



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and training
Package**

For an

ENTREPRENEUR

Qualification Level: 1

**Occupational Cluster: Business and Management Services
(Entrepreneur)**

December 2019

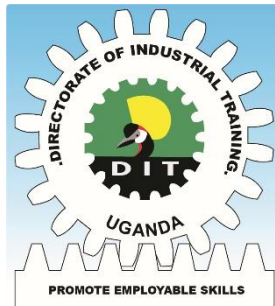
Reviewed by:

**Directorate of Industrial Training
Qualifications Standards Department**

Supported by:

**TechnoServe Inc. with funding
from MasterCard Foundation**





Assessment and Training Package

For an ENTREPRENEUR

Qualification Level: 1

**Occupational Cluster: Business and
Management Services
(Entrepreneur)**

Directorate of Industrial Training
Plot 97/99 Jinja Road/ Corner 3rd Street,
P.O Box 20050, Lugogo, Kampala, Uganda
Tel: +256 414 253 704; +256 312 279 344
E-mail: uvqf.dit@gmail.com
[Web: www.dituganda.org](http://www.dituganda.org)

© Directorate of Industrial Training
2021

ISBN: 978-9913-626-58-3

ISO: 9001:2015 Certificate No.: UG92580A

All rights reserved. No reproduction or copy transmission of this publication may be made without written permission or in accordance with the provisions of the Copyright, Designs and Patents Act or under the terms of licence permitting limited copying issued by the licencing agency in Uganda. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

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; and
- (f) Work place learning

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

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;

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

The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

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.

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



Mr. Byakatonda Patrick
Ag. Director DIT

Table of Contents

FOREWARD	iv
WORD FROM THE PERMANENT SECRETARY	v
ACKNOWLEDGEMENTS.....	vi
ABBREVIATIONS AND ACRONYMS.....	vii
KEY DEFINITIONS	viii
EXECUTIVE SUMMARY	x
1.0 ATP - PART I	1
OCCUPATIONAL PROFILE FOR AN ENTREPRENEUR.....	1
2.0 ATP – PART II	9
TRAINING MODULES FOR ENTREPRENEUR	9
M1.1 CONDUCT MARKET RESEARCH	11
M1.2 DEVELOP BUSINESS PLAN.....	14
M1.3 MOBILISE RESOURCES.....	18
M1.4 FORMALISE BUSINESS.....	21
M1.5 MANAGE PRODUCTION	24
3.0 ATP – PART III	27
ASSESSMENT INSTRUMENTS FOR AN ENTREPRENEUR	27
WRITTEN TEST ITEMS (SAMPLES).....	29
PERFORMANCE TEST ITEMS (SAMPLES).....	36
4.0 ATP- PART IV	40
INFORMATION ON REVIEW PROCESS	40

Foreword

TechnoServe is proud to be associated with the Directorate of Industrial Training for purposes of developing this customised Entrepreneurship Assessment and Training Package for the non-formal training.

This ATP is based on a tried and tested life skills and entrepreneurship curriculum, developed by TechnoServe under the MasterCard funded – Strengthening Rural Youth Development through Enterprise program (STRYDE) – implemented in Uganda, Kenya, Rwanda and Tanzania between 2011 and 2019. It has been successfully delivered to youth across the region with various levels of education, from primary school dropouts to university graduates and it has proven to be impactful, practical and life changing for all who use it.

We believe that this curriculum will add value to the non-formal learners that study under it, enabling them to attain the practical skills required to identify opportunities, develop simple business plans, start and run profitable enterprises wherever they live.

It is an honour for TechnoServe to be able to make such a lasting contribution to building the entrepreneurial abilities of Uganda’s young people, and we thank the leadership at DIT for welcoming our partnership and for the dedication to improving Vocational training in the country.

We also take this opportunity to commend the stellar team at the DIT for the tireless effort, professionalism and good humour they maintained throughout the grueling two-month process of designing this ATP, not forgetting all the entrepreneurs that sacrificed so much of their time away from their own businesses, to contribute to this process of building the entrepreneurs of tomorrow.

Meralyn Mungereza
Country Manager
TechnoServe Inc.

Word from the 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 an Entrepreneur **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

Acknowledgements

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 Entrepreneur 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
EPP	Environmental Protection Practices
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
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WT	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 LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

Task Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in goods, 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*)

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 an Entrepreneur.** This Occupational Profile which was reviewed by Entrepreneurs practicing in the world of work mirrors the duties and tasks that Entrepreneurs are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Entrepreneurs 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 an Entrepreneur. These assessment instruments were reviewed jointly by job practitioners (Entrepreneurs) 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.



Mr. Byakatonda Patrick
Ag. Director DIT

1.0 ATP-PART I

Occupational Profile for an ENTREPRENEUR

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

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

- 1.4 The panelists, facilitators and coordinators who participated in reviewing this Occupational Profile are listed on the following page.

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

Job Expert Panel

Birungi Hajira
Kyambogo University

Amaaso Solome
St. Josephs V.T.C Kamuli.

