



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**



**Qualification Level: 1**

**Occupational Cluster: Art and Design**

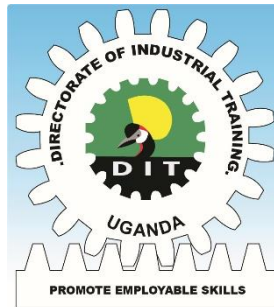
**December 2020**

Developed by:

Qualifications Standards Department  
Directorate of Industrial Training

Funded by:

Government of Uganda



## **Assessment and Training Package**

**For a**

**GRAPHIC DESIGNER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

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

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2021

ISBN: 978-9913-626-35-4

ISO: 9001:2015      Certificate No.: UG92580A

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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.

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## 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 **GRAPHIC DESIGNER 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 GRAPHIC DESIGNER.** This Occupational Profile which was reviewed by Graphic Designers practicing in the world of work mirrors the duties and tasks that Graphic Designers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Graphic Designers 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 GRAPHIC DESIGNER. These assessment instruments were reviewed jointly by job practitioners (Graphic Designers) 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](mailto: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 Graphic Design from various secondary schools;
- Art and Design 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

<b>Assessment</b>	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.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual who has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<b>CBET</b>	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Module</b>	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.
<b>Occupational Profile (OP)</b>	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/behaviour, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

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

<b>Qualification</b>	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.
<b>Task</b>	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. ( <i>Also see: Duty</i> )

## 1.0 ATP-PART I

### Occupational Profile for a GRAPHIC DESIGNER

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

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

**Expert Panel**

**Lule Emmanuel Patrick**  
Palet Plus (U) Ltd

**Lubowa Paul**  
NCDC

**Kwizera Henry**  
Kyambogo University

**Ssebikyu John**  
Seeta High School

**Bwayita Moses**  
Iganga Secondary School

**Bwambara Rodgers**  
Designers Nest (U) Ltd

**Mugisha Julius**  
St. Mary's College - Kisubi

**Atuhairwe Frank**  
Gayaza High School

**Mirembe Joy**  
Busoga College Mwiri

**Mugambe Ibrahim**  
FCB Lime Light Advertising  
Agency

**LutaayaArsenMujuukwa**  
Franjoma Enterprises

**Sonko James .N**  
Intuition Uganda Ltd

**Facilitators**  
**MatendeShamsi**  
Directorate of Industrial Training

**Tusubiira Samson**  
Directorate of Industrial Training

**Siima Sheila Baitwabusa**  
**Annette**  
Ministry of Education & Sports

**Co-ordinators**

**Elizabeth Ruth Mukyala**  
Directorate of Industrial Training

**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

## "GRAPHIC DESIGNER"

Developed by: Directorate of Industrial Training  
(Qualifications Standards)

