



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Assessment and Training

Package

For a

COCOA FARMER

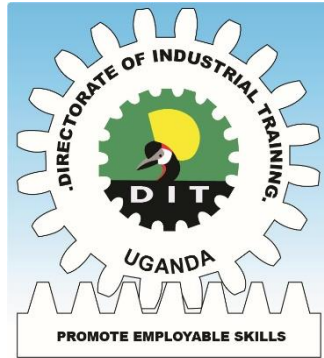
Qualification Level: 1

Occupational Cluster: Agriculture

December 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**



Assessment and Training Package

**For a
COCOA FARMER**

**Qualification Level: 1
Occupational Cluster: Agriculture**

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

TABLE OF CONTENTS

Word from Permanent Secretary	iv
Executive Summary	vi
Acknowledgement	viii
Abbreviations and acronyms	ix
Key definitions	x
1.0 ATP-PART I	1
Occupational Profile for Cocoa Farmer	1
2.0 ATP-PART II	10
Training Modules for Cocoa Farmer	10
Training Modules for Cocoa Farmer UVQ Level 1	11
3.0 ATP-PART III	27
Assessment Instruments for Cocoa Farmer	27
Written Test Items (Samples)	29
Performance Test Items (Samples)	37
4.0 ATP- PART IV	40
Information on Development Process	40

Word from Permanent Secretary

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

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

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

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

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

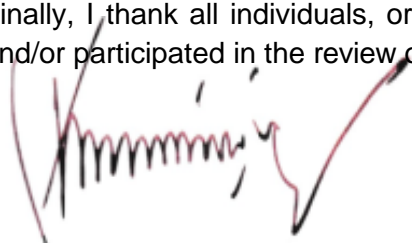
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive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

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

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

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **COCOA FARMER QUALIFICATION LEVEL 1**.

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



Alex Kakooza
Permanent Secretary

Executive Summary

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

- 0.1 **PART I: The Occupational Profile (OP) of a COCOA FARMER.** This Occupational Profile which was reviewed by Cocoa Farmers practicing in the world of work mirrors the duties and tasks that Cocoa Farmers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Cocoa Farmers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a COCOA FARMER. These assessment instruments were reviewed jointly by job practitioners (Cocoa Farmers) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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



Patrick Byakatonda
Ag. Director

Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of rabbit farming from various secondary schools.
- Agriculture Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.
-

Abbreviations and acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
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 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.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

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

Qualification

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

Task

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

1.0 ATP-PART I

Occupational Profile for a COCOA FARMER

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

- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.

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

- 1.4 The panellists, facilitators and coordinators who participated in developing this Occupational Profile for COCOA FARMERS are listed on the following page.

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

Expert Panel

Masaha John Paul
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Anyiko Agatha
Montag Logistics Ltd

Ahimbisibwe Johnson
Numa Feeds Ltd

Mukaya Stephen Nabbaya
Budini S.S

Nampano Ronald
Bugema University Farm

Maseleka Rashid
Green Organic Cocoa cooperative society

David Kissa Ocoma
National Agricultural Research
organisation

Namyalo Jane
Baskavil Ngogwe (Examiner)

Musimenta Herbert
Ministry of Agriculture Animal Industry and
Fisheries

Namiiro Zerida
Nakabago Farmers organisation
Buikwe

Kimbowe Abdallah
Buikwe Cocoa Farmers Association

Musisi Mathias
National Curriculum Development Centre

Kasirye Linkon
Sky Tech Investments Ltd

DIT Facilitators
Ochwo Richard

Ahimbisibwe Judith

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Directorate of Industrial Training

Co-ordinator
Patrick Byakatonda
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
of
"A COCOA FARMER"

