



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Sub sector Reform



**Assessment and
Training Package**

For

**LEATHER GOODS
WORKER**

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 centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

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

The purpose of the UVQF is to;

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

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

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

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

4.1 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.

4.2 The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.

4.3 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.
- (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) through the Directorate of Industrial Training Conducts Competence Based Assessment.

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 Qualification 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 **A LEATHER GOODS WORKER- QUALIFICATION LEVEL I**

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:

0.1. PART I: The “Occupational Profile” (OP) of a LEATHER GOODS WORKER.

This Occupational Profile, which was developed by Leather Goods WORKERs practicing in the world of work mirrors the duties, and tasks Leather Goods WORKERs are expected to perform.

0.2. PART II: “Training Modules” in the form of guidelines to train **LEATHER GOODS WORKER** 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 a **LEATHER GOODS WORKER**. These assessment-based instruments were developed by Job practitioners (Leather Goods WORKERs) 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 developed as follows:

- i Part 1: Occupational Profile: **January 2022**
- ii Part 2: Training Modules: **January 2022**
- iii Part 3: Assessment Instruments: **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 DIT

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;
- Art and Design Curriculum Specialists from NCDC
- Examination Specialists from UNEB
- Art and Design Secondary school teachers
- The facilitators involved in guiding the development panel 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
CBA	Competence Based Assessment
CBET	Competency Based Education and Training
DACUM	Develop a Curriculum
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 and 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 programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWA are real work situations/assignments.
Modules	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	<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/behaviour, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

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

Qualification A qualification is a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.

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

1.0 ATP-PART I

Occupational Profile for LEATHER GOODS WORKER

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

This approach involves the brainstorming of a panel of 7 to 12 competent job practitioners guided by trained and experienced facilitators. During a five-day workshop the panellists define the duties and tasks performed in employment, as well as the pre-requisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panellists, facilitators and coordinators who participated in developing this Occupational Profile for a **LEATHER GOODS WORKER** are listed on the following page.

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

Expert Panel

Omoding Charles

Step Leather Work Ltd

Agaba Moses

Uganda Leather Training
and Common Facility
Centre

Arinaitwe Gordon

Ruti Voc and Rehabilitation
Centre

Matsiko Emmanuel

St. Joseph Technical
Institute, Kyarubingo.

Nsubuga Joseph

Uganda Martyrs SS
Namugongo

Ajok Catherine

Y.Y Okot Memorial College

Naiga Zulaika

MOEs

Akera Moses

Kitgum High School

Facilitators

Komugisha Noeline

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Elizabeth Ruth Mukyala

Directorate of Industrial
Training

Funded by

Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile

For a

“LEATHER GOODS WORKER”

Developed by: Directorate of Industrial Training
(Qualifications Standards)

Dates of workshop: 17th – 21st January 2022

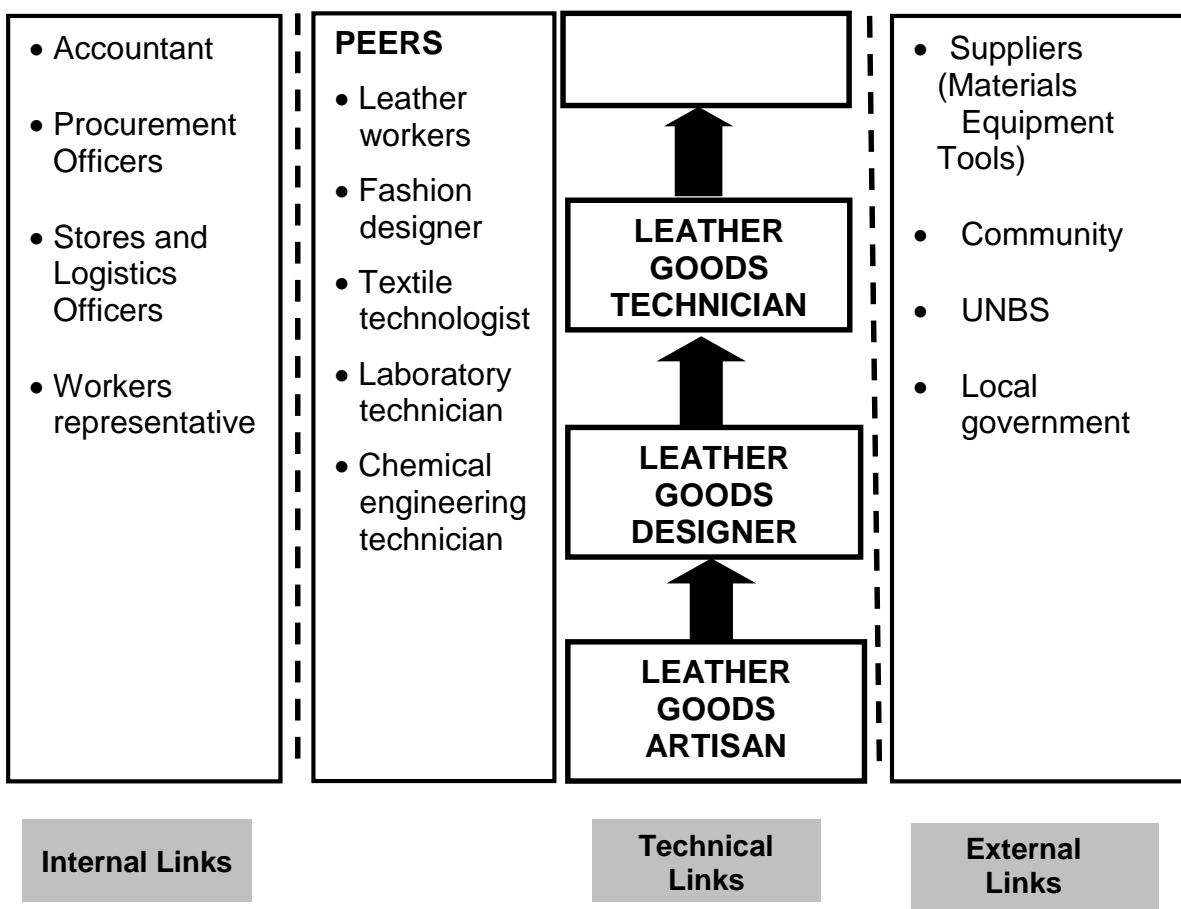
NOMENCLATURE FOR THE OCCUPATION OF A LEATHER GOODS