Byamukama Kenneth
Ridgeline Royal College

Matanda Phoebe
USMEA

Nakyobe Safinah
Directorate of Industrial Training

Ochwo Richard
Directorate of Industrial Training

Komugisha Noeline
Directorate of Industrial Training

Kyarizi Lovance
Directorate of Industrial Training

Okumu Michael
Directorate of Industrial Training

Turyamwesimira Johnson
Directorate of Industrial Training

Eitit Luke Einstein
Directorate of Industrial Training

Coordinator:

Mukyala. E. Ruth
Directorate of Industrial Training

Funded By:

TechnoServe Inc. in partnership with
Mastercard Foundation



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
For an
'Entrepreneur'

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

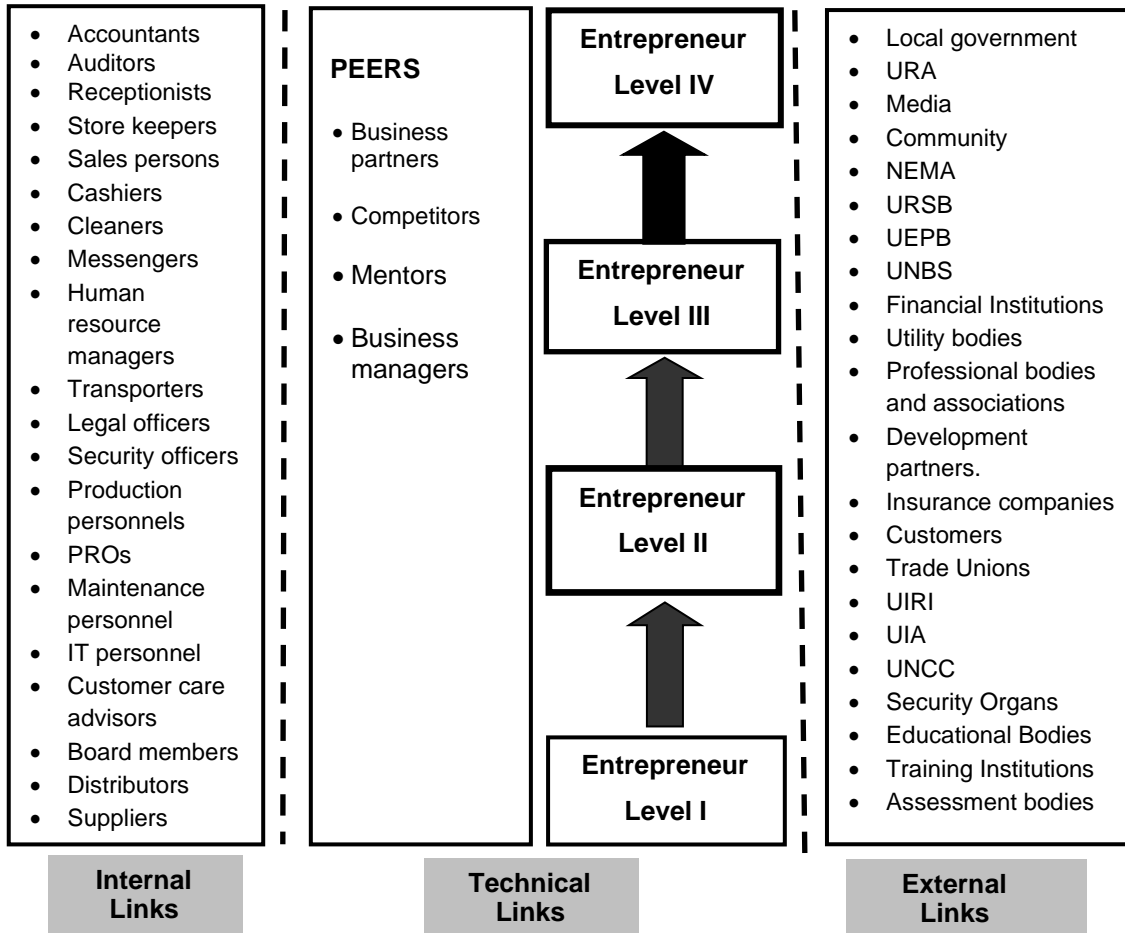
Dates of workshop: 9th – 10th December 2019

NOMENCLATURE: ENTREPRENEUR

Definition:

An entrepreneur is a person who identifies a business opportunity, takes calculated risks and mobilises necessary resources to transform ideas into products with the aim of making profits.

JOB ORGANISATION CHART FOR AN ENTREPRENEUR



Descriptions for the levels in the occupation of ‘Entrepreneur’

UVQ Level 1: Is a person who operates a licensed business with basic resources.

UVQ Level 2: Is a person who operates a formal business with branded products and market networks.

