



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

**Directorate of Industrial Training**



**Assessment and  
Training Package**

**For an  
INTERIOR DESIGNER**

**Qualification Level: 1**

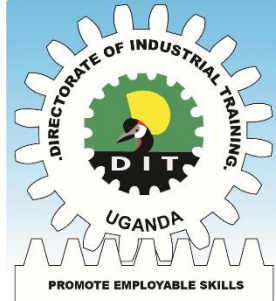
**Occupational Cluster: Art and Design**

**December 2020**

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

**Funded by:**  
**Government of Uganda**



## **Assessment and Training Package**

### **For an INTERIOR DESIGNER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

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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.

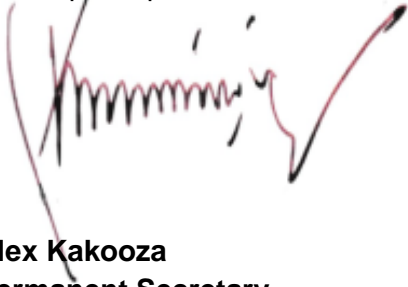
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 an Interior 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 an Interior Designer.** This Occupational Profile which was reviewed by Interior Designers practicing in the world of work mirrors the duties and tasks that Interior Designers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Interior 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 an Interior Designer. These assessment instruments were reviewed jointly by job practitioners (Interior 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 Interior 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 that 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 programs: <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 LWAs are real work situations /assignments.
<b>Modules</b>	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.
<b>Occupational Profile (OP)</b>	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

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

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

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

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

## 1.0 ATP-PART I

### Occupational Profile for an INTERIOR DESIGNER

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- 1.1 The OCCUPATIONAL PROFILE (OP) for “Interior Designer” below defines the **Duties** and **Tasks** a competent Interior 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.”<sup>1</sup>