WORKER

Definition of a ‘LEATHER GOODS WORKER’

A Leather goods worker is a person who creates designs, prepares, treats and finishes leather and uses it to manufacture various leather products as well as maintaining them in good working condition.

JOB ORGANISATION CHART FOR A LEATHER GOODS WORKER



Descriptions for the levels in the occupation of a ‘Leather Goods Worker

UVQ LEVEL 1: Leather goods Artisan: A person who makes various leather goods and accessories using hands and simple tools.

UVQ LEVEL 2: Leather goods designer: Creates and develops designs for various leather goods and accessories

UVQ Level 3: Leather goods technician: A Leather goods technician is a person who prepares, treats and finishes leather which he/she uses to manufacture various leather products in different designs

Duties and Tasks

A. PREPARE HIDES & SKINS	A1. Sort Hides &Skins	A2. Grade Hides & Skins	A3. Determine Quantity and quality of skins & Hides
	A4. Determine tanning containers	A5. Determine quantities of tanning chemicals	A6. Treat Hides & skins
	A7. Remove excess Meat	A8. De-hair hides and skin	

B. TREAT PELT	B1. De-lime pelt	B2. Drench pelt	B3. Pickle pelt
	B4. Strip pelt	B5. Bleach pelt	B6. Tan Pelt

C. PREPARE LEATHER FOR FINISHING	C1. Condition Leather	C2. Split Leather	C3. Shave Leather
	C4. Re – tan Leather	C5. Fat Liquor Leather	C6. Set Leather

D. PERFORM FINISHES ON LEATHER	D1. Buff Leather	D2. Emboss Leather	D3. Colour Leather
	D4. Shine Leather	D5. Dull Leather	D6. Mill Leather
	D7. Protect Leather	D8. Decorate Leather	D9. Determine surface area

E. DEVELOP DESIGNS OF LEATHER GOODS	E1. Develop sketches	E2. Develop computer aided designs	E3. Prepare Patterns
	E4. Make prototypes	E5. Modify designs	E6. Grade designs
	E7. Prepare standard operating procedures (sop)		

F. MAKE LEATHER ARTICLES	F1. Interpret designs	F2. Prepare material, tools and equipment	F3. Cut parts
	F4. Skive parts	F5. Treat edges	F6. Split parts
	F7. Assemble parts	F8. Finish article	

G. PERFORM QUALITY CONTROL	G1. Carry out research	G2. Observe specifications	G3. Conduct material tests
	G4. Monitor workers	G5. Supervise production process	G6. Seek customer feedback
	G7. Conduct product tests		

H. MARKET LEATHER PRODUCTS	H1. Brand Leather goods	H2. Package Leather Goods	H3. Label Leather Goods
	H4. Price Leather goods	H5. Sensitize public on leather products	H6. Advertise leather goods
	H7. Offer sales service	H8. Conduct after sales service	H9. Determine surface area

I. MANAGE TOOLS, EQUIPMENT, AND MATERIALS	I1 Procure tools equipment, and materials	I2 Store tools, Equipment, materials & finished goods	I3 Train workers on use of tools & Equipment
	I4 Prepare maintenance schedule	I5 Secure tools, equipment & materials	I6 Operate tools and equipment
	I7 Monitor Machine performance	I8 Supervise maintenance of tools & equipment	I9 Modify tools & Equipment