Dates of workshop: 21<sup>st</sup> –25<sup>th</sup> September 2020

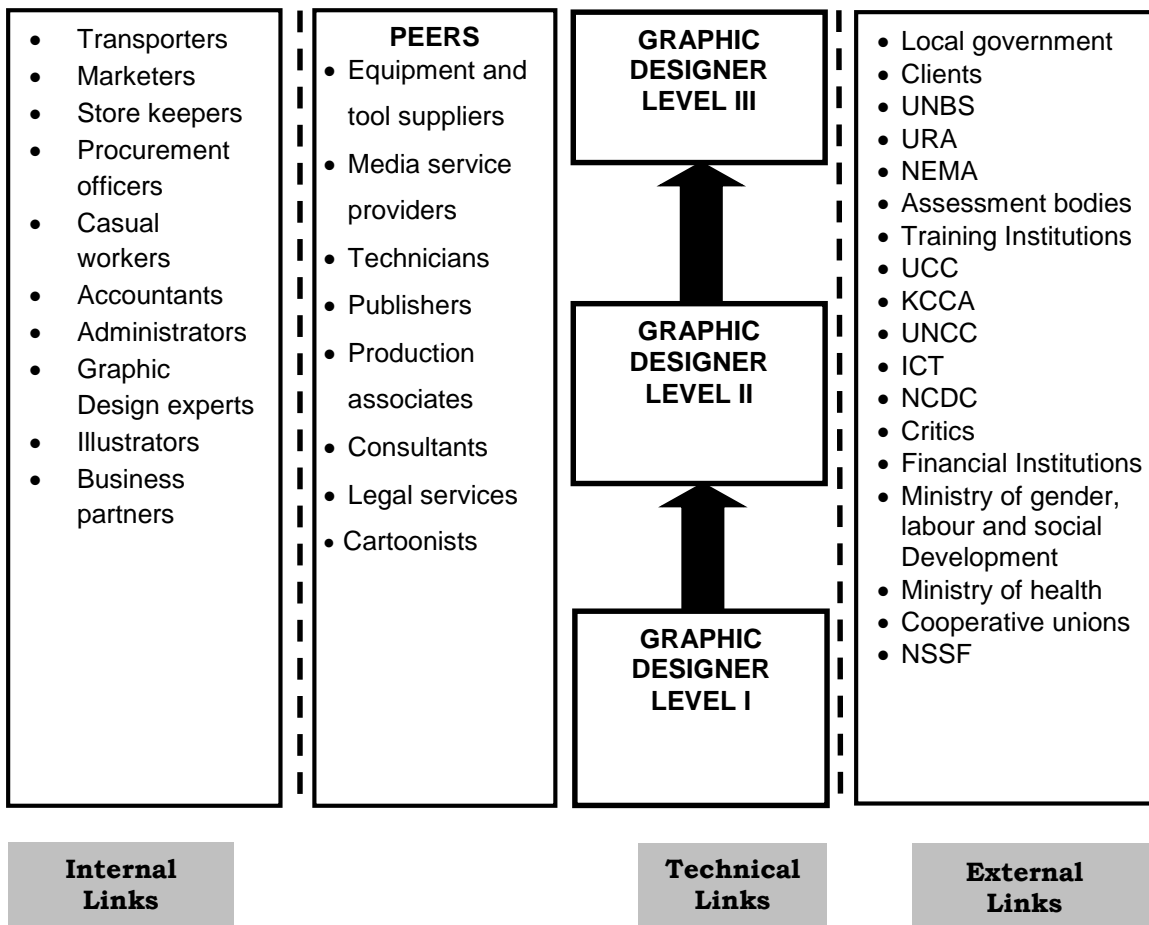


## NOMENCLATURE FOR THE OCCUPATION OF A GRAPHIC DESIGNER

### Definition:

A Graphic Designer is a person who competently assembles typography, still and motion images, to create a design using different medium for visual communication and commercial purposes.

### JOB ORGANISATION CHART FOR A GRAPHIC DESIGNER



### Descriptions for the level in the occupation of Graphic Designer

**UVQ Level I:** Is a person who is able to assemble still images and typography to create a piece of design using different medium.

**UVQ Level II:** Is a person who is able to conceptualise still images and typography to create a piece of design using different mediums.

**UVQ Level III:** Is a person who is able to conceptualise and manipulate typography still and motion images to create a piece of design using different mediums.

## Duties and Tasks

<b>A. PLAN GRAPHICS WORK</b>	<b>A1</b> Conduct feasibility study	<b>A2</b> Determine location	<b>A3</b> Determine tools, materials and equipment
	<b>A4</b> Prepare work schedule	<b>A5</b> Determine labour requirements	<b>A6</b> Prepare marketing plan
	<b>A7</b> Prepare financial plan		

<b>B. ESTABLISH A GRAPHICS STUDIO</b>	<b>B1</b> Source funds	<b>B2</b> Select site	<b>B3</b> Secure site
	<b>B4</b> Prepare site	<b>B5</b> Procure tools, equipment and materials	<b>B6</b> Set up studio
	<b>B7</b> Test run tools and equipment	<b>B8</b> Legalise business	

<b>C. DEVELOP GRAPHIC DESIGNS</b>	<b>C1</b> Generate graphics ideas	<b>C2</b> Identify tools, equipment and materials	<b>C3</b> Prepare tools, equipment and materials
	<b>C4</b> Develop sketches	<b>C5</b> Quality check design	<b>C6</b> Approve design
	<b>C7</b> Execute final design		

<b>D. MARKET GRAPHICS WORK</b>	<b>D1</b> Prepare catalogue	<b>D2</b> Exhibit graphic products	<b>D3</b> Offer samples
	<b>D4</b> Carryout promotions	<b>D5</b> Offer aftersales service	<b>D6</b> Participate in graphic design competitions
	<b>D7</b> Communicate with client	<b>D8</b> Price product	

<b>E. MAINTAIN WORKSHOP TOOLS, MATERIALS AND EQUIPMENT</b>	<b>E1</b> Clean tools, materials and equipment	<b>E2</b> Prepare inventory	<b>E3</b> Repair tools, materials and equipment
	<b>E4</b> Label tools and equipment	<b>E5</b> Update software	<b>E6</b> Replace tools, materials and equipment
	<b>E7</b> Lubricate tools and equipment	<b>E8</b> Store materials, tools and equipment	