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

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

**Job Expert Panel**

**Mwebaza Gloria**

Nabisunsa girls school

**Nakuya Kalule Spranza**

Dove Arts and Design

**Dr Kekimuri Joan**

Kyambogo University

**Ssenkumba Francis**

YMCA

**Akol Bernard Otemor**

NCDC

**Eroku Emma**

Kampala University

**Mbowa Henry Stanley**

Kampala University

**Busingye S Peace**

MOES

**Nandita Irene**

Seroma Christian High School

**Kijjambu Andrew Duncan**

Mt. St. Marys' Namagunga

**Etyang Francis Musisi**

Frank's Agile Crafts and Design

**Ntabo Phyllis Candy**

Immaculate Heart Girl's school

**Coordinator**

**Mukyala E. Ruth**

Directorate of Industrial Training

**Facilitators**

**Kyatuhire Fortunate**

**Ganafa Roland**

**Njawuzi Lillian**

Directorate of Industrial Training

**Funded by**

**The Government of Uganda**



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

**Directorate of Industrial Training**

**Occupational Profile**  
**For an**  
**"INTERIOR DESIGNER"**

**Developed by: (Qualifications Standards)**

**Directorate of Industrial Training**

**Workshop Dates: 21<sup>st</sup> – 25<sup>th</sup> September 2020.**

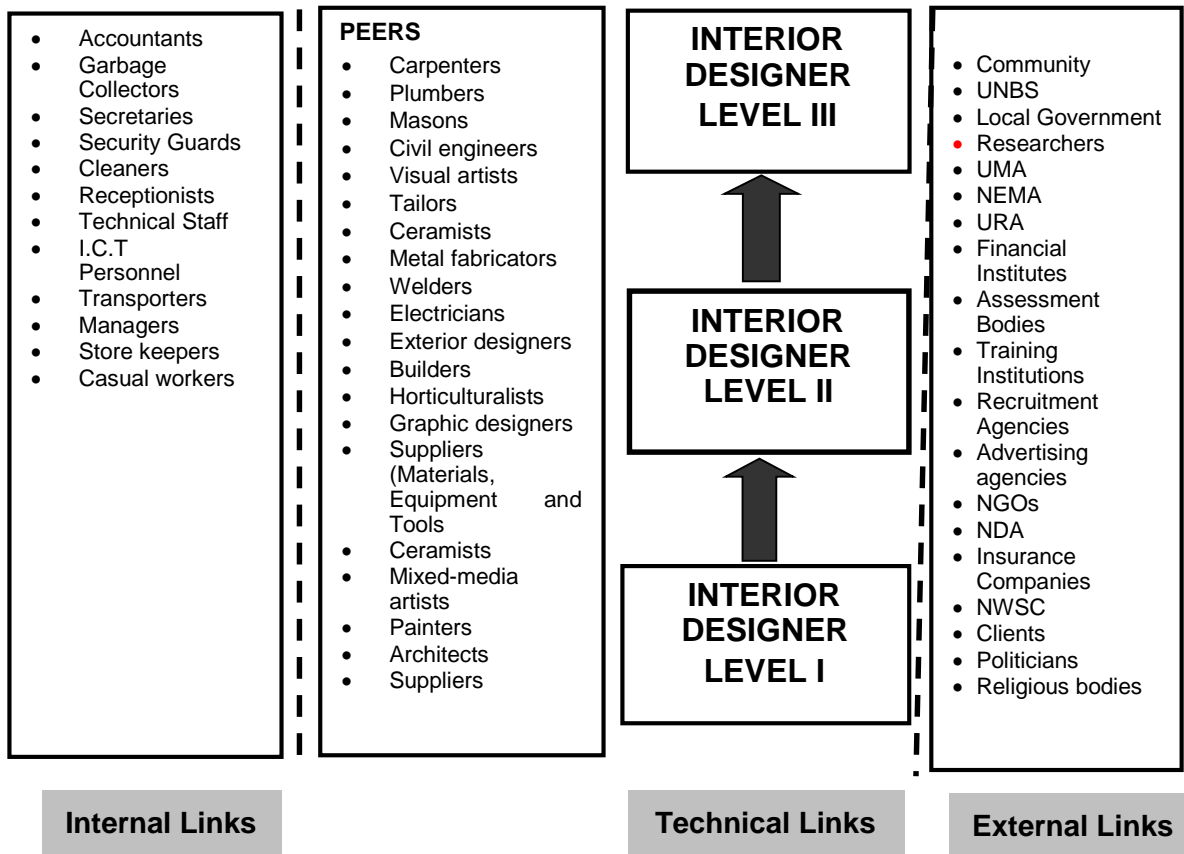


## NOMENCLATURE FOR THE OCCUPATION OF AN INTERIOR DESIGNER

### Definition:

**An Interior Designer** is a person who plans coordinates and manages indoor spaces for functional, safe and aesthetic varied purposes.

### JOB ORGANISATION CHART FOR AN INTERIOR DESIGNER



### Descriptions for the levels in the occupation of “Interior Designer”

- UVQ Level I Interior Designer;** is a person who plans, decorates, furnishes and beautifies a space within its functionality.
- UVQ Level II Interior Designer;** Is a person who makes indoor spaces functional, safe and aesthetic using advanced decorative techniques.
- UVQ Level III Interior Designer;** is a competent person who can innovatively manipulate materials with a various technique to create designs for indoor spaces.

## Duties and Tasks

<b>A. PLAN INTERIOR DESIGN ENTERPRISE</b>	<b>A1</b> Conduct feasibility study	<b>A2</b> Prepare Financial plan	<b>A3</b> Determine source of raw materials
	<b>A4</b> Determine location	<b>A5</b> Prepare procurement plan	<b>A6</b> Determine labour requirements
	<b>A7</b> Prepare production plan	<b>A8</b> Prepare marketing plan	<b>A9</b> Determine workshop layout

<b>B. ESTABLISH INTERIOR DESIGN ENTERPRISE</b>	<b>B1</b> Select Site	<b>B2</b> Secure site	<b>B3</b> Clear Site
	<b>B4</b> Design workshop layout	<b>B5</b> Procure tools & materials remise	<b>B6</b> Set up workshop
	<b>B7</b> Legalise business		