J. PRACTICE OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PROTECTION	J1 Develop operating procedures and regulations	J2 Sensitize workers on health and occupational hazards	J3 Wear protective gear
	J4 Treat tannery waste	J5 Manage waste	J6 Administer first aid
	J7 Perform fire fighting	J8 Sensitize workers on diseases, pandemic and epidemics	

K. PURSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	K1 Attend professional technical seminars	K2 Network with stakeholders	K3 Attend further training
	K4 Participate in competitive shows	K5 Undertake study tours	K6 Keep abreast with technology

Additional Information

Generic knowledge & skills		
1. Designing skills	13. Teamwork and cooperation	26. Soling skills
2. Sewing skills	14. Resource mobilization and management	27. Analytical skills
3. Cutting skills	15. Entrepreneurship skills	28. Edging skills
4. Tools and equipment usage and maintenance	16. Public relations	29. Business and Customer service skills
5. Waste disposal and management	17. Counseling and guidance of staff	30. Human resource management
6. Safety, health and environment awareness	18. Interpersonal relations	31. Cleaning skills
7. Quality control	19. Marketing skills	32. Good eyesight, which may be corrected
8. Communication skills	20. Negotiation skills	33. Good hand-eye coordination
9. Information and communication technology	21. Time management	34. The ability to work quickly and accurately
10. Financial literacy	22. Types of transport	35. A good eye for detail
11. Problem solving	23. Staff training and mentoring skills	36. Ergonomics
12. Numeracy and literacy skills	24. Skiving skills	37. Scouring skills
13. Finishing skills	25. Research and benchmarking skills	

Tools, Equipment and Materials

- | | | |
|--|--------------------------------|----------------------------------|
| 1. Adhesives and nails | 43. Shoe polish brushes | 85. Shanks |
| 2. Stitching machines (post bed, cylinder, Flat bed) | 44. Glue containers | 86. Shank support |
| 3. Finishing machines | 45. Splitting machine | 87. Eyelets |
| 4. Polishes | 46. Shoe horn | 88. Buckles |
| 5. Cutting and engraving equipment | 47. Cutting dies | 89. Vicro band |
| 6. Computers | 48. Cutting boards | 90. Press buttons |
| 7. Clicking machine | 49. Mathematical set | 91. Top lifts |
| 8. Skiving machine | 50. Foot measuring tape | 92. Half soles |
| 9. Sewing machines | 51. Gauge measure | 93. Soles |
| 10. Scouring machine | 52. Footprint measure | 94. Heels |
| 11. Sole pressing machine | 53. Fiber bound | 95. Threads |
| 12. Toe lasting machine | 54. Designer's knives | 96. Reinforce tapes |
| 13. Heel and seat lasting machines | 55. Rulers | 97. Rivets |
| 14. Counter molding machine | 56. Punching machine | 98. Shoe laces |
| 15. Activating machine | 57. Sole molding machine | 99. Rings |
| 16. Hot air blower | 58. Compressor | 100. Elastic |
| 17. Lasting Jake and pliers | 59. Casts | 101. Zipper |
| 18. Stamping machine | 60. File | 102. Nails |
| 19. Stamping letters | 61. Vice cramp | 103. Binding machines |
| 20. Punches e.g. six way | 62. Leather stand | 104. Leather shears |
| 21. Pliers | 63. Shoe stretcher | 105. Scissors |
| 22. Pincers | 64. Strap cutting machine | 106. Needles |
| 23. Pattern knives | 65. Gloves | 107. Press buttons setters |
| 24. Awl | 66. First aid box | 108. Rivet setter |
| 25. Oblong punches | 67. Leather | 109. Lasts |
| 26. Dividers(Spring) | 68. Lining leather | 110. Oil stone |
| 27. Spraying machine | 69. Textile lining | 111. Whet stone |
| 28. Spanners | 70. Glue | 112. Rasp file |
| 29. Slitting tools | 71. Carrying trolley | 113. Sand paper (different grit) |
| 30. Heel nailing machine | 72. Tables | 114. Three prongs |
| 31. Stapling machine | 73. Stools and chairs | 115. Working Trolleys |
| 32. Manual pressing | 74. Hack saw | 116. Hand last (Three prongs) |
| 33. Leather sole machine | 75. Screw drivers | 117. Mallet |
| 34. De-lasting machine | 76. Shoe horn | 118. Tanning chemicals |
| 35. Samming machine | 77. Dustbin | |
| 36. Dusting machine | 78. Stitching needle | |
| 37. Vacuum drier machine | 79. Glue brushes | |
| 38. Buffing machine | 80. Belt cutter | |
| | 81. Stitch down sewing machine | |
| | 82. Insole boards | |
| | 83. Counters | |