UVQ Level 3: Is a person who operates a formal business with a functional governance structure, certified products, using semi-automated systems/ technology (improved products quality and quantity) and wide market networks

UVQ Level 4: Is a person who operates a formal business with products that meet international standards certification (ISO) and uses automated operational systems

Duties and Tasks

A. CONDUCT MARKET RESEARCH	A1 Determine market research objectives	A2 Develop data collection tools	A3 Collect data
	A4 Analyse data	A5 Prepare report	A6 Disseminate market information
	A7 Conduct SWOT analysis	A8 Segment market	

B. DEVELOP BUSINESS PLAN	B1 Develop business statements	B2 Determine product	B3 Determine resources
	B4 Determine business location	B5 Prepare investment budget	B6 Prepare action plan
	B7 Prepare guidelines e.g. finance, asset management guidelines	B8 Implement business plan	

C. FORMALISE BUSINESS	C1 Determine business name	C2 Secure business address	C3 Prepare business documents
	C4 Register business	C5 Acquire permits/licenses	C6 Register for taxation

D. MANAGE FINANCES	D1 Prepare operational budget	D2 Mobilise finances	D3 Allocate finances
	D4 Conduct financial transactions	D5 Monitor financial transactions	D6 Keep financial records
	D7 Evaluate financial performances	D8 Participate in financial audit	

E. MANAGE HUMAN RESOURCES	E1 Manage recruitment process	E2 Orient workers	E3 Assign work
	E4 Supervise works	E5 Remunerate workers	E6 Appraise workers
	E7 Train workers	E8 Motivate workers	E9 Observe OHSEP
	E10 Avail medical services	E11 Pursue continuous professional development	E12 Manage HR records
	E13 Manage information and communication systems		

F. MANAGE ASSETS	F1 Procure assets	F2 Label assets	F3 Prepare inventory
	F4 Insure assets	F5 Assess asset performance	F6 Maintain assets
	F7 Dispose assets	F8 Determine technology	F9 Determine other inputs

G. MANAGE PRODUCTION	G1 Design product	G2 Observe SOPs	G3 Develop products
	G4 Package products	G5 Store products	G6 Keep production records
	G7 Evaluate production performance		

H. MARKET PRODUCTS	H1 Develop marketing plan	H2 Brand products	H3 Price products
	H4 Promote products	H5 Manage customer needs	H6 Manage distribution channels
	H7 Sell products	H8 Provide customer care	H9 Follow up on product performance

I. ASSESS BUSINESS PERFORMANCE	I1 Analyse customer feedback	I2 Review audit reports	I3 Evaluate business productivity
	I4 Review set strategies	I5 Diversity business	I6 Relocate business
	I7 Wind up business		

J. PERFORM OCCUPATIONAL HEALTH, SAFETY & ENVIRONMENTAL PROTECTION PRACTICES	J1 Acquire safety manuals	J2 Sensitise workers on health, safety and environmental issues	J3 Enforce usage of protective gear and gadgets
	J4 Administer first aid	J5 Manage waste	J6 Provide sanitary facilities
	J7. Manage hazards		

ADDITIONAL INFORMATION

Generic knowledge & skills		
1. Business environmental evaluation 2. Business planning skills 3. SWOT analysis skills 4. Market research 5. Product designs 6. Business diversification 7. Human resource management 8. Financial management and control 9. Budgeting and financial analysis 10. Promotional techniques 11. Networking skills 12. Change management 13. Product pricing 14. Distribution techniques 15. Stakeholders' analysis 16. Feasibility studies 17. Leadership skills 18. Team building skills 19. Tools and equipment usage and maintenance 20. Waste disposal and management 21. Value chain management	22. Safety, health and environment awareness 23. Quality control 24. Communication skills 25. Interpersonal skills 26. Financial literacy (savings, loan management, budgeting, record keeping, insurance, investment, retirement) 27. Problem solving skills 28. Numeracy and literacy skills 29. Risk assessment and management 30. Resource mobilisation 31. Public relations 32. Marketing skills 33. Counseling and guidance skills 34. Negotiation skills 35. Motivation(self, staff, customer)	36. Information communication technology 37. Analytical skills 38. Business and customer care service skills 39. Units of measurements and calibration 40. Business expansion, franchising and merging 41. Business auditing 42. Research methods and data analysis 43. Product branding and packaging 44. Market segmentation, targeting and positioning 45. Strategic marketing 46. Business ethics 47. Business trends and concerns 48. Taxation and legal issues 49. Critical thinking 50. Innovativeness and inventiveness 51. M&E skills and knowledge 52. Creativity 53. Customer care
Tools, Equipment and Materials		
1 Stationery (e.g. pens, writing paper) 2 Printer 3 Computer and accessories 4 Furniture 5 First aid box 6 Waste disposal facilities 7 Fixtures and fittings	8 Soft data storage equipment 9 Storage facility 10 Raw materials 11 Production equipment and tools 12 Utilities 13 Firefighting equipment 14 Notice board 15 Operations facility/space	16 Communications equipment 17 Personal protective Equipment 18 Operational manuals (e.g. Human resource manual, finance etc.) 19 Sanitation facility 20 Visual aids

<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Inflation 2. Changing technology/ technological advancement 3. High cost of production 4. Unreliable power supply 5. Limited government support 6. Expensive financial services 7. High competition from cheap imported products 8. Counterfeit products on market 	<ol style="list-style-type: none"> 9. Unfavorable government policies e.g. high taxation, land laws 10. Political environment (influence) 11. Climate change 12. Wage structure 13. Law enforcement 14. Gender disparities 15. Brain drain 16. Prejudice based on disability 17. Unfavorable donor/sponsor/investor conditions 18. Religious/cultural conflicts 	<ol style="list-style-type: none"> 19. Insufficient national standards for some products 20. Regional market integration poor customer service 21. Restrictions on exports 22. Need for emphasis on Public- private partnerships 23. Need for professional training and development 24. Corporate social responsibility 25. Population trends 26. Depletion of resources
---	---	--

2.0 ATP-PART II

Training Modules for an ENTREPRENEUR

- 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 Entrepreneur 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 and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the work place or a combination of both.