<b>F. PERFORM ADMINISTRATIVE TASKS</b>	<b>F1</b> Recruit workers	<b>F2</b> Supervise workers	<b>F3</b> Train workers
	<b>F4</b> Remunerate workers	<b>F5</b> Appraise workers	<b>F6</b> Schedule meetings
	<b>F7</b> Assign duties	<b>F8</b> Keep records	<b>F9</b> Benchmark graphics software
	<b>F10</b> Perform corporate social responsibility	<b>F11</b> Pursue continuous personal professional development	

<b>G. PERFORM OCCUPATIONAL, HEALTH SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>G1</b> Display safety signs	<b>G2</b> Administer first aid	<b>G3</b> Manage waste
	<b>G4</b> Perform firefighting	<b>G5</b> Wear personnel PE	<b>G6</b> Sensitise workers on health and safety issues

## Additional Information

### Related Knowledge & Skills

- |                               |   |
|-------------------------------|---|
| 1. Communication skills       | 16. Colour appreciation                     |
| 2. Planning                   | 17. Marketing                               |
| 3. Measurement                | 18. Financial management                    |
| 4. Graphic materials          | 19. Procurement                             |
| 5. Creativity skills          | 20. First aid administration                |
| 6. Computer knowledge         | 21. Customer handling                       |
| 7. Types of graphic designs   | 22. Maintenance                             |
| 8. Graphic principals         | 23. Regulations and policies                |
| 9. Design elements            | 24. Costing and pricing                     |
| 10. Colour schemes            | 25. Waste management                        |
| 11. Finish products           | 26. Hazard analysis                         |
| 12. Record keeping            | 27. Usage of tools, materials and equipment |
| 13. Advertising               | 28. Material properties                     |
| 14. Negotiation               | 29. Drawing skills                          |
| 15. Colour application skills | 30. Concept development                     |

### Tools, Materials and Equipment

- |                   |                        |
|-------------------|------------------------|
| 1. Computer set   | 19. Paraffin           |
| 2. Pens           | 20. Thinner            |
| 3. Markers        | 21. PVC board          |
| 4. Ruler          | 22. Rubber             |
| 5. Squeegee       | 23. Silk screens       |
| 6. Brushes        | 24. Printers           |
| 7. Pencils        | 25. Engraving machine  |
| 8. Cutters        | 26. Scanner            |
| 9. Measuring tape | 27. Lamination machine |
| 10. Color pallet  | 28. Spray gun          |
| 11. Eraser        | 29. Light table        |
| 12. French curves | 30. Calculator         |
| 13. Drawing board | 31. Phone              |
| 14. Papers        | 32. Apron              |
| 15. Ink           | 33. Gloves             |
| 16. Cloth         | 34. Goggles            |
| 17. Wood          | 35. Face masks         |
| 18. Water         |                        |

<b>Attitudes/ Traits/ Behaviour</b>	<b>Future Trends and Concerns</b>
1. Neatness	1. Insufficient graphic design training services
2. Tolerant	2. Increasing competition from imported produce
3. Hardworking	3. High cost of new and advanced machines
4. Time management	4. Substantial capital required to start a graphics design business
5. Creative	5. Adopting to ever changing technology
6. Punctual	6. Inconsistent quality of tools, materials and equipment
7. Realistic	7. Variation in quality of products
8. Social	8. Need for value addition
9. Organised	9. Need to visit modern graphic designers
10. Respectful	10. Unfavourable credit facilities
11. Confident	11. Need for specialists to give technical advice
12. Dedicated	12. High set standards in foreign markets
13. Team player	13. Political interference
14. Disciplined	14. Lack of integrity
15. Enthusiastic	
16. Creative	
17. Innovative	
18. Resourceful	
19. A good listener	
20. Result oriented	
21. Trainable	
22. Strategic	
23. Committed	
24. Practical	
25. Self-motivated	

## 2.0 ATP-PART II

### Training Modules for a GRAPHIC DESIGNER

- 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 Graphic Designer 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 combination of both.

### UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

In the Uganda Vocational Qualifications Framework, persons with qualifications **Levels 1, 2 and 3** are understood as **IMPLEMENTERS** in an occupation.