39. Bucket	84. Toe puffs	119. Finishing chemicals
40. Shoe hammer		120. PH meter/papers
41. Cutting board		
42. Designing tools		

Attitudes / Traits / Behaviour	
1. Self-motivated	15. Innovative and creative
2. Trust worthy	16. Responsible
3. Honest	17. Physically fit
4. Tolerant	18. Knowledgeable
5. Hard working	19. Patient
6. Team work	20. Polite
7. Disciplined	21. Social
8. Good time management	22. Vigilant
9. Committed	23. Calm
10. Good listener	24. Respectful
11. Flexible	25. Confident
12. Result oriented	26. Intelligent
13. Curious	27. Logical
14. Competitive but Cooperative	28. Trainable

Future Trends and Concerns

1. Self-criticism
2. Customer care
3. Benchmarking with shoe making industries in other countries
4. Computer literacy
5. Need to have shoe products on the international markets
6. Need for the formation of shoe making associations

ATP – PART II

Training Modules for LEATHER GOODS

WORKER

- 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 a LEATHER GOODS WORKER 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 an 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 LEATHER GOODS WORKER QUALIFICATION LEVEL 1?

A **level 1 LEATHER GOODS WORKER** is a person who installs, repairs and replaces tiles on floors, walls and ceilings.

TRAINING MODULES FOR LEATHER GOODS WORKER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/LGA/M1.1	Establish and manage leather goods making business	120	3
UE/LGA/M1.2	Produce leather products and accessories	280	7
UE/LGA/M1.3	Maintain leather products and accessories	120	3
UE/LGA/M1.4	Manage leather goods making tools, equipment and materials	120	3
Summary	4 Modules	640	16

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/LGA/M1.1
Module title	M1.1: Establish and manage leather goods making business
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (LEATHER GOODS WORKER UVQ 1)
Qualification Level	1
Module purpose	At completion of this module, trainees should be able to start and successfully manage leather goods making enterprise
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Start business LWA 1/2: Source for resources LWA 1/3: Market business LWA 1/4: Manage business records LWA 1/5: Perform occupational health, safety and 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: Start business PEX1.1: Develop a business idea PEX 1.2: Make a business plan PEX 1.3: Determine the required resources PEX 1.4: Identify sources of resources PEX 1.5: Determine the business location PEX 1.6: Setup a workplace PEX 1.7: Carryout research PEX 1.8: Obtain business license and permit</p> <p>LWA 1/2: Source for resources PEX 2.1: Source for capital PEX 2.2: Recruit workers PEX 2.3: Source for suppliers PEX 2.4: Procure tools, equipment and materials</p> <p>LWA 1/3: Market business PEX 3.1: Advertise business PEX 3.2: Communicate with clients</p>

	<p>PEX 3.3: Perform customer care services PEX 3.4: Brand leather goods PEX 3.5: Label leather goods PEX 3.6: Package leather goods PEX 3.7: Sell leather goods</p> <p>LWA 1/4: Manage business records PEX 4.1: Keep human resource records PEX 4.2: Keep financial records PEX 4.3: Keep procurement and disposal records</p> <p>LWA 1/5: Perform occupational health, safety and environmental protection practices PEX 5.1: Procure protective equipment's PEX 5.2: Procure first aid box PEX 5.3: Display safety signs PEX 5.4: Procure safety equipment for worker PEX 5.5: Wear protective gear PEX 5.6: Manage waste PEX 5.7: Establish work shop rules and regulations PEX 5.8: Sensitize workers on health safety issues</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	<ul style="list-style-type: none"> • 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"> • Methods of minimizing costs • review business development trends • Public procurement and disposal of assets procedures • customer care techniques • human resource management methods • relevant professional bodies for affiliation • marketing strategies • methods of costing products • selling strategies • financial management • various types of insurance policies • communication techniques • sales management

	<ul style="list-style-type: none"> • Records management • Store management • Taxation • Computer usage
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	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training Centre or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Computers, internet, transport means, furniture, printers, calculator, phone, data storage device, filing cabinet, cameras, photocopier, water dispenser, calculators,</p>
Minimum required materials and consumables or equivalent	<p>Stationery, toner, media (magazines, journals, catalogues), fuel, company seal, company stamps, business cards, flyers and brochures, water, working</p>
Special notes	