WHO IS AN ENTREPRENEUR QUALIFICATION LEVEL 1

This is a person who operates a licensed business with basic resources.

TRAINING MODULES FOR AN ENTREPRENEUR UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/E/M 1.1	Conduct Market Research	200	5
UE/E/M 1.2	Develop Business plan	160	4
UE/E/M 1.3	Mobilise Resources	40	1
UE/E/M 1.4	Formalise Business	160	4
UE/E/M 1.5	Manage Production	120	3
Summary	5 Training Modules	680 hours	17 weeks

Note: Average duration is contact time but NOT calendar duration.

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning
- 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 instructions 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 iii of this ATP.

Code	UE/E/M1.1
Module title	M1.1 Conduct Market Research
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Entrepreneur UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to conceptualise the market dynamics and make informed business decisions.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Develop Market Research Plan LWA 1/2: Conduct Field Survey LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Develop Market Research Plan PEX 1.1: Define market research problem PEX 1.2: Determine research objectives PEX 1.3: Determine research methodology PEX 1.4: Develop data collection tools PEX 1.5: Develop field plan PEX 1.6: Prepare budget PEX 1.7: Orient research team PEX 1.8: Identify key respondents</p>
	<p>LWA 1/2: Conduct Field Survey PEX 2.1: Review secondary data PEX 2.2: Collect primary data PEX 2.3: Enter data PEX 2.4: Analyse data PEX 2.5: Prepare report PEX 2.6: Disseminate findings</p>

	<p>LWA1/3: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>PEX 3.1: Observe hygiene PEX 3.2: Perform fire drills PEX 3.3: Manage waste PEX 3.4: 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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Market research • Communication • Public relations • Different data collection tools and methods • Cultural considerations • Interpersonal/literacy • Research • Financial literacy • Selection of respondents • Current business trends • Hazard analysis • Occupational health and safety • Challenges in conducting market research • Computer literacy • Data analysis (SPSS) • Research ethics
Average duration of learning	<ul style="list-style-type: none"> • 200 hours (25 days) of nominal learning suggested to include: • 5 days of occupational theory • 20 days of occupational practice
Suggestions on organisation of learning	<i>The acquisition of competences (skills, knowledge and 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.</i>

Assessment	<i>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank</i>
Minimum required tools/ equipment/ implements or equivalent	computers, voice recorders, cameras, first aid box, printer, transport means.
Minimum required materials and consumables or equivalent	stationery, fuel.
Special notes	Learners should make presentations of their market research findings.

Code	UE/E/M1.2
Module title	M1.2: Develop Business Plan
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Entrepreneur UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to define and plan for the business plan.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Develop Business Statements LWA 2/2: Develop Production Plan LWA 2/3: Prepare Marketing Strategy LWA 2/4: Prepare Organizational Plan LWA 2/5: Prepare Financial Plan LWA 2/6: Conduct Swot Analysis LWA 2/7: Prepare Implementation Plan LWA 2/8: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Develop business statements PEX 1.1: Develop business vision PEX 1.2: Develop business mission PEX 1.3: Develop business goals PEX 1.4: Develop business objectives PEX 1.5: Develop core values PEX 1.6: Prepare business background statement PEX 1.7: Prepare executive summary</p> <hr/> <p>LWA 2/2: Develop production plan PEX 2.1: Identify product features PEX 2.2: Identify production resources PEX 2.3: Identify sources of resource PEX 2.4: Prepare production budget</p>

	<p>LWA 2/3: Prepare Marketing Plan PEX 3.1: Set marketing goals PEX 3.2: Identify target market PEX 3.3: Segment market PEX 3.4: Identify distribution channels PEX 3.5: Identify promotional tools PEX 3.6: Set sales target PEX 3.7: Project cash flow PEX 3.8: Develop marketing strategy</p>
	<p>LWA 2/4: Prepare Organisational Plan PEX 4.1: Develop organisational structure PEX 4.2: Define roles and responsibilities</p>
	<p>LWA 2/5: Prepare Financial Plan PEX 5.1: Identify sources of financing PEX 5.2: Prepare budgets PEX 5.3: Prepare cash flow projections PEX 5.4: Develop financial goals and objectives PEX 5.5: Determine breakeven point</p>
	<p>LWA 2/6: Conduct SWOT Analysis PEX 6.1: Conduct personal SWOT PEX 6.2: Analyse internal business environment PEX 6.3: Analyse external business environment PEX 6.4: Assess business risks PEX 6.5: Develop risk mitigation measures</p>
	<p>LWA 2/7: Prepare Implementation Plan PEX 7.1: Identify key activities PEX 7.2: Schedule activities PEX 7.3: Set performance indicators PEX 7.4: Identify Implementation strategies PEX 7.5: Present business plan</p>
	<p>LWA 2/8: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP) PEX 8.1: Observe hygiene PEX 8.2: Perform fire drills PEX 8.3: Manage waste PEX 8.4: 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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Business idea identification • Sourcing information • Business planning and forecasting • Internal and external business environmental scan • Market segmentation and positioning • Consumer markets and market characteristics • SWOT Analysis • Product knowledge and standards • Consumer behaviour and demand • Distribution Methods and agent roles • Organisational structure (job description of key departments & skills required) • Financial management • Geographical setup /routes • Target market characteristics • Literacy and numeracy • Report writing • Communication and interpersonal relationships • Target market access • Expected net profit • Competitor environment • Current commodity prices • Funding requirements and financial needs of the business • Business planning techniques • Business risks • Sensitisation on health and sanitation • Business plan presentation • Occupational health and safety • Waste management • Product positioning • ICT

Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory • 15 days of occupational practice
Suggestions on organisation of learning	<i>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place.</i>
Assessment	<i>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank</i>
Minimum required tools/ equipment/ implements or equivalent	computer, printer, projector, motor vehicle
Minimum required materials and consumables or equivalent	stationery and money
Special notes	Developed business plan should be presented.

Code	UE/E/M1.3
Module title	M1.3: Mobilise Resources
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Entrepreneur UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to identify and mobilise resources required for business operations.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Mobilise Financial Resources LWA 3/2: Mobilise Human Resources LWA 3/3: Mobilise Tools, Equipment & Materials LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Mobilise Financial Resources PEX 1.1: Identify sources of finance PEX 1.2: Prepare resource mobilisation budget PEX 1.3: Develop partnership deeds PEX 1.4: Prepare finance mobilisation strategy PEX 1.5: Prepare funding proposals PEX 1.6: Apply for loans PEX 1.7: Prepare MoU</p>
	<p>LWA 3/2: Mobilise Human Resources PEX 2.1: Identify required competences PEX 2.2: Identify sources of personnel PEX 2.3: Prepare human resource budget PEX 2.4: Recruit workers</p>
	<p>LWA 3/3: Mobilise Tools, Equipment & Materials PEX 3.1: Determine required tools, equipment & materials PEX 3.2: Identify sources of tools, equipment & materials PEX 3.3: Acquire tools, equipment & materials.</p>

	<p>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>PEX 4.1: Observe hygiene PEX 4.2: Perform fire drills PEX 4.3: Manage waste PEX 4.4: 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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Importance of resource mobilisation • Saving strategies and techniques • Identification of potential service providers • Human resource management • Proposal writing • Basic core business values • Communication • Fund application techniques • Interpersonal relationships • Budgeting and business planning • Identification of potential funders • Tools and equipment usage and maintenance • Negotiation • Research • Procurement
Average duration of learning	<p>40 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 2 days of occupational theory and • 8 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 established regulations by a recognised assessment body using related practical and written test items from item bank.

Minimum required tools/ equipment/ implements or equivalent	computers, calculators, stationery, recorders, cameras, cheques, cell phones, ATM/VISA cards.
Minimum required materials and consumables or equivalent	stationery, toner, CDs
Special notes	Instructors should ensure that learners make presentations

Code	UE/E/M1.4
Module title	M1.4 Formalise Business
Related Qualification	Part of Uganda Vocational Qualification (Entrepreneur UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to register a business and operate it formally.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Register Business LWA 4/2: Register for Taxation LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Register Business PEX 1.1: Name business PEX 1.2: Prepare Articles of Association PEX 1.3: Prepare Memorandum of Association PEX 1.4: Secure business address PEX 1.5: Apply for registration</p>
	<p>LWA 4/2: Register for Taxation PEX 2.1: Apply for TIN PEX 2.2: Apply for (operational) permits and licences PEX 2.3: Prepare income statements PEX 2.4: Prepare balance sheet PEX 2.5: Prepare cash flow statements PEX 2.6: File returns on investments</p>

	<p>LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>PEX 3.1: Observe hygiene PEX 3.2: Perform fire drills PEX 3.3: Manage waste PEX 3.4: 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 recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Business regulating bodies like URSB, UNBS, URA, NEMA • Business registration procedures • Benefits of registering a business • Factors determining business location • Information and communication skills and techniques • ICT application • Basic requirements for business registration • Operations of Local government • Financial literacy
Average duration of learning	<p><i>160 hours (20 days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> • 5 days of occupational theory • 15 days of occupational practice
Suggestions on organisation of learning	<i>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.</i>
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank

Minimum required tools/ equipment/ implements or equivalent	printer, sample of documents (form 7, form10), ICT equipment (telephone, computer)
Minimum required materials and consumables or equivalent	stationery, funds
Special notes	Basic computer literacy

Code	UE/E/M1.5
Module title	M1.5: Manage Production
Related Qualification	Part of: Uganda Vocational Qualification (Entrepreneur UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to produce quality branded & packaged products
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Establish Standard Operating Procedures</p> <p>LWA 5/2: Develop Product</p> <p>LWA 5/3: Assess Production Performance</p> <p>LWA 5/4: Market Products</p> <p>LWA 5/5: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 5/1: Establish Standard Operating Procedures</p> <p>PEX 1.1: Identify critical control points</p> <p>PEX 1.2: Prepare production guideline</p> <p>PEX 1.3: Set operating procedures</p> <p>PEX 1.4: Practice operating procedures</p>
	<p>LWA 5/2: Develop Product</p> <p>PEX 2.1: Design products</p> <p>PEX 2.2: Set production targets</p> <p>PEX 2.3: Mobilise inputs</p> <p>PEX 2.4: Make products</p> <p>PEX 2.5: Test products</p> <p>PEX 2.6: Package products</p> <p>PEX 2.7: Brand products</p> <p>PEX 2.8: Store products</p>
	<p>LWA 5/3: Assess Production Performance</p> <p>PEX 3.1: Keep production records</p> <p>PEX 3.2: Analyse production</p> <p>PEX 3.3: Evaluate performance</p>