<b>C. DESIGN INTERIORS</b>	<b>C1</b> Identify theme	<b>C2</b> Plan work format	<b>C3</b> Select tools materials and equipment
	<b>C4</b> Prepare materials	<b>C5</b> Execute work	<b>C6</b> Manage waste

<b>D. MAINTAIN TOOLS AND EQUIPMENT</b>	<b>D1</b> Clean tools	<b>D2</b> Service tools and equipment	<b>D3</b> Calibrate tools
	<b>D4</b> Repair tools, materials and equipment	<b>D5</b> Replace tools, materials and equipment	<b>D6</b> Test run tools, materials and equipment
	<b>D7</b> Label tools	<b>D8</b> Store tools, materials and equipment	<b>D9</b> Advance tools, materials and equipment

<b>E. MARKET INTERIOR DESIGNING ENTERPRISE</b>	<b>E1</b> Prepare catalogues	<b>E2</b> Offer samples	<b>E3</b> Communicate with clients
	<b>E4</b> Exhibit interior service	<b>E5</b> Advertise work	<b>E6</b> Offer price packages

<b>F. PERFORM ADMINISTRATIVE TASKS</b>	<b>F1</b> Monitor performance	<b>F2</b> Benchmark with other enterprises	<b>F3</b> Participate in workshops
	<b>F4</b> Assign duties	<b>F5</b> Mobilise resources	<b>F6</b> Keep records
	<b>F7</b> Recruit workers	<b>F8</b> Orient workers	<b>F9</b> Train workers
	<b>F10</b> Remunerate workers	<b>F11</b> Pay taxes	<b>F12</b> Make partnerships perform corporate social responsibility

<b>G. PERFORM OCCUPATIONAL HEALTH, SAFETY &amp; ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>G1</b> Wear protective gear	<b>G2</b> Perform firefighting	<b>G3</b> Carryout routine safety drills
	<b>G4</b> Sensitise on communicable & non communicable diseases	<b>G5</b> Administer first aid	<b>G6</b> Display safety signs
	<b>G7</b> Gazette safety zones	<b>G8</b> Insure workers	

## Additional Information

### Generic knowledge and skills

1. Types of materials
2. Waste Management
3. Marketing
4. Safety and occupational health precautions
5. Record keeping
6. Customer care skills
7. Maintenance of tools
8. Usage of tools and materials
9. Painting
10. Designing
11. Drawing
12. Tailoring
13. Colour application
14. Environmental conservation
15. Illumination
16. Rules and regulations
17. Human resource management
18. Colour schemes
19. Communication
20. Planning
21. Guidance & counselling
22. ICT
23. Mathematical competency
24. Financial literacy
25. Measurement
26. Elements and principles of art
27. Space planning
28. Soft furnishing
29. Negotiation
30. Landscaping

### Tools, Equipment and Materials

1. Paint brushes
2. Hammer
3. Metal
4. Wood
5. Sand paper
6. Rulers
7. Adhesives
8. Fabric
9. Cloth
10. Tape measurements
11. Ark saw blade
12. Ladders
13. Nails
14. Bolts
15. Threads
16. Fibre
17. Paint
18. Water
19. Thinner
20. Paraffin
21. Filler Pallets
22. Masking tape
23. Containers
24. Spray cans
25. Hardener
26. Resin
27. Rugs
28. Sponges
29. Goggles
30. Gypsum boards
31. Paper
32. Safety belts
33. Safety boots
34. Screws
35. First aid box
36. Mobile phone
37. Crane
38. Drilling machine
39. TIG welding
40. Metal inert gas welding
41. Generator
42. Compressor
43. Platform trolley
44. Mobile tool box
45. Fire extinguisher