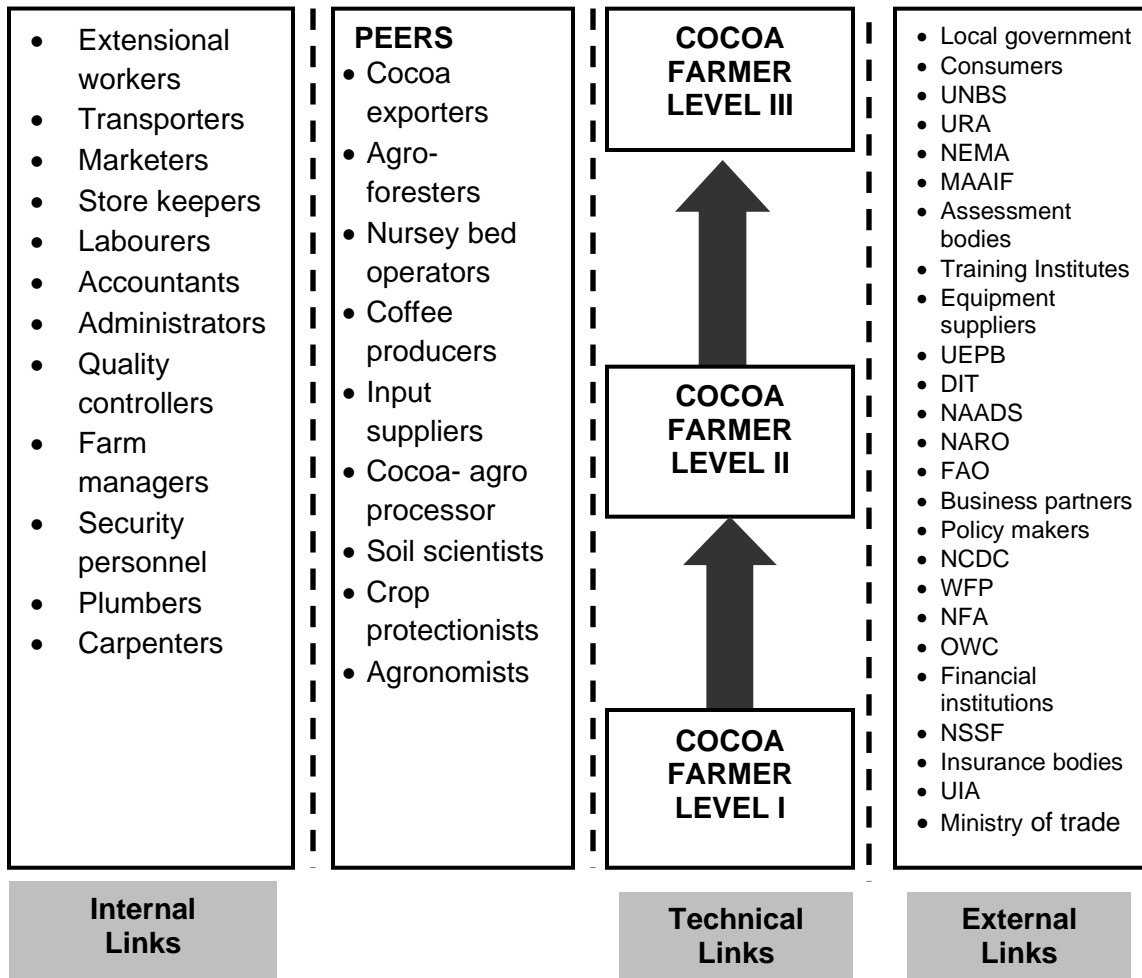
Developed by: Directorate of Industrial
Training (Qualifications Standards)

Dates of workshop: 17th –21st August 2020

NOMENCLATURE FOR THE OCCUPATION OF A COCOA FARMER

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

JOB ORGANISATION CHART FOR A COCOA FARMER



Descriptions for the levels in the occupation of 'COCOA Farmer'

- UVQ Level I COCOA Farmer:** is a person who grows cocoa using basic agronomic practices for commercial purposes.
- UVQ Level II COCOA Farmer:** is a person who grows cocoa and produces propagation materials for cocoa farming on a commercial level.
- UVQ Level III COCOA Farmer:** is a person who grows and breeds cocoa for commercial purposes.

Duties and Tasks

A. PLAN COCOA FARMING ACTIVITIES	A1 Carryout feasibility study	A2 Determine farm location	A3 Prepare financial plan
	A4 Determine site structural plan	A5 Determine factor inputs	A6 Determine cocoa varieties
	A7 Prepare work schedules	A8 Prepare procurement plan for inputs	A9 Determine production methods

B. SET UP COCOA NURSERY	B1 Select site	B2 Clear area	B3 Level land
	B4 Demarcate site	B5 Construct nursery bed	B6 Enclose nursery bed
	B7 Sterilise soil	B8 Pot Soil	B9 Select seeds
	B10 Sow seeds	B11 Water nursery bed	B12 Graft propagation materials
	B12 Clone propagation materials	B13 Prune roots	B14 Harden off seedlings
	B15 Sort seedlings		

C. ESTABLISH COCOA GARDEN	C1 Identify tools and equipment	C2 Prepare the land	C3 Line out and pit
	C4 Apply fertilisers	C5 Transplant seedlings	C6 Plant seedling
	C7 Conserve soil and water	C8 Fence garden	C9 Shade seedling

D. MANAGE COCOA GARDEN	D1 Gap fill	D2 Mulch garden	D3 Weed garden
	D4 Stake cocoa trees	D5 Manage shades	D6 Train cocoa trees
	D7 Prune cocoa trees	D8 Remove epiphytes	D9 Stump cocoa trees
	D10 Control pests and diseases	D11 Erect farm structures	

