean play room</p> <p>PEX 12.1: Aerate play room</p> <p>PEX 12.2: Collect play items</p> <p>PEX 12.3: Sort play items</p> <p>PEX 12.4: Wash play items</p> <p>PEX 12.5: Group furniture</p> <p>PEX 12.6: Sweep play room</p> <p>PEX 12.7: Dust play room</p> <p>PEX 12.8: Scrub play room</p> <p>PEX 12.9: Mop play room</p> <p>PEX 12.10: Re-arrange furniture</p>

	<p>LWA 1/13: Clean verandahs</p> <p>PEX 13.1: Re-locate verandah items</p> <p>PEX 13.2: Dust verandah skirting</p> <p>PEX 13.3: Sweep verandah</p> <p>PEX 13.4: Scrub verandah</p> <p>PEX 13.5: Mop verandah</p> <p>PEX 13.6: Finish verandah</p>
	<p>LWA 1/14: Clean laundry room</p> <p>PEX 14.1: Aerate laundry room</p> <p>PEX 14.2: Sort linen</p> <p>PEX 14.3: Dust laundry room</p> <p>PEX 14.4: Sweep laundry room</p> <p>PEX 14.5: Scrub laundry room</p> <p>PEX 14.6: Mop laundry room</p> <p>PEX 14.7: Re-arrange laundry room</p>
	<p>LWA 1/15: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>PEX 15.1: Disinfect house</p> <p>PEX 15.2: Wear protective gears</p> <p>PEX 15.3: First aid kits</p> <p>PEX 15.4: Manage wastes</p> <p>PEX 15.5: Display safety signage</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Cleaning methods • Types of surfaces • Cleaning agents • Principles of cleaning

	<ul style="list-style-type: none"> • Health, safety and environment • Types of soiling (dirt, dust, stains, tarnish, foreign matter) • Storage of cleaning equipment and agents • Types of tools, materials and equipment required for cleaning • Frequencies of cleaning • Importance of cleaning
Average duration of learning	320 hours (40 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 30 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 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	Scrub brush, , Bleach, Rubber gloves, Trash can, Broom, Dustpan, Mop, Squeegee mop, Hose, bucket, Laundry bag, Washing machine, vacuum cleaner, carpet sweepers, spray bottles, trolleys, hand caddies, basin, ladders
Minimum required materials and consumables or equivalent	Towels, Floor cloths, swabs and wipes, duster, cloth mittens, scrim, wet cloths, rugs, polishing cloth, glass cloth, chamois leather, druggets, dust sheets, hearth, bucket cloths, Sponge, detergent, water, scourers,
Special notes	

Code	UE/HM/M1.2
Module title	M1.2: Maintain home plants
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to maintain home plants.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Manage soil</p> <p>LWA 2/2: Manage planting</p> <p>LWA 2/3: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Manage soil</p> <p>PEX 1.1: Prepare soil</p> <p>PEX 1.2: Sort soil</p> <p>PEX 1.3: Add fertilizer</p> <p>PEX 1.4: Mix soil</p> <p>PEX 1.5: Level soil</p> <p>PEX 1.6: Water soil</p> <p>LWA 2/2: Manage planting</p> <p>PEX 2.1: Plant seedlings</p> <p>PEX 2.2: Plant cuttings</p> <p>PEX 2.3: Replace plants</p> <p>PEX 2.4: Spray plants</p> <p>PEX 2.5: Weed plants</p> <p>PEX 2.6: Prune plants</p> <p>PEX 2.7: Clean plants</p> <p>PEX 2.8: Clean containers</p> <p>PEX 2.9: Position plants</p> <p>PEX 2.10: Harvest plants</p>

	<p>LWA 2/8: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>PEX 8.1: Wear protective gear PEX 8.2: Administer first aid PEX 8.3: Manage waste PEX 8.4: Clean working area PEX 8.5: Display safety signs PEX 8.6: Maintain personal hygiene</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Uses of the gardening tools • Types of home plants • Care of the various types of plants • Pruning and trimming • Types of fertilizers for different plants • Storage of the gardening tools • Pesticides
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 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	Flowerpot, gardening gloves, rake, hedge shears, gardening fork, recycling bin, garden hose, boots, watering can, Shovel, pruning shears, pruning saw, Garden trowel, wheelbarrow, slasher, hoe, panga, secateurs, knife

Minimum required materials and consumables or equivalent	Water, soil, fertilizer, pesticides,
Special notes	