	<p>LWA 5/4: Market Products PEX 4.1: Label products PEX 4.2: Sell products PEX 4.3: Package products PEX 4.4: Price products PEX 4.5: Distribute products PEX 4.6: Exhibit products</p> <p>LWA 5/5: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP) PEX 5.1: Observe hygiene PEX 5.2: Perform fire drills PEX 5.3: Manage waste PEX 5.4: Administer first aid</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"> • Work process analysis and duration • Critical control points • Occupational health and safety • Production guidelines and procedure • Procurement process • Forward and backward linkages • Supplier environment • Product design and development • Branding • Packaging • Cost analysis • Storage and warehousing • Substitute product and competitor environment • Creativity and innovations • Cost benefit analysis • Break even point analysis • Record keeping and management • Monitoring and evaluation • Financial literacy • Literacy and numeracy • Value chain management • Supply chain management • Worker motivation • Waste management • Metrology • Problem solving skills

	<ul style="list-style-type: none"> • Quality management • Decision making • Change management • Networking
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5days of occupational theory and • 10 days of occupational practice
Suggestions on organisation of learning	<i>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.</i>
Assessment	<i>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank</i>
Minimum required tools/ equipment/ implements or equivalent	computers, calculators, recorders, cameras, printers, first aid box, production manuals, storage facilities, PPEs, sanitary facilities
Minimum required materials and consumables or equivalent	stationery, toner, CDs, utilities
Special notes	

3.0 ATP- PART III

Assessment Instruments for an ENTREPRENEUR

- 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 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 formally, non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of an **ENTREPRENEUR** included a larger selection of test items can be obtained as electronic or printed copies from the UVQF Secretariat or designated outlets.

]

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching	2
4.	Performance (Practical) test items	1
Total		8

WRITTEN TEST ITEMS (SAMPLES)

DIT/QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Entrepreneur			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	December 2019			
Related Module:	M 1.5			
Time allocation:	5 minutes			

Test Item	List four different types of collateral required to get a business loan.
Answer spaces	i. ii. iii. iv.
Expected key (answers)	i. Property, plant and/or equipment (PPE) ii. Savings iii. Guarantors iv. Postdated cheques v. Stock vi. Local Purchase Order

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Entrepreneur			
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:	December 2019			
Related Module:	M 1.3			
Time allocation:	4 minutes			

Test Item	State any four factors considered when selecting a target market.
Answer space	i. ii. iii. iv. v. vi.
Expected Key (answer)	i. Size of the market ii. Growth rate of the market iii. Competition in the market iv. Brand loyalty of existing customers in the market v. Expected profit margins in the market. vi. Sales potential for the firm in the market

DIT/ QS	Test Item Database Written (Theory) Test Item - no. 3			
Occupational Title:	Entrepreneur			
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:	December 2019			
Related module:	M 1.2			
Time allocation:	5 minutes			

Test Item	State any five elements of a business plan.
Answer spaces	i. ii. iii. iv. v.
Expected key (answers)	i. Business statements ii. Production plan iii. Marketing plan iv. Organisation plan v. SWOT analysis vi. Implementation plan vii. Financial plan viii. Risk analysis ix. Executive summary x. Company description

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Entrepreneur			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	December 2019			
Related module:	1.4			
Time allocation:	2 minutes			

Test Item	Which one of the following is an advantage of a production plan?
------------------	--

Distractors and correct answer	A. Optimisation of labour and time B. Evaluation of production performance. C. Orientation of staff D. Procurement of inputs
---------------------------------------	---

Key (answer)	A
---------------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Entrepreneur			
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:	December 2019			
Related module:	M 1.2			
Time allocation:	2 minutes			

Test Item	The following are elements of an implementation plan EXCEPT.....
------------------	--

Distractors and correct answer	<ul style="list-style-type: none"> A. Key activities B. Schedule of activities C. Performance indicators D. Distribution channels
---------------------------------------	---

Key (answer)	D
---------------------	---

DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Entrepreneur			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C1			
Date of OP:	December 2019			
Related Module:	M 1.3			
Time allocation:	3 minutes			

Test Item	Match the following regulatory bodies to their functions.
------------------	---

Column A (Regulatory bodies)	
1	URSB
2	UNBS
3	URA
4	NEMA

Column B (Functions)	
A	Regulates taxes
B	Regulates quality
C	Regulates environmental management
D	Registers business
E	Regulates production

Key (answer)	1:D, 2:B, 3:A, 4:C.
---------------------	---------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Entrepreneur			
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:	December 2019			
Related Module:	M 1.4			
Time allocation:	10 minutes			

Test Item	Arrange the following steps followed when recruiting workers
------------------	--