Level 1 Qualification shall mean that the individual is a **Semi-Skilled Implementer**;

Level 2 Qualification shall mean that the individual is a **Skilled Implementer**;

Level 3 Qualification shall mean that the individual is a **Highly Skilled Implementer (Working Supervisor)**

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

	<b>Dimension of qualification</b>	<b>Level 1: Descriptor</b>	<b>Level 2: Descriptor</b>	<b>Level 3: Descriptor</b>
1.	<b>Scope of work</b> (duties and tasks)	Narrow range	Moderate range	Broad range
2.	<b>Work environment and context</b>	Uniform	Some variety	Variety
3.	<b>Complexity of tasks</b> (work sequence)	Simple	Sometimes complex	Complex
4.	<b>Predictability of tasks</b>	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	<b>Team work</b>	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	<b>Leadership</b>	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	<b>Autonomy (Supervision)</b>	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors

## WHO IS A GRAPHIC DESIGNER QUALIFICATION LEVEL 1

A Graphic Designer is a person who has is able assemble typography, still and motion images to create a design using different medium for visual communication and commercial purposes.

### TRAINING MODULES FOR GRAPHIC DESIGNER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/GD/M1.1	Create Graphic Design	320	8
UE/GD/M1.2	Print Graphic Design	80	2
UE/GD/M1.3	Establish Graphic Design Enterprise	80	2
UE/GD/M1.4	Manage Graphic Design Enterprise	80	2
<b>Summary</b>	<b>4 Training Modules</b>	<b>560 hours</b>	<b>14 weeks</b>

**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.



<b>Code</b>	<b>UE/GD/M1.1</b>
<b>Module title</b>	<b>M1.1: Create Graphic Designs</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Graphic Designer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to profitably create advertising, packaging, identification and seasonal cards designs
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Create Advertising Graphic Designs</b>  <b>LWA 1/2: Create Packaging Graphic Designs</b>  <b>LWA 1/3: Design Identification Graphic Symbols</b>  <b>LWA 1/4: Create Graphic Seasonal Cards Designs</b>  <b>LWA 1.5: Create Publication Designs</b>  <b>LWA 1/6: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning-working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Create Advertising Graphic Designs</b>                  PEX 1.1: Design posters                  PEX 1.2: Design signposts                  PEX 1.3: Design brochures                  PEX 1.4: Design banners                  PEX 1.5: Design business cards                  PEX 1.6: Design catalogues</p> <p><b>LWA 1/2: Create Packaging Graphic Designs</b>                  PEX 2.1: Design wrappers                  PEX 2.2: Design labels                  PEX 2.3: Design stickers</p> <p><b>LWA 1/3: Create Identification Graphic Symbols</b>                  PEX 3.1: Design badges                  PEX 3.2: Design logos                  PEX 3.3: Design trademarks                  PEX 3.4: Design emblems                  PEX 3.5: Design monograms</p>

	<p><b>LWA 1/4: Create Graphic Seasonal Cards Designs</b>                  PEX 4.1: Design invitation cards                  PEX 4.2: Design greeting cards</p> <p><b>LWA 1.5: Create Publication Designs</b>                  PEX 5.1: Design book covers                  PEX 5.2: Design book jackets                  PEX 5.3: Design flyers                  PEX 5.4: Design title pages                  PEX 5.5: Design magazines                  PEX 5.6: Design newsletters                  PEX 5.7: Design certificates</p> <p><b>LWA 1/6: Perform Occupational Health, Safety and Environmental Health Protection Practices</b>                  PEX 6.1: Display safety signs                  PEX 6.2: Manage waste                  PEX 6.3: Wear personnel protection gear                  PEX 6.4: Administer first aid                  PEX6.5: Sensitise workers on health and safety issues                  PEX 6.6: Perform firefighting</p>
<b>Occupational health and safety</b>	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.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Cost benefit analysis</li> <li>• Transport</li> <li>• Printing</li> <li>• Marketing techniques</li> <li>• Keeping records</li> <li>• Financial literacy</li> <li>• Packaging</li> <li>• Test product</li> <li>• Measurement</li> </ul>

	<ul style="list-style-type: none"> <li>• Different types of cards</li> <li>• Usage of tools and materials</li> <li>• Toxic materials</li> <li>• Design elements and principles</li> <li>• Design Software</li> <li>• Typography</li> <li>• Themes</li> <li>• Design elements and principles</li> <li>• Material properties</li> </ul>
<b>Average duration of learning</b>	320 hours (40 days) of normal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>10 days of occupational theory and</i></li> <li>• <i>30 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	computers, books, pens, printers, working table, containers, brushes, drawing tools, cutting tools, drawing tables, ruler, drawing set, squares, mathematical set, first aid kit
<b>Minimum required materials and consumables or equivalent</b>	water, erasers, gloves, safety facemasks, books, pens, ink colour, markers, pallets, fabrics, papers, tapes, adhesives, drawing boards, pins, clips
<b>Special notes</b>	Design concepts should be developed in every design