Code	UE/HM/M1.3
Module title	M1.3: Manage family welfare
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be to manage family welfare.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Plan family routine LWA 3/2: Perform child care LWA 3/3: Perform elderly care LWA 3/4: Perform mother care activities LWA 3/5: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>Note: 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></p>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Plan family routine PEX 1.1: Plan child care activities PEX 1.2: Plan elderly care activities PEX 1.3: Plan adolescent care activities PEX 1.4: Plan disabled care activities PEX 1.5: Plan mother care activities</p>
	<p>LWA 3/2: Perform child care PEX 2.1: Bathe children PEX 2.2: Clothe children PEX 2.3: Feed children PEX 2.4: Manage leisure time PEX 2.5: Perform home nursing</p>
	<p>LWA 3/3: Perform elderly care PEX 3.1: Bathe elderly PEX 3.2: Feed elderly PEX 3.3: Manage leisure time PEX 3.4: Perform home nursing</p>

	<p>LWA 3/4: Perform mother care activities</p> <p>PEX 4.1: Manage feeding PEX 4.2: Manage leisure time PEX 4.3: Manage mother hygiene PEX 4.4: Manage pre and post-natal care</p>
	<p>LWA 3/5: Manage store</p> <p>PEX 5.1: Collect tools, equipment and materials PEX 5.2: Sort tools, equipment and materials PEX 5.3: Arrange tools, equipment and materials PEX 5.4: Take stock PEX 5.5: Replace tools, equipment and materials</p>
	<p>LWA 3/6: Maintain tools, equipment and materials</p> <p>PEX 6.1: Inspect tools, equipment and material PEX 6.2: Clean tools, equipment and materials PEX 6.3: Repair tool, equipment and materials PEX 6.4: Store equipment</p>
	<p>LWA 3/7: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>PEX 7.1: Administer first aid PEX 7.2: Manage waste PEX 7.3: Clean working area PEX 7.4: Wear protective gear PEX 7.5: Disinfect the house PEX 7.6: Display safety signs</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Care for the vulnerable groups like the children, adolescents, pregnant and lactating mothers and the elderly • Health, safety and environment • Feeding methods • Weaning dishes

	<ul style="list-style-type: none"> • Handling emergencies • Communication skills • Literacy skills • ICT • Problem solving • Conflict resolution • Risk management • Storage of equipment • Types and use of household equipment and materials • Methods of cleaning different equipment and materials • Properties of materials • Waste management skills • Hygienic practices
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 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	Measuring jug, Clothes peg, Clothespin, Hanger, Hair dryer, , Brush, Towel, Clothesline, Bathtub, Bucket, Mop, Washing, , Trash can, Sink, Toilet, washing machine, Baskets, Razor, Electric razor, Hair brush, Comb, Scale, Bath toys, mirror, Bath mat, basin
Minimum required materials and consumables or equivalent	Toothpaste, Toothbrush Soap, Shampoo Polish, Toilet paper, water, Detergent, trash bag, Stationery.
Special notes	

Code	UE/HM/M1.4
Module title	M1.4: Manage meals
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to manage meals.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Plan meals LWA 4/2: Prepare tools, equipment and materials LWA 4/3: Set work surface LWA 4/4: Set serving table LWA 4/5: Present food LWA 4/6: Perform finishing LWA 4/7: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Plan meals PEX 1.1: Categorize family members PEX 1.2: Select suitable dishes PEX 1.3: Design recipes PEX 1.4: Identify tools, equipment and materials</p> <p>LWA 4/2: Prepare tools, equipment and materials PEX 2.1: Select tools, equipment and materials PEX 2.2: Sort tools, equipment and materials PEX 2.3: Arrange tools and materials</p> <p>LWA 4/3: Set work surface PEX 3.1: Clean work surface PEX 3.2: Perform mise en place PEX 3.3: Prepare meals PEX 3.4: Clear work surface</p>

	<p>LWA 4/4: Set serving table PEX 4.1: Clean table PEX 4.2: Sort utensils PEX 4.3: Lay table</p> <p>LWA 4/5: Present food PEX 5.1: Serve food PEX 5.2: Garnish food PEX 5.3: Decorate food</p> <p>LWA 4/6: Perform finishing PEX 6.1: Sort utensils PEX 6.2: Wash utensils PEX 6.3: Dry utensils PEX 6.4: Organize utensils PEX 6.5: Store utensils PEX 6.6: Re-set serving table</p> <p>LWA 4/7: Perform Occupational Health, Safety & Environmental Protection Practices PEX 7.1: Administer first aid PEX 7.2: Manage waste PEX 7.3: Clean working area PEX 7.4: Wear protective gear PEX 7.5: Disinfect the house PEX 7.6: Display safety signs PEX 7.7: Manage fire outbreaks</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Meal management • Cooking methods • Heat transfer • Menu types • Meal planning