E. HARVEST COCOA PODS	E1 Select tools and equipment	E2 I Identify ripe pods	E3 Pick cocoa pods
	E4 Gather cocoa pods	E5 Sort cocoa pods	E6 Transport cocoa pods

F. MANAGE POST HARVEST HANDLING OF COCOA ACTIVITIES	F1 Cut open cocoa pods	F2 Extract beans	F3 Ferment beans
	F4 Grade beans	F5 Dry cocoa beans	F6 Test moisture content
	F7 Store cocoa beans	F8 Bulk beans	F9 Pack cocoa beans

G. MARKET COCOA PRODUCE	G1 Identify market niche	G2 Negotiate Price of cocoa produce	G3 Pack cocoa beans
	G4 Label cocoa produce	G5 Brand cocoa produce	G6 Sell cocoa produce
	G7 Communicate with stake holders	G8 Deliver cocoa produce	

H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Ensure social safe guard guidelines	H2 Ensure environmental safety guidelines	H3 Display safety signs
	H4 Observe OHSE rules and regulations	H5 Train workers on health and safety measures	H6 Observe biosecurity
	H7 Observe HACCP	H8 Manage waste	H9 Maintain personal hygiene and sanitation
	H10 Provide protective gears	H11 Perform fire fighting	H12 Administer first Aid

I. PERFORM ADMINISTRATIVE TASKS	I1 Recruit workers	I2 Assign work	I3 Pay Bills
	I4 Appraise workers	I5 Build networks	I6 Manage staff welfare
	I7 Conduct quality assurance	I8 Guide and counsel workers	I9 Secure inputs
	I10 Train workers	I11 Formalise Business	I12 Keep business Records
	I13 Provide Security	I14 Supervise Works	I15 Manage tools and equipment
	I16 Pursue Continuous Professional Development		

Additional Information

Generic Knowledge & Skills

1. Quality of seeds/seedling
2. Proper use of tools and equipment
3. Maintenance of tools and equipment
4. Cocoa agronomy
5. Soil fertility
6. Cost management
7. Harvesting
8. Standards in cocoa production
9. Gap filling
10. Land preparation
11. Sowing seeds
12. Fire management
13. Extraction of beans
14. Drying
15. Bulking beans
16. Storage
17. Testing for moisture content
18. Cocoa marketing
19. Bean quality parameters
20. Food safety
21. Irrigation
22. Potting
23. Site selection
24. Transplanting
25. Line out and pitting
26. Cocoa shade management
27. Nurse bed construction
28. Fermentation boxes construction
29. Hardening off seedlings
30. Weed control
31. Pest and disease control
32. Identification of common pest and diseases
33. Pricking out
34. Grading
35. Pruning
36. Waste management
37. Safe pesticide use
38. Fermentation
39. Sorting cocoa beans
40. Packaging
41. Record keeping
42. Communication
43. Sterilise tools
44. Staking

Tools, Equipment and Materials		
<ul style="list-style-type: none"> • Panga • Hoes • Slashers • Axe • Knives • Pruner • Harvesting hook • Wheelbarrow • Potting tubes • Trowel • Planting ropes • Moisture meter • Harvesting crates • Chairs • Green house net • Sanitizers 	<ul style="list-style-type: none"> • Pallets • Secateurs • Sprayers • Watering can • Drivers • Gum boots • Head gears • Overall • Fermenting box • Slasher • Barbed wires • Nails • Weighing scale • Trays • Stationery • Masks 	<ul style="list-style-type: none"> • Blankets • Fresh Banana leaves • Pesticides • Dry grass • Seeds • Buckets • Poles • Fertilisers • Trucks • Tape measure • Tractors • Hammers • Water pump • Computer and accessories • Wooden platforms

Attitudes/Traits/Behaviour	
1 Self-driven	15 Exemplary
2 Hardworking	16 Knowledgeable
3 Trustworthy	17 Understanding
4 Respectful	18 Clarity
5 Patience	19 Team player
6 Integrity	20 Reliable
7 Trainability	21 Kind
8 Self esteem	22 Creative
9 Ethical	23 Innovative
10 Entrepreneurial	24 Loyal
11 Social	25 Analytical
12 Empathetic	26 A good listener
13 Approachable	27 Competent
14 Tolerant	28 Flexible
	29 Committed

Future trends and Concerns

1. Price fluctuation
2. Policy changes
3. Competition with synthetic flavours
4. Climatic and Weather changes
5. Labour mobility
6. Political Instability
7. Outbreak of pests and diseases
8. Market changes
9. Natural hazards e.g. corona
10. Technological advancement
11. Bankruptcy
12. Business progression
13. Population changes
14. Land tenure
15. Transportation

2.0 ATP-PART II

Training Modules for a COCOA FARMER

- 2.1 A curriculum is a “guide / plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of the Cocoa farming occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centres and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes in the form of Test Items described in Part II.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre or at the work place; or combinations of both.