<b>Code</b>	<b>UE/GD/M1.2</b>
<b>Module title</b>	<b>M1.2: Print Graphic Designs</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Graphic Designer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to apply graphics production skills in digital and press printing.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Perform Digital Printing</b></p> <p><b>LWA 2/2: Perform Press Printing</b></p> <p><b>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Perform Digital Printing</b></p> <p>PEX 1.1: Select printing material</p> <p>PEX 1.2: Set up a digital printer</p> <p>PEX 1.3: Set up printer specification</p> <p>PEX 1.4: Command to print</p> <p><b>LWA 2/2: Perform Press Printing</b></p> <p>PEX 2.1: Prepare stencil</p> <p>PEX 2.2: Prepare print block</p> <p>PEX 2.3: Prepare printing screen</p> <p>PEX 2.4: Print design on surface</p> <p>PEX 2.5: Store product</p> <p><b>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Display safety signs</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Wear PPE</p> <p>PEX 3.4: Administer first aid</p> <p>PEX3.5: Sensitise workers on health and safety issues</p> <p>PEX 3.6: Perform firefighting</p>

<b>Occupational health and safety</b>	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.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Stencil production</li> <li>• Silk screen production</li> <li>• Printing paste and ink</li> <li>• Printing block production</li> <li>• Printer handling and maintenance</li> <li>• Knowledge about computer</li> <li>• Printer types</li> <li>• Printing surfaces</li> <li>• Colour mixing and separation</li> <li>• Print production finishing</li> <li>• Scanning and lamination</li> <li>• Measurements</li> <li>• Types of binders</li> <li>• Emulsion paste</li> <li>• Record keeping</li> <li>• Budgeting</li> <li>• Maintenance of tools, materials and equipment</li> <li>• Usage of tools, materials and equipment</li> <li>• Waste management</li> <li>• Storage</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>3 days of occupational theory and</i></li> <li>• <i>7 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations a by recognised assessment body using related practical and written test items from Item bank

<b>Minimum required tools/ equipment/ implements or equivalent</b>	computer, squeegee, printer, lino block, cutting boards, cutters, chisels, gouges, stools, scooper, hammer, nails, threads, first aid kit, needle, pair of scissors, phones, graphic set, first aid kit
<b>Minimum required materials and consumables or equivalent</b>	gloves, paper, fabric, water, oil, safety shoes, photo emulsion, sponge, containers/ buckets, transparent film, masking tapes, overalls, silk mesh, light table, detergents
<b>Special notes</b>	

<b>Code</b>	<b>UE/GD/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Graphic Design Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Graphic Designer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to establish a graphics studio
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Develop Business Plan</b>  <b>LWA 3/2: Mobilise Resources</b>  <b>LWA 3/3: Set Up Graphic Design Studio</b>  <b>LWA 3/4: Legalise Graphic Design Business</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Develop Business Plan</b>                  PEX 1.1: Determine location                  PEX 1.2: Conduct feasibility study                  PEX 1.3: Prepare financial plan                  PEX 1.4: Prepare procurement plan                  PEX 1.5: Prepare market plan                  PEX 1.6: Prepare production plan                  PEX 1.7: Prepare human resource plan                  PEX 1.8: Determine studio layout</p> <p><b>LWA 3/2: Mobilise Resources</b>                  PEX 2.1: Source funds                  PEX 2.2: Source labour                  PEX 2.3: Acquire tools, materials and equipment                  PEX 3.1: Transport tools, materials and equipment                  PEX 3.1: Store tools, materials and equipment</p> <p><b>LWA 3/3: Set up Graphic Design Studio</b>                  PEX 3.1: Select site                  PEX 3.2: Secure site                  PEX 3.3: Prepare site                  PEX 3.2: Set up studio</p>

	<p><b>LWA 3/4: Legalise Graphic Design Business</b>                  PEX 4.1: Register graphic business                  PEX 4.2: Acquire operational permits                  PEX 4.3: Insure graphic business</p> <p><b>LWA 3/5: Perform Occupational Health, Safety And Environmental Protection Practices</b>                  PEX 5.1: Display safety signs                  PEX 5.2: Manage waste                  PEX 5.3: Wear PPE                  PEX 5.4: Administer first aid                  PEX 5.5: Sensitise workers on health and safety issues                  PEX 5.6: Perform firefighting</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• ICT</li> <li>• Communication skills</li> <li>• Networking skills</li> <li>• Customer care</li> <li>• Research</li> <li>• Transport</li> <li>• Small scale enterprise</li> <li>• Negotiation skills</li> <li>• Waste management</li> <li>• Human resource management</li> <li>• Environmental awareness</li> <li>• Regulations and policies</li> <li>• Procurement</li> <li>• Marketing</li> <li>• Financial management</li> <li>• First aid administration</li> </ul>
<b>Average duration of learning</b>	96 hours (14 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 3 days of occupational theory and</li> <li>• 11 days of occupational practice</li> </ul>