	<ul style="list-style-type: none"> • Garnishing and Decorations • Table setting • Operation of cooking equipment • Service of food • Waste management skills • Recipes
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 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	Coffee maker, Blender, Mixer, Toaster, Rice cooker, Pressure cooker, Stove, light, iron, Kettle, chimney, Oven, Clothes dryer, Refrigerator, Knives, Cutting Boards, Mixing Bowls, Measuring cups and Spoons, Can Opener, Colander, Vegetable Peeler, Spoons, Whisks, Spatulas, tongs, forks, Blender, Mixer, Cookie cutters, Lemon Squeezer, work table, pans, sieves, strainers, refuse bins, dusters, rolling pins, graters, ladles, mincers, weighing scales, charcoal stoves, mortar and pestle, steamers, jars, jugs, bread toaster, skewers, thermometer, towels, floor cloths
Minimum required materials and consumables or equivalent	Food items, spices, flavors, seasonings, water, fats and oils, preservatives, cleaning agents, beverages, Aluminum foil, cling film,
Special notes	

Code	UE/HM/M1.5
Module title	M1.5: Manage laundry
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to manage laundry.
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Sort linen LWA 5/2: Wash Linen LWA 5/3: Dry linen LWA 5/4: Finish linen LWA 5/5: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Sort linen PEX 1.1: Collect linen PEX 1.2: Determine level of soiling PEX 1.3: Separate fabric</p> <p>LWA 5/2: Wash linen PEX 2.1: Select washing method PEX 2.2: Select detergent PEX 2.3: Wash linen PEX 2.4: Rinse linen PEX 2.5: Perform special treatment</p> <p>LWA 5/3: Dry linen PEX 3.1: Select drying method PEX 3.2: Organize arrange drying area PEX 3.3: Place linen PEX 3.4: Collect dried linen PEX 3.5: Store linen</p>

	<p>LWA 5/4: Finish linen</p> <p>PEX 4.1: Prepare work area PEX 4.2: Assemble work tools and materials PEX 4.3: Iron linen PEX 4.4: Press linen PEX 4.5: Air linen PEX 4.6: Store linen</p>
	<p>LWA5/5: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>PEX 5.1: Administer first aid PEX 5.2: Manage waste PEX 5.3: Clean work area PEX 5.4: Wear protective gear PEX 5.5: Disinfect laundry room PEX 5.6: Display safety signs PEX 5.7: Manage fire outbreaks PEX 5.8: Manage chemical items</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Laundry management • Operation of laundry equipment • Washing methods • Laundry processes • Properties and types of fabrics • Cleaning agents • Care labels • Sewing
Average duration of learning	<p>200 hours (25 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 10 days of occupational theory and • 15 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	Basins, buckets, hanging lines, iron, ironing boards, airing racks, laundry brushes, blotting paper, needles, threads, pins, scissors, tailor's chalk, tape measure, razor blade, pegs, hangers, jerry cans, baskets, kettle
Minimum required materials and consumables or equivalent	Water, bleaches, stiffeners, salt, stain remover, softeners, acid detergents, alkaline detergents, grease solvents, brighteners, mildew, biological detergents, soap, soap less detergents, antichors, grease absorbents.
Special notes	

Code	UE/HM/M1.6
Module title	M1.6: Manage purchases
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (HOME MANAGER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to manage purchases.
Learning-Working Assignments (LWAs)	<p>LWA 6/1: Develop shopping list</p> <p>LWA 6/2: Purchase house items</p> <p>LWA 6/4: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>Note:</p> <p>3. <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i></p> <p>4. <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
Related Practical Exercises (PEXs)	<p>LWA 6/1: Prepare shopping list</p> <p>PEX 1.1: Carry out price survey</p> <p>PEX 1.2: Compile price list</p> <p>PEX 1.3: Requisition for funds</p> <p>LWA 6/2: Purchase house items</p> <p>PEX 2.1: Select supplier</p> <p>PEX 2.2: Select purchase method</p> <p>PEX 2.3: Buy house items</p> <p>PEX 2.4: Transport house items</p> <p>PEX 2.5: Store house items</p> <p>PEX 2.6: Prepare purchase report</p> <p>PEX 2.7: Distribute house items</p> <p>LWA 6/3: Perform Occupational Health, Safety & Environmental Protection Practices</p> <p>PEX 3.1: Administer first aid</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Clean work area</p> <p>PEX 3.4: Wear protective gear</p> <p>PEX 3.6: Display safety signs</p>