WHO IS A COCOA FARMER QUALIFICATION LEVEL 1?

A Level I COCOA Farmer: is a person who grows cocoa using basic agronomic practices for commercial purposes.

TRAINING MODULES FOR COCOA FARMER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CF/M1.1	Establish a Cocoa Nursery Bed	160	4
UE/CF/M1.2	Establish Cocoa Garden	160	4
UE/CF/M1.3	Manage Cocoa Garden	240	6
UE/CF/M1.4	Harvest and Post Harvesting Handling of Cocoa	200	5
UE/CF/M1.5	Establish Cocoa Farming Enterprise	240	6
Summary	5 Modules	1000 hours	25weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/CF/M1.1
Module title	M1.1: Establish a Cocoa Nursery
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cocoa Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to set up a functional cocoa nursery.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Construct Nursey Bed LWA 1/2: Prepare Growth Media LWA 1/3: Prepare Seeds LWA 1/4: Manage Seedlings LWA 1/5: Perform Health Safety and Environmental Practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competences.</i> <i>The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Construct Nursery Bed PEX 1.1 : Clear land PEX 1.2 : Level land PEX 1.3 : Demarcate sites PEX 1.4 : Set out nursery shade PEX 1.5 : Size poles PEX 1.6 : Fix poles PEX 1.7 : Thatch nursery</p> <p>LWA 1/2: Prepare Growth Media PEX 2.1 : Sterilise soil PEX 2.2 : Apply fertilisers PEX 2.3: Mix soils PEX 2.4 : Prepare pots PEX 2.5 : Pot media</p>

	<p>LWA 1/3: Prepare Propagation Materials PEX 3.1: Select seeds PEX 3.2: Sow seeds in pots PEX 3.3: Clone propagation materials PEX 3.4: Graft propagation materials PEX 3.5: Water pots</p>
	<p>LWA 1/4: Manage Seedlings PEX 4.1: Weed nursery PEX 4.2: Control pests and diseases PEX 4.3: Water seedlings PEX 4.4: Harden off seedlings PEX 4.5: Sort seedlings</p>
	<p>LWA 1/5: Perform Health Safety and Environmental Protection Practices. PEX 5.1: Wear protective gear PEX 5.2: Manage waste PEX 5.3: Use recommended dosage of agro-chemical PEX 5.4: Observe bio security measures PEX 5.5: Administer first aid PEX 5.6: Maintain personal hygiene and sanitation PEX 5.7: Observe HACCP PEX 5.8: Perform fire fighting PEX 5.9: Display safety signs PEX 5.10: Comply with regulation and policies</p>
Occupational health and safety	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. e.g. wear protective gears
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Proper use of tools • Disinfecting tools and equipment • Potting • Soil sterilisation

	<ul style="list-style-type: none"> • Weed control • Hardening off • Sorting seedlings • Watering • Pest and disease control • OHSE • Nursery bed operation standards • First aid administration • Growth media management • Grafting techniques • Cloning techniques
Average duration of learning	160hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	polythene pots, spade, trowel, hand hoe, wheelbarrow, panga, watering can, protective gear, water pump, jerrycan, nails, hammer, measuring tape, steriliser, sprayer, pesticides, secateurs, grafting knives
Minimum required materials and consumables or equivalent	seeds, fertilisers, water, growth media, rooting hormones
Special notes	

Code	UE/CF/M1.2
Module title	M1.2: Establish Cocoa Garden
Related Qualification	Part of Uganda Vocational Qualification (Cocoa Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to successfully set up a cocoa garden.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare Land LWA 2/2: Transplant Seedlings LWA 2/3: Fence a Cocoa Garden LWA 2/4: Perform Health Safety and Environmental Protection Practices</p> <p><u>Note:1.</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competences.</i> <i>The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare Land PEX 1.1: Clear vegetation PEX 1.2: Demarcate land PEX 1.3: Plough land PEX 1.4: Line out and make holes PEX 1.5: Apply fertilisers</p> <p>LWA 2/2: Transplant Seedlings PEX 2.1: Water seedlings PEX 2.2: Transport seedlings PEX 2.3: Remove poly pot PEX 2.4: Place seedlings in holes PEX 2.5: Firm seedlings PEX 2.6: Shade seedlings PEX 2.7: Mulch garden</p> <p>LWA 2/3: Fence Cocoa Garden PEX 3.1: Measure garden PEX 3.2: Line out and peg</p>