- |                       |                       |
|-----------------------|-----------------------|
| 46. Masks             | 56. First aid cabinet |
| 47. Gloves            | 57. Glue gunner       |
| 48. Chisels           | 58. Flat iron         |
| 49. Sewing machine    | 59. Graphite          |
| 50. Geometrical tools | 60. Cutters           |
| 51. Sanding machines  | 61. Varnish           |
| 52. Coffee            | 62. Glass             |
| 53. Yarn              | 63. Clay              |
| 54. Saw dust          | 64. Sand              |
| 55. Staple gun        | 65. Camera            |

<b>Attitudes/ traits/ behaviour</b>	<b>Future trends and concerns</b>
<ol style="list-style-type: none"> <li>1. Polite</li> <li>2. Reliable</li> <li>3. Accommodative</li> <li>4. Respectful</li> <li>5. Patience</li> <li>6. Honest</li> <li>7. Tolerant</li> <li>8. Active</li> <li>9. Hardworking</li> <li>10. Punctual</li> <li>11. Realistic</li> <li>12. Social</li> <li>13. Organised</li> <li>14. Confident</li> <li>15. Trust worthy</li> <li>16. Dedicated</li> <li>17. Disciplined</li> <li>18. Enthusiastic</li> <li>19. Creative</li> <li>20. Innovative</li> <li>21. Listener</li> <li>22. Result oriented</li> <li>23. Trainable</li> <li>24. Resourceful</li> <li>25. Obedient</li> <li>26. Smart</li> <li>27. Flexible</li> <li>28. Cheerful</li> <li>29. Critical thinker</li> <li>30. Integrity</li> <li>31. Tolerant</li> <li>32. Calm</li> <li>33. Cooperative</li> <li>34. Exemplary</li> <li>35. Imaginative</li> <li>36. Curious</li> <li>37. Empathetic</li> <li>38. Assertive</li> <li>39. Physically fit</li> <li>40. Open minded</li> <li>41. Shrewd</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional association</li> <li>2. Inflation</li> <li>3. Price fluctuation</li> <li>4. Inadequate equipment</li> <li>5. Government policies</li> <li>6. Inadequate market</li> <li>7. Technology</li> <li>8. Changes in lifestyle</li> <li>9. Infrastructure</li> <li>10. Sustainable supply of materials</li> <li>11. Bench marking with other interior designers</li> <li>12. Competition</li> <li>13. Gender equity</li> <li>14. Pests &amp; disease outbreak</li> <li>15. Political terrain</li> <li>16. Unreliable power Supply</li> <li>17. Tastes &amp; preferences</li> <li>18. Inadequate capital</li> <li>19. Language</li> <li>20. 3D printing</li> <li>21. Smart homes</li> <li>22. Virtual reality</li> <li>23. Sustainable design</li> <li>24. Biophilic design</li> <li>25. Art advocacy</li> <li>26. Consumer ignorance</li> <li>27. Unreliable transport</li> <li>28. Professionalism</li> <li>29. Natural hazards</li> <li>30. Digital marketing</li> <li>31. Art documentation</li> <li>32. Collaborations</li> <li>33. Functionality</li> <li>34. Recycling and innovation</li> <li>35. Product value</li> <li>36. Plagiarism</li> <li>37. Religious affiliations</li> </ol>

## 2.0 ATP – PART II

### Training Modules for an INTERIOR 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 that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of interior design 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 reviewed jointly by both instructors and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

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

PEXs are therefore sub-sets of a LWA.

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

### UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

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

Level 1 Qualification shall mean that the individual is a **Semi-skilled implementer**;

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

Level 3 Qualification shall mean that the individual is **Highly skilled implementer (Working Supervisor)**

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

	Dimension of qualification	Level 1: Descriptor	Level 2: Descriptor	Level 3: Descriptor
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 AN INTERIOR DESIGNER QUALIFICATION LEVEL 1?**

An Interior Designer Qualification Level 1 is a person who plans, decorates, furnishes and beautifies a space within its functionality using elementary techniques.