Chronology	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Steps	
A	Receive application
B	Identify a vacancy
C	Induct workers
D	Place workers
E	Award contract
F	Interview candidates
G	Select the best candidate
H	Prepare job description
I	Short list candidates
J	Prepare selection criteria
K	Advertise for vacancy

Key (answer)	1:B,2:H,3:K,4:A,5:J,6:I,7:F,8:G,9:E,10:C,11:D
---------------------	---

PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item no. 8
Occupational Title:	Entrepreneur
Competence level:	Level 1
Code no.	
Test Item:	<p>From the information below, prepare;</p> <p>a) William’s ledger accounts. b) William’s income statement</p> <p>William started a business in November 2016 and carried out the following transactions;</p> <p>On 1st November, he started with 5,000,000/= cash On 3rd November he bought stock worth shillings 3,500,000/= On 4th November made sales worth 2,500,000/= On 10th November he bought more stock of 1,000,000/= by cash On 12th November withdrew 500,000 to take to his family to have fun On 18th November paid transport and communication worth 300,000 On 20th November paid salary of 700,000/= in cash. On 22nd November bought more stock worthy 500,000/=. On 25th November sold goods worth 3,000,000/= cash. On 27th November he got additional capital worth 3,000,000/= On 30th November made cash sales worth 5,000,000/= shillings.</p>
Complexity level:	P 3
Date of OP:	December 2019
Related module:	M 1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Basic Arithmetic principles • Literacy skill • ICT skills • Accounting principles
Required tools, Materials and Equipment:	<ul style="list-style-type: none"> • Calculators • Ledger books • Stationery
Time allocation:	2 hours
Preferred venue:	Work station
Remarks for candidates	All prepared materials and tools will be provided
Remarks for assessors	Provide all required materials, tools and equipment before the practical examinations

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation of ledgers	Prepared capital account:		
		<ul style="list-style-type: none"> • Credited capital account with cash of 5,000,000 shillings on 01/11/16 		2
		<ul style="list-style-type: none"> • Credited the capital account with 3,000,000 shillings on 27/11/16 		2
		<ul style="list-style-type: none"> • Debited the capital account with bal c/d of 8,000,000 shillings on 31st/11/16 		2
		<ul style="list-style-type: none"> • Balanced off the capital a/c with 8,000,000 shillings on 30th /11/16 		2
		<ul style="list-style-type: none"> • Credited bal c/f of 8,000,000 shillings on 01/12/16 		2
		Prepared Cash account:		
		<ul style="list-style-type: none"> • Debited the Cash account with capital of 5,000,000 shillings on 01/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with purchases of 3,500,000 shillings on 03/11/16 		2
		<ul style="list-style-type: none"> • Debited the Cash account with sales of 2,500,000 shillings on 04/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with purchases of 1,000,000 shillings on 10/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with drawings of 500,000 shillings on 12/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with transport & Communication of 300,000 shillings on 18/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with salary of 700,000 shillings on 20/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with purchases of 500,000 shillings on 22/11/16 		2
		<ul style="list-style-type: none"> • Debited the Cash account with capital of 3,000,000 shillings on 27/11/16 		2
		<ul style="list-style-type: none"> • Debited the Cash account with sales of 5,000,000 on 30/11/16 		2
		<ul style="list-style-type: none"> • Credited the Cash account with bal c/d of 12,000,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> • Balanced the Cash account with 18,500,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> • Debited the Cash account with bal c/f of 12,000,000 shillings on 1st /12/16 		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Purchases account;		
		<ul style="list-style-type: none"> Debited the purchases account with cash of 3,500,000 shillings on 03/11/16 		2
		<ul style="list-style-type: none"> Debited the purchases account with cash of 1,000,000 shillings on 10/11/16 		2
		<ul style="list-style-type: none"> Debited the purchases account with cash of 500,000 shillings on 22/11/16 		2
		<ul style="list-style-type: none"> Credited the purchases account with bal c/d of 5,000,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Balanced the purchases account with 5,000,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Debited the purchases account with bal c/f of 5,000,000 shillings on 1st /12/16 		2
		Prepared Sales account;		
		<ul style="list-style-type: none"> Credited the Sales account with cash of 2,500,000 shillings on 04/11/16 		2
		<ul style="list-style-type: none"> Credited the Sales account with cash of 3,000,000 shillings on 25/11/16 		2
		<ul style="list-style-type: none"> Credited the Sales account with cash of 5,000,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Debited the Sales account with bal c/d of 10,500,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Balanced off the sales account with 10,500,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Credited the sales account with bal c/f of 10,500,000 shillings on 1st /12/16 		2
		Prepared Drawings account;		
		<ul style="list-style-type: none"> Debited the Drawings account with cash of 500,000 shillings on 12/11/16 		2
		<ul style="list-style-type: none"> Credited the Drawings account with bal c/d of 500,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Balanced off the drawings account with 500,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Debited the drawings account with bal c/f of 500,000 shillings on 1st /12/16 		2
		Prepared Transport & Communication account		
		<ul style="list-style-type: none"> Debited the transport & communication account with cash of 300,000 shillings on 18/11/16 		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		<ul style="list-style-type: none"> Credited the transport & communication account with bal c/d of 300,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Balanced off the transport & communication account with 300,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Debited the transport & communication account with bal c/f of 300,000 shillings on 1st /12/16 		2
		Prepared Salary account;		
		<ul style="list-style-type: none"> Debited the salary account with cash of 700,000 shillings on 20/11/16 		2
		<ul style="list-style-type: none"> Credited the salary account with bal c/d of 700,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Balanced off the salary account with 700,000 shillings on 30/11/16 		2
		<ul style="list-style-type: none"> Debited the salary account with bal c/f of 700,000 shillings on 1st /12/16 		2
2	Preparation of Trial balance	Trial Balance		
		<ul style="list-style-type: none"> Credited capital with 8,000,000 shillings. 		1
		<ul style="list-style-type: none"> Debited cash with 12,000,000 shillings. 		1
		<ul style="list-style-type: none"> Debited purchases with 5,000,000 shillings. 		1
		<ul style="list-style-type: none"> Credited sales with 10,500,000 shillings. 		1
		<ul style="list-style-type: none"> Debited drawings with 500,000 shillings. 		1
		<ul style="list-style-type: none"> Debited transport with 300,000 shillings. 		1
		<ul style="list-style-type: none"> Debited salary with 700,000 shillings 		1
<ul style="list-style-type: none"> Balanced off the trial balance with 18,500,000 shillings 		1		
3	Preparation of income statement	Income statement		
		<ul style="list-style-type: none"> Deducted the sales from Purchases (10,500,000 – 5000,000 = 5,500,000 as gross profit.) 		3
		<ul style="list-style-type: none"> Less operating expenses of salary and transport from gross profit above to get the net profit. (5,500,000 – 1,000,000 = 4,500,000 as the Net profit). 		3
Total			100	
Maximum Score		X/Y*100		