Code	UE/LGA/M1.2
Module title	M1.2: Produce leather products and accessories
Related Qualification	Part of Uganda Vocational Qualification (LEATHER GOODS WORKER UVQ 1)
Qualification Level	1
Module purpose	At completion of this module, trainees should be able to produce various standard leather goods.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare tools, equipment and materials</p> <p>LWA 2/2: Make leather articles</p> <p>LWA 2/3: Perform finishing of leather products</p> <p>LWA 2/4: Perform occupational health, safety and 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 2/1: Prepare tools, equipment and materials</p> <p>PEX 1.1: Prepare leather</p> <p>PEX 1.2: Prepare patterns</p> <p>PEX 1.3: Organize work station</p> <p>PEX 1.4: Service working tools</p> <p>PEX 1.5: Prepare stitching materials</p> <p>PEX 1.6: Prepare linings</p> <p>PEX 1.7: Prepare accessories</p> <p>LWA 2/2: Make leather articles</p> <p>PEX 2.1: Interpret designs</p> <p>PEX 2.2: Trace out patterns</p> <p>PEX 2.3: Cut parts</p> <p>PEX 2.4: Skive parts</p> <p>PEX 2.5: Join parts</p> <p>LWA 2/3: Perform finishing of leather products</p> <p>PEX 3.1: Clean articles</p> <p>PEX 3.2: Polish articles</p> <p>PEX 3.3: Fix accessories</p> <p>PEX 3.4: Decorate articles</p>

	PEX 3.5: Brand the articles PEX 3.6: Label articles PEX 3.7: Grade the articles PEX 3.8: Store articles
	LWA 2/4: Perform occupational health, safety and environmental protection practices PEX 4.1: Administer First Aid PEX 4.2: Manage waste PEX 4.3: Wear protective gear PEX 4.4: Manage personal hygiene PEX 4.5: Perform fire fighting PEX 4.6: Perform routine medical check-up PEX 4.7: Sensitize peers on health and safety issues
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 dyes and pigments used • Types of adhesives • Type of leather • Types of leather articles • Cutting techniques • Decorating techniques • Stitchery and joining techniques • Characteristics of leather • Qualities of leather • Marketing techniques • Stores management • Finishing techniques • Firefighting techniques • Various types of First aid suitable for different accidents • Waste management methods
Average duration of learning	280hours (35 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10days of occupational theory and • 25 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	Fire extinguisher, storage facility, cutting knife, an awl, revolving punch, stamps, scouring machine, needles, skiving, cutting board, punching board, working tables, pair of scissors, lasts, sewing machine, hammers, whetstone, oil stone, press button setter, rivet setter, lasting pliers, pair of pincers, set nail punch, stamping numbers/letters, screw drivers, dustbin, trimming shear, shoe polish brush, glue brush, first aid kit,
Minimum required materials and consumables or equivalent	Glue, dye, nylon threads, leather, sole, leather board, lubricating oil, polish, glue containers, clothe, linings, Eva layers, sand paper, rivets, wax, fast threads, insoles, shoe polish
Special notes	The trainer may concentrate on the following products: belts, key holder, wallet, simple sandals

Code	UE/LGA/M1.3
Module title	M 1.3: Maintain leather products and accessories
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (LEATHER GOODS WORKER UVQ1)
Qualification Level	1
Module purpose	At completion of this module, trainees should be able to maintain leather products in good working condition.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Repair leather products</p> <p>LWA 3/2: Perform routine maintenance of leather products</p> <p>LWA 3/3: Perform occupational health, safety and environmental protection practices</p> <p><u>Note:</u></p> <ul 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 3/1: Repair leather products</p> <p>PEX 1.1: Re-join parts</p> <p>PEX 1.2: Replace foot wear soles</p> <p>PEX 1.3: Re-emboss leather products</p> <p>PEX 1.4: Replace foot wear insole</p> <p>PEX 1.5: Replace worn out accessories</p> <p>PEX 1.6: Redesign leather products</p> <hr/> <p>LWA 3/2: Perform routine maintenance of leather products</p> <p>PEX 2.1: Clean leather products</p> <p>PEX 2.2: Polish leather products</p> <p>PEX 2.3: Package repaired leather product</p> <p>PEX 2.4: Label received maintenance works</p> <p>PEX 2.5: Store leather products</p> <hr/> <p>LWA 3 /3: Perform occupational health, safety and environmental protection practices</p> <p>PEX 3.1: Administer First Aid</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Wear protective gear</p> <p>PEX 3.4: Perform fire fighting</p>

	PEX 3.5: Manage personal hygiene
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	<ul style="list-style-type: none"> • 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 designs for different leather products • Appropriate storage conditions for leather products • Repair methods and techniques • Safety, health and environmental protection awareness • Cutting methods and techniques • Time management • Tool and equipment usage • Leather cleaning methods • Stitching methods • Leather handling techniques • Packaging and labelling methods • Leather decoration types • Types of chemicals used in leather handling • Factors to consider when taking Measurements • Characteristics of different leather material
Average duration of learning	<p>120hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5days of occupational theory and • 10days 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	Stitching needles, hammer, cutting knife, stamps, glue containers, glue brush, polish brushes, revolving punch, nail punch, whet stone, press button setter, rivet setter, eyelet fitter, magazines and product catalogues, cutting board, dust bin, brooms, stools, working tables