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of markets • Transport • Budgeting • Suppliers • Stock taking • Storage management
Average duration of learning	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 10 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	stapler, punching machine, printer, computer, storage cabinets, padlocks,
Minimum required materials and consumables or equivalent	Requisition book, stock cards, pens, pencils, duplicating papers, files, books, foot ruler
Special notes	

3.0 ATP- PART III

Assessment Instruments for HOME MANAGER

- 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 a **HOME MANAGER** are included.

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	3
2.	Written (Theory)- Multiple Choice	2
3.	Written (Theory)- Matching with generic	2
4.	Written (Theory)- Matching with cause & effect	1
5.	Written (Theory)- Matching with work-sequence	2
6.	Performance(Practical)Test Items	1
	Total	11

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Home Manager			
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:	January 2022			
Related module:	M 1.4			
Time allocation:	2 minutes			

Test Item	State 4 moist methods of cooking
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Steaming (ii) Stewing (iii) Boiling (iv) Braising (v) Poaching

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Home Manager			
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:	January 2022			
Related module:	M1.4			
Time allocation:	Minutes			

Test Item	Identify four cooking equipment used in a home
Answer spaces	i. ii. iii. iv.
Expected key (answers)	i. Electric cooker ii. Charcoal stove iii. Microwave oven iv. Paraffin stove. v. Gas cooker vi. Rice cooker vii. Electric kettle viii. Electric pressure cooker ix. Deep fat fryer x. Griddle xi. Air fryer

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Home Manager			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	State two rules one should follow when sweeping a living room.
Answer spaces	i ii
Expected key (answers)	i Sweep away from yourself ii Begin from the furthest corner towards the door. iii Sweeping should be done before dusting iv Use short/overlapping movements v If windy, close the doors and windows when sweeping. vi Collect the dust using a dust pan or a piece of paper. vii Soil should be removed without harming the surface being cleaned or the surrounding areas/surfaces. viii The bristles of the broom should be firm and should not leave fluff. ix Select a suitable broom for the surface being cleaned

DIT/ QS		Test Item Database Written (Theory) Test Item no.4			
Occupational Title:	Home Manager				
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:	January 2022				
Related modules:	M1.5				
Time allocation:	2 Minutes				

Test Item	Which of the following stains is removed using cold salty water?
Distractors and correct answers	A. Ink stain B. Banana stain C. Fresh blood stain D. Fresh coffee stain

Key (answer)	C
--------------	---

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Home Manager				
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:	January 2022				
Related module:	M1.2				
Time allocation:	3 minutes				

Test Item is the removal of soiling from surfaces.
Distractors and correct answer	A. Disinfecting B. Banishing C. Cleaning D. Buffing

Key (answer)	C
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Home Manager			
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:	January 2022			
Related module:	M1.5			
Time allocation:	3 minutes			

Test item	Match the following materials with the correct method of washing.
------------------	---

Column (A)	
A	Cotton
B	Wool
C	Silk
D	Velvet

Column (B)	
1	Sponging
2	Friction
3	Kneading
4	Wringing
5	Agitation

Key (answer)	A-2, B-3, C-5, D-1
---------------------	--------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no.7																		
Occupational Title:	Home Manager																		
Competence level:	Level 1																		
Code no.																			
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Short answer</td> <td colspan="3"></td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2" style="background-color: #f4a460;">Matching item</td> <td style="background-color: #f4a460;">Generic</td> <td style="background-color: #f4a460;">Cause-Effect</td> <td style="background-color: #f4a460;">Work-sequence</td> </tr> <tr> <td style="background-color: #f4a460; text-align: center;">✓</td> <td></td> <td></td> </tr> </table>				Short answer				Multiple choice				Matching item	Generic	Cause-Effect	Work-sequence	✓		
Short answer																			
Multiple choice																			
Matching item	Generic	Cause-Effect	Work-sequence																
	✓																		
Complexity level:	C2																		
Date of OP:	January 2022																		
Related module:	M1.1																		
Time allocation:	4Minutes																		