## **TRAINING MODULES FOR AN INTERIOR DESIGNER UVQ LEVEL I**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/ID/M1.1	Develop Interior Design Concept	240	6
UE/ID/M1.2	Design Interior Space	360	9
UE/ID/M1.3	Establish Interior Designing Enterprise	240	6
UE/ID/M1.4	Manage Interior Design Enterprise	160	4
<b>Summary</b>	<b>4 Training Modules</b>	<b>1,760 hours</b>	<b>25 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 240 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 Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

<b>Code</b>	<b>UE/ID/M1.1</b>
<b>Module title</b>	<b>M 1.1: Develop Interior Designing Concepts</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Interior Designer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to develop and design interior concepts
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Develop Project Brief</b>  <b>LWA 1/2: Design Theme</b>  <b>LWA 1/3: Create Mood Board</b>  <b>LWA 1/4: Make Proto-type</b>  <b>LWA 1/5: Make Model</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>1. The learning exercises may be repeated until the trainee acquires 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>
	<p><b>LWA 1/1: Develop Project Brief</b>                  PEX 1.1: Analyse site                  PEX 1.2: Make write up                  PEX 1.3: Present brief</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/2: Design Theme</b>                  PEX 2.1: Interpret customer's need                  PEX 2.2: Translate customer's need                  PEX 2.3: Make sketches                  PEX 2.4: Transfer sketch to working drawing (3D and 2D)</p>
	<p><b>LWA 1/3: Create Mood Board</b>                  PEX 3.1: Determine source of inspiration                  PEX 3.2: Identify source of inspiration                  PEX 3.3: Determine materials</p>
	<p><b>LWA 1/4: Create Proto-type</b>                  PEX 4.1: Make sketch                  PEX 4.2: Draw floor plans                  PEX 4.3: Make rendering</p>
	<p><b>LWA 1/5: Make Model</b>                  PEX 5.1: Determine materials                  PEX 5.2: Prepare materials                  PEX 5.3: Scale model                  PEX 5.4: Execute model</p>

	<p><b>LWA 1/6: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 6.1: Wear protective gear                  PEX 6.2: Administer first aid                  PEX 6.3: Sensitise workers on health issues                  PEX 6.4: Manage wastes                  PEX 6.5: Design safety precaution signs                  PEX 6.6: Perform firefighting                  PEX 6.7: Observe personal hygiene</p>
<p><b>Occupational health and safety</b></p>	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. e.g. wear protective gears</p>
<p><b>Pre-requisite modules</b></p>	<p>None</p>
<p><b>Related knowledge/theory</b></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"> <li>• Cleaning furniture</li> <li>• Safety measures</li> <li>• Furniture</li> <li>• Finishing</li> <li>• Entrepreneurship</li> <li>• ICT</li> <li>• AUTOCARD</li> <li>• ARCHCAD</li> <li>• Sketch-up</li> <li>• Colour themes</li> <li>• Mathematical competencies</li> <li>• Theme analysis</li> <li>• Sketching</li> <li>• Textures</li> <li>• Prototype execution</li> <li>• Mood board</li> <li>• Architectural drawing</li> <li>• Floor planning</li> <li>• Space planning</li> <li>• Customer care</li> <li>• Illustrator</li> <li>• Photoshop</li> <li>• REVIT</li> <li>• MAYA</li> <li>• Customer handling</li> </ul>

<b>Average duration of learning</b>	240 hours (30days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 25 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 the 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>	graphite, squares, drawing pens, drawing ink, pens, drawing set, computer, software programmes, drawing boards, chisels, cutters, scissors, first aid kit.
<b>Minimum required materials and consumables or equivalent</b>	boards, paint, adhesives. cement, wood glue, silicon, stationery, offcuts, sawdust, clay, fibre, colours, wall paper, transparent paper, tracing paper, polythene, sisal, paper, plant material.
<b>Special notes</b>	