	<p>PEX 3.3: Dig holes PEX 3.4: Place poles and firm PEX 3.5: Fix wires and strain</p> <p>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Wear protective gear PEX 4.2: Manage waste PEX 4.3: Use recommended dosage of agro-chemical PEX 4.4: Observe bio security measures PEX 4.5: Administer first aid PEX 4.6: Maintain personal hygiene and sanitation PEX 4.7: Observe HACCP PEX 4.8: Perform fire fighting PEX 4.9: Display safety signs PEX 4.10: Comply with regulation and policies</p>
Occupational health and safety	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. E.g. wear protective gears
Pre-requisite modules	None
Related knowledge/theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Seed bed preparation • Transplanting • Spacing • Fertilisers • Shade • Soil and water conservation • Soil pH & soil type • Soil structure • Soil fertility • Soil colour & soil texture • Soil organic matter • Soil water & soil air • Drainage • Living organisms

	<ul style="list-style-type: none"> • Gap filling • Mulching
Average duration of learning	160hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	hand hoe, wheelbarrow, spade, gumboots, gloves, panga, field crates, trowel, watering can, sprayer, soil cutter, dibbers, head gears, masks, overalls, soil auger, wire strainer
Minimum required materials and consumables or equivalent	pH indicator, fertilisers, pesticides, string, nails, fencing material
Special notes	

Code	UE/CF/M1.3
Module title	M1.3: Manage Cocoa Garden
Related Qualification	Part of Uganda Vocational Qualification (Cocoa Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to maintain a healthy and productive cocoa garden successfully.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Manage Cocoa Trees LWA 3/2: Conserve Soil and Water LWA 3/3: Control Pests and Diseases LWA 3/4: Perform Health Safety and Environmental Protection Practices</p> <p><u>Note: 1</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competences.</i> <i>The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Manage Cocoa Trees PEX 1.1: Gap fill PEX 1.2: Train cocoa trees PEX 1.3: Stake cocoa trees PEX 1.4: Remove epiphytes PEX 1.5: Prune cocoa trees PEX 1.6: Stump cocoa trees PEX 1.7: Weed cocoa trees PEX 1.8: Irrigate cocoa garden</p> <p>LWA 3/2: Conserve Soil and Water PEX 2.1: Construct soil and water conservation structures PEX 2.2: Apply manure PEX 2.3: Mulch cocoa garden PEX 2.4: Deep plough garden</p> <p>LWA 3/3: Control Pests and Diseases PEX 3.1: Scout garden PEX 3.2: Determine control method</p>

	<p>PEX 3.3: Apply control method PEX 3.4: Monitor effect</p> <p>LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practice</p> <p>PEX 4.1: Wear protective gears PEX 4.2: Manage waste PEX 4.3: Use recommended dosage of agro-chemical PEX 4.4: Observe bio security measures PEX 4.5: Administer first aid PEX 4.6: Maintain personal hygiene and sanitation PEX 4.7: Observe HACCP PEX 4.8: Perform fire fighting PEX 4.9: Display safety signs PEX 4.10: Comply with regulation and policies</p>
Occupational health and safety	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. E.g. wear protective gears
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Weeding • Control pests and diseases • Training • Staking • Remove epiphytes • Soil and water conservation • Pruning • Manage shade • Fertiliser application • Irrigation • Mulching
Average duration of learning	<p>240hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 days of occupational theory and • 25 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.

Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	hand hoe, wheelbarrow, slasher, spade, pruner, secateurs, sprayers, gum boots, head gear, masks, overalls, gloves, dibbers
Minimum required materials and consumables or equivalent	pesticides, fertilisers, water
Special notes	

Code	UE/CF/M1.4
Module title	M1.4: Harvest and Post-Harvest Handling of Cocoa
Related Qualification	Part of Uganda Vocational Qualification (Cocoa Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to harvest cocoa and perform post-harvest handling according to established standards.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Harvest Cocoa Pods</p> <p>LWA 4/2: Ferment Cocoa Beans</p> <p>LWA 4/3: Dry Cocoa Beans</p> <p>LWA 4/4: Pack Cocoa Beans</p> <p>LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p><u>Note:1.</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competences.</i> 2. <i>The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Harvest Cocoa Pods</p> <p>PEX 1.1: Identify mature pods</p> <p>PEX 1.2: Cut cocoa pods from the tree</p> <p>PEX 1.3: Gather pods</p> <p>PEX 1.4: Sort pods</p> <p>PEX 1.5: Split pods</p> <p>PEX 1.6: Extract cocoa beans</p> <hr/> <p>LWA 4/2: Ferment Cocoa Beans</p> <p>PEX 2.1: Make fermenter boxes</p> <p>PEX 2.2: Place beans in boxes</p> <p>PEX 2.3: Cover boxes</p> <p>PEX 2.4: Turn cocoa beans in boxes</p> <hr/> <p>LWA 4/3: Dry Cocoa Beans</p> <p>PEX 3.1: Construct drying platform</p> <p>PEX 3.2: Spread cocoa beans</p> <p>PEX 3.3: Turn cocoa beans</p> <p>PEX 3.4: Measure moisture content</p>