<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	paper, fabrics, ink, clips, coloured pencils, sketch pads, poster colours, notebook tracing paper, paste, detergent, thinner, water
<b>Minimum required materials and consumables or equivalent</b>	computer, blade, tape measures, strings, cutters, drawing boards, brushes, pens, erasers, marker pens, pallets, pencils, light table, precision tools and containers, first aid kit
<b>Special notes</b>	

<b>Code</b>	<b>UE/GD/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Graphic Design Enterprise</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Graphic Designer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to manage resources and market graphics services and products
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Perform Administrative Duties</b>  <b>LWA 4/2: Market Graphic Products</b>  <b>LWA 4/3: Maintain Tools and Equipment</b>  <b>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires a targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Perform Administrative Duties</b></p> <p>PEX 1.1: Keep records                  PEX 1.2: Recruit workers                  PEX 1.3: Train workers                  PEX 1.4: Prepare work schedule                  PEX 1.5: Assign work                  PEX 1.6: Pay bills                  PEX 1.7: Remunerate workers</p> <p><b>LWA 4/2: Market Graphic Products</b></p> <p>PEX 2.1: Offer after sales services                  PEX 2.2: Display graphic works                  PEX 2.3: Communicate with clients                  PEX 2.4: Exhibit graphic work                  PEX 2.5: Price graphic products                  PEX 2.6: Package graphic products                  PEX 2.7: Sell graphic products</p> <p><b>LWA 4/3: Maintain Tools and Equipment</b></p> <p>PEX 3.1: Prepare maintenance schedule                  PEX 3.2: Repair tools, equipment and materials                  PEX 3.3: Service tools and equipment</p>

	<p>PEX 3.4: Replace tools and equipment                      PEX 3.5: Clean tools, equipment and materials                      PEX 3.6: Label tools, materials and equipment                      PEX 3.7: Store tools, equipment and materials</p> <p><b>LWA 4/4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear                      PEX 4.2: Administer first aid                      PEX 4.3: Manage waste                      PEX 4.4: Perform firefighting                      PEX 4.5: Sensitise workers on health and safety issues                      PEX 4.6: Display safety signs</p>
<b>Occupational health and safety</b>	<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.</p>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<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"> <li>• Marketing</li> <li>• ICT</li> <li>• Record keeping</li> <li>• Networking</li> <li>• Business plan</li> <li>• Tax payment</li> <li>• Usage of tools, equipment and materials</li> <li>• First aid administration</li> <li>• Human resource management</li> <li>• Graphics software programs</li> </ul>
<b>Average duration of learning</b>	<p>40 hours (5 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 1 day of occupational theory and</li> <li>• 4 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</p>

<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank.a
<b>Minimum required tools/ equipment/ implements or equivalent</b>	containers, office furniture, computer, printer, fax machine storage facility, calculators, telephone set/mobile phone, and equipment, Internet and first aid kit.
<b>Minimum required materials and consumables or equivalent</b>	face masks, overalls, helmets, bandages, log books, receipt books, and other office stationary
<b>Special notes</b>	

## 3.0 ATP-PART III

### Assessment Instruments for a GRAPHIC DESIGNER

- 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 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 **GRAPHIC DESIGNER** are included:

**3.9 Overview of Test Item Samples includ:**

No.	Type of Test Items	Numbers included
1.	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	1
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with cause and effect	1
5.	Written (Theory)- matching with work-sequence	1
6.	Performance (Practical) test items	2
<b>Total</b>		<b>8</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Graphic Designer			
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:	September 2020			
Related model:	M1.1			
Time allocation:	2 minutes			

Test Item	List any four qualities of an events Poster
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Date (ii) Time (iii) Title (iv) Venue (v) Size (vi) Fee

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Graphic Designer			
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:	September 2020			
Related model:	M1.4			
Time allocation:	2 minutes			

Test Item	List down any four managerial skills in graphic enterprise
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Advertising skills. (ii) Record keeping skills (iii) Interpersonal skills (iv) Marketing skills (v) Risk management skills (vi) Communication skills (vii) Negotiation skills (viii) Customer care skills



DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Graphic Designer			
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:	September 2020			
Related model:	M1. 1			
Time allocation:	2 minutes			

Test Item	Which of the following is a publication design?
Distractors and correct answer	A. Logo B. Magazine C. Monogram D. Catalogue