Test Item	Match the following cleaning tools and equipment with their functions.
------------------	--

Column A (TOOLS)	
1	Vacuum cleaner
2	Mop
3	Tea towel
4	Dust pan
5	Refuse bin
6	Brush

Column B (FUNCTIONS)	
A	Collects rubbish
B	Cleans wet floor
C	Wipes utensils
D	Collects dust
E	Scrubs floor
F	Sweeps floor
G	Keeps rubbish
H	Handles hot pans

Key (answer)	1-D,2-B,3-C,4-A,5-G,6-E
---------------------	-------------------------

DIT/ QS		Test Item Database Written (Theory) Test Item- no.8			
Occupational Title:	Home Manager				
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:	January 2022				
Related module:	M1.3				
Time allocation:	4minutes				

Test Item	Match the following accidents to their cause
------------------	--

Column A (causes)	
1	Slippery floor
2	Long grass
3	Unlabeled reagents
4	Cooking in a closed environment
5	Hanging curtains in a kitchen
6	Poor storage of sharp items

Column B (effects)	
A	Cuts
B	Suffocation
C	Fall
D	Snake bites
E	Poisoning
F	Burns
G	Fire
H	Scalds

Key (answer)	1-C,2-D,3-E,4-B,5-G,6-A
---------------------	-------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Home Manager			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C3			
Date of OP:	January 2022			
Related module:	M1.5			
Time allocation:	4minutes			

Test Item	Re-arrange the procedure for washing a soiled baby napkin
-----------	---

Column A (chronology)	Column B (Work steps) in wrong chronology order	
1 st	A	Boil for a few minutes
2 nd	B	Soak in cold water
3 rd	C	Dry in the sun
4 th	D	Rinse out with cold water
5 th	E	Wash in warm soapy water
6 th	F	Rinse in cold water
7 th	G	Rinse out the soap

Key (answer)	1-D,2-B,3-E,4-G,5-A,6-F,7-C
--------------	-----------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no.10			
Occupational Title:	Home Manager			
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:	January 2022			
Related modules:	M1.3			
Time allocation:	5 minutes			

Test Item	Arrange the following steps in making a bed.
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Straighten the mattress protector
2 nd	B	Cover the bed with bed sheet right side facing up
3 rd	C	Strip the bed
4 th	D	Turn the mattress head to heels
5 th	E	Place the pillow on the bed
6 th	F	Tuck in the blanket and mitre
7 th	G	Cover bed with blanket and make a panel of 6 inch width
8 th	H	Tuck in the bed sheets at the foot board side and mitre the corners
9 th	I	Cover the bed with second bed sheet wrong side facing up
10 th	J	Cover bed with duvet

Key (answer)	1-C, 2-D, 3-A, 4-B, 5-I, 6-H, 7-G, 8-F, 9-J, 10-E
---------------------	---

PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no.11
Occupational Title:	Home manager
Competence level:	Level 1
Code no.	
Test Item:	You have visitors coming from abroad, thoroughly clean a sitting room where you will entertain them.
Complexity level:	P.2
Date of OP:	January 2022
Related module:	M.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Cleaning agents • Flower arrangement • Cleaning processes • Use of detergents • Use of various cleaning equipment • Color scheme • Types of soiling • Stain removal • Type of surface
Required tools, Materials and Equipment:	Cobweb broom, dusters, rugs, floor mop, flowers, bucket, flower vase, water, detergent, polish, scrubbing brush, dustpan, window cleaner, squeegee, oasis, curtains, rags,
Time allocation:	1hr:30 minutes
Preferred venue:	Sitting room
Remarks for Candidate	Candidate should wear protective gears.
Remarks for assessors	The learner should be provided with all the materials and equipment needed for the practical.