	<p>LWA 4/4. Pack Cocoa Beans PEX 4.1: Mobilise packing materials PEX 4.2: Stock cocoa beans in the materials PEX 4.3: Weigh cocoa PEX 4.4: Seal and store cocoa</p> <p>LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices PEX 5.1: Wear protective gear PEX 5.2: Manage waste PEX 5.3: Use recommended dosage of agro-chemical PEX 5.4: Observe bio security measures PEX 5.5: Administer first aid PEX 5.6: Maintain personal hygiene and sanitation PEX 5.7: Observe HACCP PEX 5.8: Perform fire fighting PEX 5.9: Display safety signs PEX 5.10: Comply with regulation and policies</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. e.g. wear protective gear</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Moisture control • Packaging materials • Construction of platform • Harvesting tools • Identifying ripe pods • Cutting and picking • Sorting • Grading • Extraction of cocoa beans • Disinfecting tools • Fermentation management • HACCP

	<ul style="list-style-type: none"> • Drying techniques • Storage
Average duration of learning	200hours (25 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 day of occupational theory and</i> • <i>20 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	harvesting hooks, baskets, secateurs, panga, wheelbarrow, knives, moisture metre, wooden platforms, harvesting crates, pallets, fermenting boxes, gum boots, masks, head gear, gloves, overalls, solar drier
Minimum required materials and consumables or equivalent	water, timber, fresh banana leaves, tarpaulin
Special notes	

Code	UE/CF/M1.5
Module title	M1.5: Establish Cocoa Farming Enterprise
Related Qualification	Part of Uganda Vocational Qualification (Cocoa Farmer UVQ 1)
Qualification Level	1
Module purpose	By the end of this module, a trainee shall be able to manage and sustain a cocoa enterprise.
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Perform Administrative Tasks</p> <p>LWA 5/2: Market Cocoa</p> <p>LWA 5/3: Perform Record Keeping</p> <p>LWA 5/4: Perform Occupational Safety, Health and Environmental Protection Practices</p> <p><u>Note:1.</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competences.</i> 2. <i>The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Perform Administrative Tasks</p> <p>PEX 1.1: Recruit workers</p> <p>PEX 1.2: Secure inputs</p> <p>PEX 1.3: Manage staff welfare</p> <p>PEX 1.4: Perform record keeping</p> <p>PEX 1.5: Supervise workers</p> <p>PEX 1.6: Observe standards</p> <p>PEX 1.7: Train workers</p> <p>PEX 1.8: Formalise business</p> <p>PEX 1.9: Communicate with stakeholders</p> <hr/> <p>LWA 5/2: Market Cocoa</p> <p>PEX 2.1: Conduct market survey</p> <p>PEX 2.2: Brand produce</p> <p>PEX 2.3: Package produce</p> <p>PEX 2.4: Label produce</p> <p>PEX 2.5: Price produce</p>

	<p>PEX 2.6: Promote produce PEX 2.7: Distribute produce PEX 2.8: Sell produce PEX 2.9: Communicate with clients</p> <p>LWA 5/3: Perform Record Keeping PEX 3.1: Prepare financial records PEX 3.2: Prepare inventory PEX 3.3: Prepare management records PEX 3.4: Prepare production records</p> <p>LWA 5/4: Perform Occupational Health Safety and Environmental Protection Practices PEX 4.1: Wear protective gears PEX 4.2: Manage waste PEX 4.3: Observe bio security measures PEX 4.4: Administer first aid PEX 4.5: Maintain personal hygiene and sanitation PEX 4.6: Observe HACCP PEX 4.7: Perform fire fighting PEX 4.8: Display safety signs PEX 4.9: Comply with regulation and policies</p>
Occupational health and safety	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. e.g. wear protective gear
Pre-requisite modules	None
Related knowledge/theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Human resource management • Marketing skills, record keeping • Quality assurance • Resource mobilisation • Packaging skills • Drying and storage of cocoa beans • Monitoring and evaluation • Communication skills, ICT skills • Financial management skills
Average duration of learning	<p>200hours (25 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 05 days of occupational theory and • 20 days of occupational practice

Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	panga, mobile phones, projector, computers.
Minimum required materials and consumables or equivalent	Books, pens, professional manuals, inventory books, vouchers, invoices, cash books
Special notes	

3.0 ATP-PART III

Assessment Instruments for a COCOA FARMER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
 - Short answer test items.
 - Multiple choice test items and,
 - Matching test items, These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment / test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous / formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally/or informally.
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **COCOA FARMER** are included.