Key (answer)	B
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Graphic Designer				
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:	September 2020				
Related module:	M 3				
Time allocation:	3 minutes				

Test Item	Match the following tools to their functions.
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Column A (Tools)	
1	Squeegee
2	Brushes
3	Pencil
4	Squares

Column B (Functions)	
A	For painting
B	For screening painting
C	For measuring
D	For sketching
E	For Cutting

Key (answer)	1-B, 2-A, 3-D, 4-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Graphic Designer				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
			√		
Complexity level:	C3				
Date of OP:	September 2020				
Related model:	M1.2				
Time allocation:	3 minutes				

Test Item	Match the following causes to their faults during designing
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Column A (Cause)	
1.	Illegibility
2.	Smudge
3.	Blurry work
4.	Inconsistent print out

Column B (Defects)	
A	Low resolution
B	Rough surface
C	Thin paste
D	Thick colour
E	Poor letter space

Key (answer)	1-E, 2-B, 3-A, 4-C
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Graphic Designer				
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:	September 2020				
Related model:	M4				
Time allocation:	2 minutes				

<b>Test Item</b>	Re-arrange steps followed when designing a poster
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Column A (Chronology)	Column B (Work steps) in wrong chronological order	
1 <sup>st</sup>	A	Select materials and tools
2 <sup>nd</sup>	B	Develop sketches
3 <sup>rd</sup>	C	Make layouts
4 <sup>th</sup>	D	Print the poster
5 <sup>th</sup>	E	Assemble images and text
6 <sup>th</sup>	F	Make samples
7 <sup>th</sup>	G	Interpret client brief
8 <sup>th</sup>	H	Seek approval
9 <sup>th</sup>	I	Perform finishing

<b>Key (answer)</b>	1- G, 2-A, 3-B, 4-C, 5-E, 6- F, 7-H, 8-I, 9-D
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## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no.7
<b>Occupational Title:</b>	Graphic Designer
<b>Competence level:</b>	1
<b>Code no.</b>	
<b>Test Item:</b>	In not more than three colours, design a school badge for Lubowa Technical School with a motto “promote employable skills”. Use 15x15cm
<b>Complexity level:</b>	P2
<b>Date of OP:</b>	September 2020
<b>Related modules:</b>	M2.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Occupational health theory</li> <li>• Graphics design elements and principles</li> <li>• Usage of tools, equipment and materials</li> <li>• Concept development process</li> <li>• Graphics programs</li> <li>• Graphics design material, tools and equipment procurement and costing</li> <li>• Measurements</li> </ul>
<b>Required tools, Materials and Equipment:</b>	Computer, cutters, drawing boards, brushes, pens, erasers, marker pens, pallets, pencils, container, colours, ink, paper, reference materials
<b>Time allocation:</b>	6 hours
<b>Preferred venue:</b>	Graphic studio
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>• Avail protective wear</li> <li>• Observe health, safety and environmental precautions</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Provide all the tools, equipment and materials listed above</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Wore protective gears Apron Gloves		2
		Selected tools and materials		4
2	Design badge	Made sketches	3	
		Sketch with Name, Motto, Illustration observed		3
		Scaled sketch	2	
		Took measurements	2	
		Dimensions of 15x15cm verified		2
		Transferred sketch to scale	2	
		Balanced working space given with relevant images observed		4
		Aligned letters	3	
		Legible letters observed		2
3	Colour application	Selected colours	2	
		Maximum of three colours observed		3
		Complimentary colours observed		2
		Applied colours	3	
		Colour purity observed		3
		Neat colour application observed		3
4	Demobilise resources	Clean tools and equipment	2	
		Clean tools observed		2
		Submitted	2	
	<b>TOTAL MAXIMUM SCORE (Y)</b>		<b>21</b>	<b>30</b>
		<b>X/Y X100</b>	<b>51</b>	