<b>Code</b>	<b>UE/ID/M1.2</b>
<b>Module title</b>	<b>M1.2: Decorate Interior Spaces</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Interior Designer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to decorate interior spaces
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Decorate Ceiling</b>  <b>LWA 2/2: Decorate Wall</b>  <b>LWA 2/3: Decorate Illumination</b>  <b>LWA 2/4: Decorate Floor</b>  <b>LWA 2/5: Decorate Doors and Windows</b>  <b>LWA 2/6: Install Furniture</b>  <b>LWA 2/7: Decorate Soft Furnishes</b>  <b>LWA 2/8: 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 targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Decorate Ceiling</b>                  PEX 1.1: Assess space                  PEX 1.2: Determine illumination theme                  PEX 1.3: Determine illumination accessories                  PEX 1.4: Source illumination accessories                  PEX 1.5: Install light accessories                  PEX 1.6: Test-run light accessories</p> <p><b>LWA 2/2: Decorate Wall</b>                  PEX 2.1: Asses wall surface                  PEX 2.2: Determine tools and materials                  PEX 2.3: Prepare materials                  PEX 2.4: Apply wall design</p> <p><b>LWA 2/3: Decorate Illumination</b>                  PEX 3.1: Assess space                  PEX 3.2: Determine illumination theme                  PEX 3.3: Determine illumination accessories                  PEX 3.4: Source illumination accessories                  PEX 3.5: Install light accessories                  PEX 3.6: Test-run light accessories</p>

	<p><b>LWA 2/4: Decorate Floor</b></p> <p>PEX 4.1: Assess floor surface  PEX 4.2: Determine  PEX 4.3: Prepare materials and tools  PEX 4.4: Apply floor design</p> <p><b>LWA 2/5: Decorate Doors and Windows</b></p> <p>PEX 5.1: Determine nature  PEX 5.2: Determines materials  PEX 5.3: Prepare materials  PEX 5.4: Execute design</p> <p><b>LWA 2/6: Install Furniture</b></p> <p>PEX 6.1: Assess space  PEX 6.2: Determine tools and materials  PEX 6.3: Source furniture  PEX 6.4: Set up furniture</p> <p><b>LWA 2/7: Decorate Soft Furnishes</b></p> <p>PEX 7.1: Assess space  PEX 7.2: Determine soft furnishes  PEX 7.3: Source soft furnishes  PEX 7.4: Set up soft furnishes</p> <p><b>LWA 2/8: Perform Occupational Health Safety and Environment Protection Practices</b></p> <p>PEX 8.1: Wear protective gear  PEX 8.2: Administer first aid  PEX 8.3: Perform firefighting  PEX 8.4: Manage waste  PEX 8.5: Display safety signs  PEX 8.6: Observe personal hygiene</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>• Cleaning furniture</li> <li>• Usage of tools, materials and equipment</li> <li>• Measurements</li> <li>• Safety measures</li> <li>• Furniture finishing</li> <li>• Entrepreneurship</li> <li>• ICT</li> <li>• Design techniques</li> <li>• Flooring</li> <li>• Material preparation</li> <li>• Rendering</li> <li>• Ceiling</li> <li>• Illumination</li> <li>• Soft furnishes</li> <li>• Colour schemes</li> <li>• Carpeting</li> <li>• Wall</li> <li>• Customer handling</li> <li>• Ergonomics</li> <li>• Joinery</li> <li>• Sustainability</li> </ul>
<b>Average duration of learning</b>	<p><i>360 hours (45days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 40 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 the 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>	handsaws, nails, drilling machines, pliers, dusters, fixatives, tape measure, hammer, stapling machine, glue gun, scissors, crane, ladders, helmets, safety boots, overalls, brushes, rollers, dusters, cutters
<b>Minimum required materials and consumables or equivalent</b>	wood, filler, polish, vanish, thumbnails, sand paper, cloth, ink, water, adhesives, stones, tiles, terrazzo, chandeliers, lampshades, cushions, curtain, carpet, doormats, wall hangings, vases, plastics, glasses, wallpaper, furniture, artificial and natural plants, fibre, sponge.
<b>Special notes</b>	