<p>Minimum required materials and consumables or equivalent</p>	<p>Nylon threads, leather, rivets, D-rings, press buttons, shoe laces, zipper, polish, dye, tack nails, Eva layers, Eva nylon soles, glue, eyelets, rugs</p>
<p>Special notes</p>	

Code	UE/LGA/M1.4
Module title	M1.4: Manage leather goods making tools, equipment and materials
Related Qualification	Part of Uganda Vocational Qualification (LEATHER GOODS WORKER UVQ1)
Qualification Level	1
Module purpose	At the completion of this module, trainees should be able to safely operate and handle leather goods making tools and equipment and keep them in good working condition.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Procure tools, equipment and materials</p> <p>LWA 4/2: Maintain tools and equipment</p> <p>LWA 4/3: Operate hand and electric power equipment</p> <p>LWA 4/4: Store tools, equipment and materials</p> <p>LWA 4/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <p>5. <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i></p> <p>6. <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 4/1: Procure tools, equipment and materials</p> <p>PEX 1.1: Carryout market research</p> <p>PEX 1.2: Purchase tools, equipment and materials</p> <p>PEX 1.3: Receive tools, equipment and materials</p> <p>PEX 1.4: Store tools, equipment and materials</p> <p>PEX 1.5: Fabricate tools and equipment parts</p> <p>PEX 1.6: Dispose dysfunctional tools and equipment</p> <hr/> <p>LWA 4/2: Maintain tools and equipment</p> <p>PEX 2.1: Lubricate tools and equipment</p> <p>PEX 2.2: Clean tools, equipment and materials</p> <p>PEX 2.3: Sharpen cutting tools</p> <p>PEX 2.4: Replace broken parts</p> <p>PEX 2.5: Carryout minor repairs for tools and equipment</p>

	<p>LWA 4/3: Operate hand and electric power equipment PEX 3.1: Interpret and follow operational manual PEX 3.2: Operate hand tools PEX 3.3: Test run tools and equipment PEX 3.4: Clean tools and equipment before and after use</p>
	<p>LWA 4/4: Store tools, equipment and materials PEX 3.1: Organize store PEX 3.2: Keep inventory PEX 3.3: keep storage records PEX 3.4: Manage stock cards</p>
	<p>LWA 4/5: Perform occupational health, safety and environmental protection practices PEX 3.1: Clean store PEX 3.2: Manage waste PEX 3.3: Control vermin PEX 3.4: Wear protective gears PEX 3.5: Display safety rules and regulations PEX 3.6: Sensitize workers on health and safety measures PEX 3.7: Perform fire fighting PEX 3.8: Administer first aid</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"> • Minor repair techniques • Different types of lubricants • Types of records to develop • Methods of record keeping • Vermin management methods • Common types of vermin • Literacy and numeracy • Stock control methods • Different marketing strategies • Market trends • Methods for sourcing for supplies • Procurement and disposal procedures

	<ul style="list-style-type: none"> • Different causes of fire • Methods of extinguishing different types of fire • Appropriate first aid suitable for different types of accidents at work • Tools and equipment usage
Average duration of learning	<p>120hours(15days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5days of occupational theory and • 10days 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	Fire extinguisher, first aid box, storage facility, padlocks, crew drivers, spanners, Allen keys, hammers, scrubbing brush, computer, equipment instruction manual,
Minimum required materials and consumables or equivalent	Stock cards, lubricants, stationery, pesticides, water, detergents, dusters, electric power supply, screws, nuts, bolts
Special notes	

ATP- PART III

Assessment Instruments for LEATHER GOODS WORKER

- 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 **LEATHER GOODS WORKER** are included. A larger selection of test items can be obtained as electronic or printed copies from designated outlets.

3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- Short Answer	4
2.	Written (Theory)- Multiple Choice	4
3.	Written (Theory)- Matching item- Generic	2
4.	Written (Theory)- Matching item (Work sequence)	1
5.	Written (Theory)- Matching item- Cause effect	1
6	Performance (Practical) Test Items	1
	Total	13

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 3			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	4 minutes			

Test Item	State any two reasons why it's important to make a business plan before starting a leather goods production business
Answer spaces	(1) (2)
Expected key (answers)	(I) Source the funds (II) Prepare work plan (III) Establish workshop (IV) Mobilize other resources

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

Test Item	State any five ways in which you increase the leather product sales in your business
Answer spaces	<p style="text-align: center;">(1)</p> <p style="text-align: center;">(2)</p> <p style="text-align: center;">(3)</p> <p style="text-align: center;">(4)</p> <p style="text-align: center;">(5)</p>
Expected key (answers)	<p style="text-align: center;">(I) Advertisement</p> <p style="text-align: center;">(II) Branding products</p> <p style="text-align: center;">(III) Packaging product</p> <p style="text-align: center;">(IV) Giving discounts</p> <p style="text-align: center;">(V) Quality work</p>

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

Test Item	What is embossing?
Answer spaces
Expected key (answers)	Embossing is an ornamental treatment whereby designs are printed into or raised up on materials by use of pressure.