3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching item- generic	2
4.	Written (Theory)- matching item (work sequence)	2
5.	Performance (Practical) test items	1
	Total	9

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Cocoa Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	August 2020			
Related module:	M 1.3			
Time allocation:	4 minutes			

Test Item	Give four cultural methods used to conserve soil and water in a cocoa garden.
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Manure application (ii) Mulching (iii) Plant shade trees (iv) Intercropping (v) Deep ploughing

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Cocoa Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	August 2020			
Related module:	M 1.1			
Time allocation:	4 minutes			

Test Item	State at least four activities carried-out in seedling management in the cocoa nursery.
Answer spaces	(i) (ii) (iii) (iv)
Expected Key (answer)	(i) Hardening off (ii) Weeding (iii) Watering (iv) Pests and disease control (v) Trimming roots (vi) Sorting

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Cocoa Farmer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	August 2020			
Related module:	M 1.1			
Time allocation:	1 minutes			

Test Item	The following are tools used in nursery preparation EXCEPT
Answer spaces	A. Hand hoe B. Hand fork C. Pruner D. Hand rake

Key (answer)	C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Cocoa Farmer				
Competence level:	1				
Code no.					
Test Item type:	Short answer				
	Multiple choice	√			
	Matching item	Generic	Cause-Effect	Work-sequence	
Complexity level:	C2				
Date of OP:	August 2020				
Related module:	M 1.1				
Time allocation:	1 minute				

Test Item	At which stage is the seedling ready for transplanting?
Distractors and correct answers	A. Germination B. Plotting C. Hardening off D. Pricking

Key (answer)	C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Cocoa Farmer				
Competence level:	1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work- sequence	
		√			
Complexity level:	C3				
Date of OP:	August2020				
Related module:	M 1.2				
Time allocation:	2 minutes				

Test Item	Match the following tools, equipment and materials with their functions in preparing a nursery bed.
------------------	---

Column A (Tools, equipment)	
1	Trowel
2	Polly pods
3	Watering can
4	Sprayers

Column B (Functions)	
A	Application of pesticides
B	Transplanting seedlings
C	Watering seedlings
D	Handling a planting media

Key (answer)	1:B, 2:D, 3:C, 4:A
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Cocoa Farmer				
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:	August 2020				
Related module:	M 1.2				
Time allocation:	3 minutes				

Test Item	Match the following seedling growth defects in Column A with their causes in Column B
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Column A (Growth Defect)	
1	Seedling wilting
2	Etiolated seedling
3	Seedling dumping off
4	Downy Mildew

Column B (Causes)	
A	Overstayed mulches
B	Poor site selection
C	Un pulverised nursery bed
D	Water stress
E	Poor drainage
F	Poor field sanitation
G	Poor irrigation

Key (answer)	1:D, 2:A, 3:E, 4:F
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Cocoa Farmer				
Competence 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:	August 2020				
Related modules:	M 1.1				
Time allocation:	4 minutes				

Test Item	Arrange the steps followed when setting up a nursery bed
------------------	--

Column A (order)	Column B (work steps)	
1 st	A	Sterilise
2 nd	B	Select site
3 rd	C	Prepare land
4 th	D	Prepare seeds and other planting materials
5 th	E	Prepare seed bed
6 th	F	Sow seeds
7 th	G	Harden seedlings
8 th	H	Erect nursery shade

Key (answer)	1:B, 2:C, 3:E, 4:A, 5: D, 6:F, 7:H, 8:G
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Cocoa Farmer				
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:	August 2020				
Related module:	M 1.2				
Time allocation:	5 minutes				

Test Item	Re-arrange the steps followed when preparing a cocoa garden
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Column A (order)	Column B (work steps)	
1 st	A	Till garden
2 nd	B	Demarcate garden
3 rd	C	Clear site
4 th	D	Apply fertilisers
5 th	E	Fence garden
6 th	F	Construct water drainage channels