<b>Code</b>	<b>UE/ID/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Interior Designing Enterprise</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Interior Designer UVQ I)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to set up an Interior Decorating enterprise.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Plan an Interior Designing Enterprise</b>  <b>LWA 3/2: Mobilise Resources</b>  <b>LWA 3/3: Setup Interior Designing Workshop</b>  <b>LWA 3/4: Legalise Interior Design Business</b>  <b>LWA 3/5: Perform Occupational Health Safety and Environmental 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 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 3/1: Plan an interior Designing Enterprise</b>                  PEX 1.1: Conduct Feasibility Study                  PEX 1.2: Prepare financial plan                  PEX 1.3: Determine labour requirement                  PEX 1.4: Prepare procurement plan                  PEX 1.5: Determine source of materials                  PEX 1.6: Determine location                  PEX 1.7: Determine workshop lay out</p>
	<p><b>LWA 3/2: Mobilise Resources</b>                  PEX 2.1: Source for funds                  PEX 2.2: Recruit workers                  PEX 2.3: Acquire tools, equipment and materials</p>
	<p><b>LWA 3/3: Set up Interior Designing Workshop</b>                  PEX 3.1: Select site                  PEX 3.2: Secure site                  PEX 3.3: Prepare Site                  PEX 3.4: Set up workshop</p>
	<p><b>LWA 3/4: Legalise Interior Design Business</b>                  PEX 4.1: Register business                  PEX 4.2: Acquire operational permits                  PEX 4.3: Insure business</p>
	<p><b>LWA 3/5: Perform Occupational Health Safety and Environmental Practices.</b>                  PEX 5.1: Administer first aid                  PEX 5.2: Wear protective gear</p>



	PEX 5.3: Sensitise workers on health issues PEX 5.4: Display safety signs PEX 5.5: Manage waste PEX 5.6: Perform firefighting
<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>• Usage of tools and materials</li> <li>• Planning</li> <li>• Human resource management</li> <li>• Colour schemes</li> <li>• Drawing</li> <li>• Measurements</li> <li>• Mathematical competencies</li> <li>• ICT</li> <li>• Networking</li> <li>• Illumination</li> <li>• Design techniques</li> <li>• Elements and principles of design</li> <li>• Painting</li> </ul>
<b>Average duration of learning</b>	<p><i>240 hours (30days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>20 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 the 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>	paint brushes, computers, graphite, drilling machines, glue guns, containers, wood, helmets, camera, safety boots, first aid kit, waste bins, wall clock, hammer, handsaw, wheelbarrow, scraper, phone, furniture

<b>Minimum required materials and consumables or equivalent</b>	sand paper, books, paint, screws, nuts and bolts, gloves, masking tape, adhesives, plywood, boards, masks, overalls, detergents, filler, water, nails, goggles, toiletries, lights
<b>Special notes</b>	

<b>Code</b>	<b>UE/ID/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Interior Designing Enterprise</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Interior Decorator UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to perform managerial duties of an interior design enterprise
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Market Business Enterprise</b>  <b>LWA 4/2: Maintain Tools and Materials</b>  <b>LWA 4/3: Perform Administrative Tasks</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><i>The learning exercises may be repeated until the trainee acquires targeted competence.</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Market Business Enterprise</b>                  PEX 1.1: Participate in Exhibitions                  PEX 1.2: Offer price packages                  PEX 1.3: Prepare catalogue                  PEX 1.4: Advertise enterprise                  PEX 1.5: Display samples                  PEX 1.6: Offer aftersales services                  PEX 1.7: Revise prices</p> <p><b>LWA 4/2: Maintain Tools and Materials</b>                  PEX 2.1: Clean tools                  PEX 2.2: Repair tools                  PEX 2.3: Replace tools                  PEX 2.4: Advance tools                  PEX 2.5: Revamp materials                  PEX 2.6: Disinfect tools                  PEX 2.7: Stock take tools                  PEX 2.8: Store material</p> <p><b>LWA 4/3: Perform administrative tasks</b>                  PEX 3.1: Recruit workers                  PEX 3.2: Appraise worker                  PEX 3.3: Benchmark with other companies                  PEX 3.4: Pay bills                  PEX 3.5: Remunerate workers                  PEX 3.6: Monitor performance                  PEX 3.7: Keep records                  PEX 3.8: Train workers</p>