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C 1			
Date of OP:	January 2022			
Related module:	M1.4			
Time allocation:	2 minutes			

Test Item	State the two uses of a pattern knife
Answer spaces	(1) (2)
Expected key (answers)	(I) Cutting (II) Skiving

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 1			
Date of OP:	January 2022			
Related module:	M1.4			
Time allocation:	2 minutes			

Test Item	Which of the following tools is used for skiving?
Distracters and correct answer	A. Pattern knife B. Pair of scissors C. Lasting pliers D. Pair of pincer
Key (answer)	A

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	What is the importance of price tags in leather production and sales?
Distractors and correct answer	<ul style="list-style-type: none"> A. Indicate the profit margin B. Market leather product C. Determines the cost of leather products D. Shows the cost of the leather products
Key (answer)	D

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	Which of the following is done while scouring the edges of leather goods?
Distractors and correct answer	<ul style="list-style-type: none"> A. Cutting the leather parts B. Reducing leather thickness C. Removing leather grain D. Smoothing leather parts
Key (answer)	C

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 1			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item helps in fixing leather parts together.
Distractors and correct answer	A. Eyelet, B. Press button C. Rivet D. Laces
Key (answer)	C

DIT/ QS	Test Item Database			
Written (Theory) Test Item- no. 9				
Occupational Title:	Leather goods worker			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C 2			
Date of OP:	January 2022			
Related module:	M1.4			
Time allocation:	4 Minutes			

Test Item	Match the following leather working tools in Column A with their respective functions in Column B
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Column A (Tools)	
1	Plier
2	Pincer
3	Screw driver
4	Pattern knife

Column B (Functions)	
A	Cut parts
B	Close uppers
C	Cut and remove nails
D	Mark parts
E	Glue parts
F	Fix parts

Key (answer)	1 – B, 2 – C, 3 – F, 4 – A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Leather goods worker			
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:	M			
Time allocation:	4 Minutes			

Test Item	Match the following the causes in Column A with their common defects in Column A
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Column A (Defects)	
1	Over scouring
2	Over skiving
3	Over pressing
4	Tight tension
5	

Column B (Causes)	
A	Poor bonding
B	Distortion of leather
C	Burning of material
D	Weakened leather
E	Thread breaking
F	Rough surface

Key (answer)	1 – F, 2 – D, 3 – A, 4 – E
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.11			
Occupational Title:	Leather goods worker			
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 modules:	M1.2			
Time allocation:	4 minutes			

Test Item	Re- arrange the following steps followed when making a leather wallet in their order.
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Column A (Order)	Column B (work steps) in wrong order	
1	A	Stitching
2	B	Marking
3	C	Button press
4	D	Cutting
5	E	Embossing
6	F	Riveting

Key (answer)	1:B, 2:D, 3:A, 4:E, 5:C,6:F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.12			
Occupational Title:	Leather goods worker			
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 modules:	M1.2			
Time allocation:	10 minutes			

Test Item	Re- arrange the following procedures followed when making a belt from vegetable leather in their chronological order
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Column A (Order)	Column B (work steps) in wrong chronological order	
1	A	Label/brand belt
2	B	Package belt
3	C	Prepare tools and materials
4	D	Emboss parts
5	E	Mark leather
6	F	Fix buckle
7	G	Finish belt
8	H	Polish leather parts
9	1	Cut parts

Key (answer)	1:C, 2:E, 3:I,4:D, 5:H, 6:F, 7:G, 8:A, 9:B
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PERFORMANCE TEST ITEM (Sample)