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

DIT/ QS	Test Item Database Performance Test Item- no.9
Occupational Title:	Cocoa Farmer
Competence level:	Level 1
Code no.	
Test Item:	Prepare a nursery bed 3m x 1m and sow cocoa seeds
Complexity level:	P2
Date of OP:	August 2020
Related modules:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Seed bed preparation • Soil sterilisation • Seed germinations • Sources of water • Plant propagation • Measurements • Fertiliser types and application techniques • Weeds and their control • Pests and disease control • Soil types • Soil and water conservation techniques • Nursery bed establishment
Required tools, materials and equipment:	hand hoe, panga, rake, garden fork, assorted nails, bow saw, wheelbarrow, wooden poles, papyrus mats, reeds, cocoa seeds, sisal rope, polythene material, pieces of ply wood, watering can, tape measure, organic matter, water, dry cloth, dry grass insecticide, land, container
Time allocation:	4 hours
Preferred venue:	Farm
Remarks for candidates	<ul style="list-style-type: none"> • Avail protective wear • Observe health, safety and environmental precautions
Remarks for assessors	<ul style="list-style-type: none"> • Provide all the tools, equipment and materials listed above • Provide cocoa seeds to learners
Special notes	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	<u>Wore protective gear:</u> Overall Gum boots Hand gloves Head gear		1 1 1 1
		Assembled tools, equipment and materials		2
2	Preparation of nursery seed bed	Cleared site	2	
		A vegetation free site observed		2
		Measured nursery bed area	2	
		Ground specifications observed (3mx1m) and verified		2
		Pulverised site	3	
		Fine tilth observed		2
		Raised bed	2	
		Raised bed specification of 3mx1m observed		2
		Sterilised soils in nursery bed	3	
		Even distribution of ash observed		2
		Incorporated organic matter	3	
		Fine growth media in bed observed		2
		Made farrows in the bed	2	
		Parallel farrows observed		1
3	Sowing of seeds	Opened seed pack	2	
		Removed seeds from pack	1	
		Uniformly distributed seeds in farrowed rows	2	
		Seeds observed at 10cm interval spacing in farrow		2
		Covered seeds with a thin soil layer	2	
		Uniformly levelled nursery bed observed		1
		Levelled bed	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Evenly spread mulch observed on bed		1
		Watered bed	3	
		Uniformly wetted mulch observed		2
4	Construction of shade	Measured and pegged fence post points	3	
		Pegs observed longitudinally at 1m spacing		2
		Measured and cut fence posts	3	
		Posts of 1.5m observed		1
		Dug holes	2	
		0.3m deep holes observed and verified		1
		Fixed posts in holes	2	
		Erect posts observed	2	
		Measured ties to specifications		2
		Nailed ties to posts	2	
		Fixed support reeds	3	
		Fixed papyrus mat on to ties	2	
		Labelled nursery		3
		A firm shade observed		4
7	Demobilisation of resources	Cleaned tools and equipment	2	
		Collected unused materials	2	
		Returned tools, equipment and unused materials to store		2
		Cleared work area		1
		Disposed waste		2
		Removed protective gear		2
	TOTAL		52	45
	MAXIMUM SCORE (Y)	X/Y X100	97	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (August 2020)

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

4.2 Training Module Development (August 2020)

Based on the Occupational Profile for a Cocoa Farmer of August 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (August 2020)

Based on the Occupational Profile for a Cocoa Farmer of August 2020, and Training Modules, Test Items were developed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

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

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

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

4.5 Development Panel

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

No.	Name	Institution/ Organisation
1.	Mr. Golomba Wilberforce	Tororo Girls School
2.	Mr. Wafula Moses	Kigulu College Namungalwe
3.	Mr. Ekwaro Benson	Kyambogo college
4.	Mr. Mutebi Mustafa	Local farmer
5.	Ms. Nalwanga Teopista	Majo Mixed Farm
6.	Dr Ashaba Denis	NARO Kachwekano
7.	Mr. Muhindi Paul	Sheema Integrated Community Development Organisation
8.	Mr. Kahangangire Valerian	Local farmer
9.	Ms Nyanzi Flavia	NCDC Kyambogo
10.	Mr. Atuhair Francis	Local farmer
11.	Mr. Sserwanga Joseph	Bukalasa Agricultural College

4.6 Quality Check Panel

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

4.7 Facilitator team

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

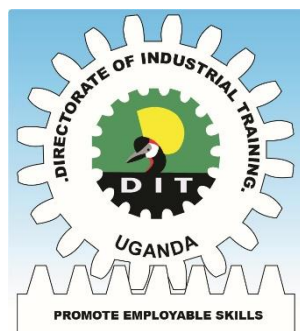
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators:** Mr. Ochwo Richard SQO DIT,
Ms. Ahimbisibwe Judith
Ms Ainembabazi Faith DIT QS
Ms Tukundane Bonnie
3. **Quality check facilitator:** Ms. Asiimwe Moreen
4. **DIT Data Entrants:** Namazzi Monica,
Matende Shamsi
Ivan Nkalangwike
Nakafeero Susan qualification standards
Atai Sarah QS
Ninsiima Isabella QS
5. **Compiled by:** Ms. Ahimbisibwe Judith Data Entrants, DIT
6. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT,
Qualification Standards Dept. DIT
7. **Coordinated by:** Mr Byakatonda Patrick, Ag. Director, DIT
and Ms. Mukyala Ruth Ag. DD, DIT,
Qualification Standards Dept. DIT

4.6 Reference time:

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

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