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Development (December 2019)

The Occupational Profile was exclusively reviewed by job practitioners and trainers who were working in the Entrepreneur occupation plus expert developers working at the Directorate of Industrial training. The job experts, guided by UVQF Facilitators reviewed the duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (December 2019)

Based on the Occupational Profile for Entrepreneur of December 2019, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (December 2019)

Based on the Occupational Profile for Entrepreneur of December 2019, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package 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 review process.

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

4.5 Review Team

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

1. **Team Leader:** Ms. Ruth Mukyala, Ag Deputy Director, DIT;
2. **Review team**
 - Dr. Okumu Michael, DD, DIT
 - Ms. Safinah Nakyobe, PQO, DIT;
 - Ms. Turyamwesimira Johnson, PQO, DIT
 - Ms. Komugisha Noeline, Ag. SQO DIT,
 - Mr. Ochwo Richard, Ag. SQO, DIT,
 - Mr. Eitit Luke Einstein, QO, DIT,
 - Ms. Kyarizi Lovance, QO, DIT,
 - Ms. Birungi Hajira, Entrepreneur and Trainer, Kyambogo University.
 - Ms. Amaaso Solome, Entrepreneur and Trainer, St. Josephs V.T.C Kamuli.
 - Ms. Byamukama Kenneth, Entrepreneur and Trainer, Ridgeline Royal College.
 - Ms. Matanda Phoebe, Entrepreneur and Trainer, USMEA.
3. **Edited by:** Ms. Ruth Mukyala, Ag Deputy Director, DIT
4. **Coordinated by:** Mr. Patrick Byakatonda, Director, DIT; and Ms. Ruth Mukyala, Ag Deputy Director, DIT
5. **Organising team:** Mr. Anthony Kerwegi, Country Partnership Manager, TechnoServe Inc.

4.6 Reference time:

The Assessment and Training Package was reviewed in December 2019 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References:

- Financial institutions
- NGOS
- URSB portal
- URA
- UNBS
- NEMA
- KCCA
- Development partners
- Research incubation centers
- Business Associations
- Uganda Investment Authority(UIA)
- Uganda Export Promotion Board
- ILO Business manuals
- Uganda National Chambers of Commerce

References

1. Acland Simon., (2011), Dragons and Vultures.
2. Antoncic, B. and Hisrich, R.D., (2003), Clarifying the intrapreneurship concept. Journal of Small Business and Enterprise Development: Bingley.
3. Antoncic, B. and Hisrich, R.D., (2004). Corporate entrepreneurship contingencies and organisational wealth creation. Journal of Management Development: Bingley.
4. Balunywa, Waswa., (2000), Entrepreneurship and Small Business Enterprise Growth in Uganda, Makerere University Business School, Kampala
5. Byaruhanga, J.K. & Musaazi, M.K., (1999) Improvement of Profitability in Small Scale Enterprises, Uganda Gatsby Trust / Faculty of Technology, Makerere University, Kampala
6. Drucker F Peter, (1985), Innovation and Entrepreneurship, Angels
7. Guillebeau Chris, (2012), The \$100 Startup
8. Gupta, C.B. & Srinivasan, N.P. 1995: Entrepreneurial Development, Sultan Chand & Sons, New Delhi
9. Kerr, J.R. and Littlefield, J.E., (1974). Marketing: an environmental approach. Prentice-Hall: New Jersey.
10. Ssekamwa, J.C. 2000: History and Development of Education in Uganda, Fountain Publishers Ltd., Kampala



ISBN 978-9913-626-58-3



9 789913 626583