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Leather goods worker
Competence level:	Level 1
Code no.	
Test Item:	With the patterns provided, make a wallet of 10cm's by 8cm's from calf lining leather with the following features; press button, two pockets inside, zipper and folded edges.
Complexity level:	P2
Date of OP:	January 2022
Related module:	M 1.2
Related skills and knowledge:	Stitching skills, sewing skills, selection skills, measuring skills, folding skills, finishing skills, gluing skills, cutting skills, press button skills, fixing skills, occupational health, safety and environment protection measures, waste disposal and management skills, cleaning skills, methods of decorating leather products, leather types and their properties, types of press buttons, types of zipper, characteristics of leather, different types of threads,
Required tools, Materials and Equipment:	Nylon thread, Sewing machine, Needles, Glue, Trimming shear, Whet stone, Pair of scissors, Ruler, Sanding machine, Sand paper, nail Punch, Polish, Wallet patterns, Vegetable tanned leather, An awl, Razor blades, Dyes, Push pins, Glue container, Brush, Press buttons, Waste container, Protective gears, First aid kit, zipper, clicking machine, skiving machine, pattern knife, punch board, cutting board, folding machine, shoe hammer, mallet, rivets, lining leather, tape measure,
Time allocation:	3 Hours
Preferred venue:	Workshop
Remarks for candidates	Observe safety rules and regulations
Remarks for assessors	◆ Provide all the necessary tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the task	Wore protective gears		4
		Cleaned work area		2
		Assembled materials		2
		Selected and organised tools and equipment	2	
		Tools arranged according to work sequence observed		2
		Serviced tools and equipment	2	
		Tested tools and equipment for functionality	2	
		Cleaned tools and equipment observed		2
2.	Transferring design from pattern to leather	Traced patterns onto leather	2	
		Transferred pattern markings onto leather	2	
		Single line tracing with patterns not exceeding 3 mm between them observed		2
		Actual size of 10cm X 8cm pattern verified		2
3.	Cutting out of wallet parts	Cut parts	3	
		Pieces cut following traced line observed	2	
		No fibres seen at the edge		2
4.	Skiving of parts	Measured and marked skiving area	2	
		Skived edges	3	
		Reduced thickness of 1mm on the edges and 10mm width of folding allowance verified		2
5.	Joining of parts	Fixed upper lock to the back part	2	
		Joined lining to leather	3	
		Joined zipper to inner pockets lining	3	
		Zipper not exceeding marked area observed		2
		Fixed lower lock to the inner pockets	2	
		Upper lock fitting lower lock observed		2
		Joined inner pockets to the back part	4	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Applied glue on the skived area and edges of joined inner parts	3	
		Even layer of glue not exceeding 5mm from the edge of the inner parts observed		3
		Even layer of glue not exceeding the skived area observed		2
		Allowed glue to set	2	
		Setting time of 15-20 minutes verified		2
		Folded parts	3	
		Crease and wrinkle free folded Parts at 5mm from the edges observed		3
		Stitched parts together	4	
		Stitching lines of 2mm-3mm stitch length at 2mm from the edges observed		2
6.	Finishing of wallet	Trimmed and burnt off excess threads	2	
		Removed excess glue	2	
		Clean wallet without glue, loose threads observed		2
		Polished wallet	2	
		Wallet with shiny surface observed		2
		branded wallet	2	
		Labelled wallet	2	
7.	Demobilization of resources	Cleaned tools and equipment		2
		Handed over remaining materials		2
		Returned tools and equipment to the store		2
		Cleaned work area		2
TOTAL			58	48
MAXIMUM SCORE (Y)		$\frac{x}{y} \times 100$	106	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The assessment and Training Package was exclusively developed by job practitioners who were working in the occupation of **LEATHER GOODS WORKER**.

The job expert panel, guided by UVQF facilitators developed the Occupational Profile that mirrors duties and tasks performed in the world of work and also provided additional generic information regarding the occupation.

4.2 Training Modules Development (January 2022)

Based on the Occupational Profile for LEATHER GOODS WORKER 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 LEATHER GOODS WORKER 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 review 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 Developing Panel

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

No.	Name	Institution/ Organization
1.	Matsiko Emmanuel	St joseph technical school kyarubingo
2.	Nsubuga joseph	Uganda martyrs sss namugongo
3.	Ajok Catherine	Y Y Okot memorial college
4.	Omoding Charles	Step leather works ltd
5.	Arinaitwe Gordon	Ruti vocational and rehabilitation centre
6.	Naiga zulaika	MoES
7.	Agaba moses	Uganda leather training and common facility centre

4.6 Facilitator team

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

1. **Team Leader** – Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Occupational Profile Development)** – Ms Noeline Komugisha, Mr. Kiswiriri Umar
3. **Facilitators (Training Modules Development)** - Ms Noeline Komugisha, Mr. Kiswiriri Umar
4. **Facilitators (Test Item Development)** - Ms Noeline Komugisha, Mr. Kiswiriri Umar
5. **Compiled** by Ms. Nakasi Aminah,
6. **Edited** by Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
7. **Coordinated** by – Mr Byakatonda Patrick, Ag. Director, 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:

- Jessie F. Parkes (1950). Leather crafts: A handbook and for students and teachers, Longman, Green &Co.
- Luke Byrd (2021), Leather working book for beginners.
- Nigel Amitage (2020), Leather craft: The traditional hand crafted leather work skills and projects.

- T. Tebenkana (2016). Crafts and Studio Technology: A handbook for learners, Austro Book binding centre