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for the task	Wore protective gears		
		Apron		1
		Head gear		1
		Closed flat shoes		1
		Assembled cleaning equipment and detergents		1
		Removed curtains		1
		Opened windows		1
		Removed pictures and fittings		1
2	Cleaning the room	Gathered furniture in one area		1
		High dusted	2	
		Dust and cobweb free ceiling observed		1
		Cleaned lamp holders and shades	2	
		Clean lamp holders and shaded observed		1
		Cleaned walls	2	
		Cleaned walls observed		1
		Clean windows	3	
		Cleaned windows observed		2
		Cleaned ventilators	2	
		Cleaned ventilators observed		1
		Cleaned doors	2	
		Clean doors observed		2
		Cleaned furniture	2	
		Cleaned furniture observed		2
		Cleaned carpets and rugs	2	
		Cleaned carpets and rugs observed		1
		Swept the floor	3	
		Dust free floor observed		1
		Scrubbed the floor	3	
		Mopped the floor	3	
Dry stain free floor observed		2		
Polished floor	2			

		Glossy floor observed		1
		Replaced carpets		1
		Arranged furniture	2	
		Arranged furniture observed		1
		Replaced pictures and fixtures		1
		Replaced curtains		1
		Added an attractive centerpiece		1
3	Demobilizing resources	Cleaned the tools and equipment used		2
		Stored Clean tools and equipment and materials		2
		Cleared work area observed		1
		Disposed wastes		1
		Removed protective gear		1
	TOTAL		30	35
	Maximum score (Y)		(X/Y)*100	X/66)*100

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

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

4.2 Training Module Development (January 2022)

Based on the Occupational Profile for Home Manager of January 2022, training modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item development (January 2022)

Based on the Occupational Profile for Home Manager of January 2022, and Training Modules, Test Items were developed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

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

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

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

4.5 Development Panels

The participating panels of Job Practitioners required at for the development exercise were constituted by members from the following organizations:

Review Panel		
No.	Name	Institution/Organization
1.	Kakai Susan Kasadhakawo	MoES
2.	Grace Nandutu	NCDC
3.	Rhoda Ngalombi Ssentongo	Gayaza High School
4.	Kalumira Francis	Nabisunsa Girls School
5.	Sabano Hanifa	St. Joseph's Girls SS Nsambya
6.	Nakagimu Victoria Mwazi	Kololo SS
7.	Kutuusa Christine	Ndejje SS
8.	Wolayo Kanah	Stafford SSS
9.	Nassonko Catherine	Bisanje Girls Home
10.	Gloria Mwebaza	H&H Precious Homes
11.	Mirembe Sandra	Crested Crane Hotel -Jinja
12.	Nakabiri Irene	Mildmay Uganda

4.6 Facilitator team

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

1. **Team Leader** - Ms. Mukyala Ruth, Ag Deputy Director, DIT;
2. **Facilitators** – Mr. Matende Shamsi and Ms. Namwebya Sarah
3. **Data Entrants** – Ms. Kagoya Marcey and Ms. Nakibuuka Julia
4. **Compiled by** Kagoya Marcey; and edited by Ms. Mukyala Ruth, Ag DD, DIT,
5. **Coordinated by** – Mr. Byakatonda Patrick, Director, DIT; Ms. Mukyala Ruth, Ag DD, DIT

4.7 Reference time

The Assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References:

1. Ailen K, (1990). Better Cookery.
2. Amendola (2002), Understanding Baking: The Art and Science of Baking, John Wiley and Sons.
3. Angela Moloney (1970). Senior Home Economics.
4. Anita Tull; Food and Nutrition
5. Barbrara Hammond; Cooking explained
6. Cauvain.P.S (2001), Baking Problems Solved in Food Science and Technology, Woodhead- Publishing Ltd.
7. Deirdre Madden (1980). Food and nutrition.
8. King, F. S., and Burgess, A. (1992). Nutrition for Developing countries. (2nd Edition), ELBS and Oxford Publishers: London.
9. Marziamagris, Cathy McCrery and Richard Brighton, Introduction to catering
10. Mohoni .S. Surjeet .M. (1993) Catering Management, an Integrated Approach; (2nd Edition), New Age International (P) Ltd, Publishers
11. Muyonga J, H., Muyonga. F. N and Tumuhimbise, G.H. (2004). Food and Nutrition Essentials. Makerere University: Kampala.
12. Ominde.M. (1999). African Cookery Book; Nairobi, Kenway Publications.
13. Pylar.E.J,(2009), Baking Science and Technology 1, Sosland Pub Co.Sumati
15. Hotel housekeeping operations and management, third edition by g.raghubalan. smritee raghbalan
16. Sanitation Management Strategies for success by Ronald F. Cichy.
17. Purchasing for Hospitality Operations by William B.Virts.
18. Managing Service in Food and Beverage Operations by Anthony M. Rey and Ferdinand Wieland,
19. Certified Housekeeping Manager - Certification guide.

All the above text book is from the Educational Institute of the American Hotel and Lodging Association.