DIT/ QS	Test Item Database Performance Test Item- no.8
Occupational Title:	Graphic Designer
Competence level:	Level 1
Code no.	
Test Item:	Prepare a screen and brand a T-shirt
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> <li>• Stencil production</li> <li>• Silk screen production</li> <li>• Printing paste and ink</li> <li>• Printing block production</li> <li>• Printer handling and maintenance</li> <li>• Knowledge about computer</li> <li>• Printer types and printing surfaces</li> <li>• Colour mixing and separation</li> <li>• Print production finishing</li> <li>• Scanning and lamination</li> <li>• Measurements</li> <li>• Binders types</li> <li>• Emulsion paste</li> <li>• Record keeping</li> <li>• Budgeting</li> </ul>
Required tools, Materials and Equipment:	computer, squeegee, printer, lino block, cutting boards, cutters, chisels, gouges, stools, scooper, hammer, nails, threads, first aid kit, needle, embroidery scoop, embroidery machine, pair of scissors, saw, gloves, paper, fabric, water, oil, gumboots, photo emulsion, sponge, containers/ buckets, transparent film, masking tapes, overalls, silk mesh, light table, detergents
Time allocation:	6 hours
Preferred venue:	Studio
Remarks for candidates	<ul style="list-style-type: none"> <li>• Observe health, safety and environmental precautions</li> <li>• Have protective gear</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>• Provide tools, eand materials as stated</li> <li>• Provide site</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Design Development	Protective gears were worn		2
		Materials were collected		2
		Materials were prepared		2
		Ready image developed	3	1
		Image was printed		3
2	Preparation of a screen	Measurements were observed	3	1
		Screen frame was made	2	2
		Silk mesh was stretched on the frame	2	2
		The mesh was coated with emulsion	2	2
		The emulsion was left to dry		2
		The image was transferred on the screen	4	
		Paste was selected		2
		Paste was prepared		1
		Paste was mixed	4	
		Working table was prepared		1
3	Prepare T-shirt	T-shirt was ironed		2
		T-shirt was fitted with paste protective material		3
		Seal tape was applied on the edges of the design		2
		The screen was placed on the T-shirt	1	2
		Using a squeegee, the paste was applied on the screen to register the design on the T-shirt	2	2
		The screen was removed	3	1
		The design was spread out and left to dry		2



#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		The screen and the squeegee were cleaned		2
		The image was ironed after drying	1	3
		The workplace was cleaned	2	2
	<b>TOTAL</b>		<b>24</b>	<b>44</b>
	<b>MAXIMUM SCORE (Y)</b>	<b>X/Y X100</b>	<b>72</b>	

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

#### **4.1 Occupational Profile Developed (September 2020)**

The Occupational Profile was exclusively developed by job practitioners who were working in the Graphic Designer 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 (September 2020)**

Based on the Occupational Profile for Graphic Designer of September 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

#### **4.3 Test Item Development (September 2020)**

Based on the Occupational Profile for Graphic Designer of September 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, Secondary school teachers and curriculum specialists required for different stages of developing the assessment training package i.e. occupational profile, training modules, assessment instruments were constituted by members from the following organisations;

Development Panel		
No.	Name	Institution/ Organisation
1.	Lule Emmanuel Patrick	Palet Plus (U) Ltd
2.	Lubowa Paul	National Curriculum Development Centre
3.	Kwizera Henry	Kyambogo University
4.	Ssebikyu John	Seeta High School
5.	Bwayita Moses	Iganga Secondary School
6.	Bwambara Rodgers	Designers Nest (U) Ltd
7.	Mugisha Julius	St. Mary's College - Kisubi
8.	Atuhairwe Frank	Gayaza High School
9.	Mirembe Joy	Busoga College Mwiri
10.	Mugambe Ibrahim	FCB Lime Light Advertising Agency
11.	Lutaaya Arsen Mujuukwa	Franjoma Enterprises
12.	Sonko James .N	Intuition Uganda Ltd

<b>Quality Check Panel</b>		
<b>No</b>	<b>Names</b>	<b>Organisation</b>
1	Nakisendo Fatuma	DIT
2	Nalwanga Rebecca	DIT
3	Lubowa Christopher	DIT
4	Ganafa Roland	DIT
5	Kyatuhire Fortunate	DIT
6	Ntambi Denis	DIT
7	Muganga K Christopher	NCDC
8	Tuhirirwe Doreen	DIT
9	Asiimwe M Sarah	DIT
10	Ainembabazi Faith	DIT
11	Benjamin Alex Kibira	DIT
12	Matende Shamsi	DIT
13	Ntege Ruzibea Dennis	DIT
14	Hanyerere Hattie Wright	DIT
15	Nyanja John Fisher	DIT
16	Nyakoojo Paul	DIT

#### 4.6 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators:** Mr. Matende Shamsi DIT, Mr. Tusubiira Samson
3. **Facilitators for quality check:**  
Kusasira Agnes  
Ahimbisibwe Judith  
Namwbya Sarah as Data Entrant all from qualification standards.
4. **Data Entrants:** Ms. Kizire Margret, Secretary A&C  
Mr. Ntambi Denis  
Mr. Waiswa Ronald  
Mr. Katarihera John Kennedy
5. **Compiled by:** Ms. Kizire Margret, Secretary A&C - Data Entrant
6. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards  
Dept. DIT
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

#### 4.7 Reference time:

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

**References:**

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ISBN 978-9913-626-35-4



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