	<p><b>LWA 4/4: Perform Occupational Healthy Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear                  PEX 4.2: Administer first aid                  PEX 4.3: Perform firefighting                  PEX 4.4: Manage waste                  PEX 4.5: Display safety signs</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>• Health &amp; safety codes</li> <li>• Record keeping</li> <li>• Types of packaging</li> <li>• Price determination</li> <li>• Market types</li> <li>• Risk management</li> <li>• Report making</li> <li>• Communication skills</li> <li>• Resource management</li> <li>• Guidance and counselling</li> <li>• Maintenance</li> <li>• Types of advertisement</li> <li>• Research</li> <li>• Customer handling</li> </ul>
<b>Average duration of learning</b>	<p><i>160 hours (20days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>15 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 the 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>	handsaws, nails, drilling machine, stapling gun, glue gun, scissors, cutters, overall, containers, brushes, rollers, hoe, panga, crane, ladders safety boots, helmets, pliers, dusters, fixatives, tape measure, hammer, thumbnails, sand paper
<b>Minimum required materials and consumables or equivalent</b>	water, paint, thinner, cotton, cloth, sponge, rug, offcuts, soap, disinfectant, foam cleaner, pins, stationery, adhesives
<b>Special notes</b>	

## 3.0 ATP- PART III

### Assessment Instruments for an Interior 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.
- 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 reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items
  - Multiple choice test items
  - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of an **INTERIOR DESIGNER** are included.

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with cause effect	1
5	Written(theory)-matching with work-sequence	2
6.	Performance (Practical) test items	1
<b>Total</b>		<b>9</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No 1			
<b>Occupational Title:</b>	Interior Designer			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related modules:</b>	M1.2			
<b>Time allocation:</b>	3 minutes			

Test Item	Outline the procedures followed when designing walls
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) ..... (v) ..... (vi) .....
<b>Expected key (answers)</b>	(i) Assess space (ii) Determine tools and materials (iii) Source tools and materials (iv) Prepare materials (v) Apply wall design



<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- No 2</b>			
<b>Occupational Title:</b>	Interior Designer			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
<b>Complexity level:</b>	C1			
<b>Date of OP:</b>	September 2020			
<b>Related modules:</b>	M1.2			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	List any 3 types of paint
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) .....
<b>Expected key (answers)</b>	(i) Silk emulsion (ii) Water emulsion (iii) Under coat (iv) Weather guard (v) High gloss

<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item - No. 3</b>			
<b>Occupational Title:</b>	Interior Designer			
<b>Competence level:</b>	1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
<b>Complexity level:</b>	C1			
<b>Date of OP:</b>	September 2020			
<b>Related Module:</b>	M1.2			
<b>Time allocation:</b>	2 minutes			

<b>Test Item</b>	Beside the architect, who else interior designers need to create desired aesthetic for
<b>Distractors and correct answer</b>	<ul style="list-style-type: none"> <li>A. City zone manager</li> <li>B. Residents</li> <li>C. Company supplying furniture</li> <li>D. Realtor</li> </ul>

<b>Key (answer)</b>	B
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DIT/ QS	Test Item Database Written (Theory) Test Item – No 4			
Occupational Title:	Interior Designer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related Module:	M1.2			
Time allocation:	2 minutes			

Test Item	If a hospital room is decorated with hues of blue, the room is .....
Distractors and correct answer	<ul style="list-style-type: none"> <li>A. Cool</li> <li>B. Neutral</li> <li>C. Warm</li> <li>D. Value</li> </ul>

Key (answer)	A
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<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item – No 5</b>			
<b>Occupational Title:</b>	Interior Designer			
<b>Qualification level:</b>	1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related tasks:</b>	M1.4			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	Match the following tools to their uses.
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Column (A) [Tools]	
1	Scrapper
2	Hammer
3	Needle
4	Scissor

Column (B)[Uses]	
A	Driving screws
B	Stitching fabrics
C	Removing dust from surface
D	Crack filling
E	Driving nails
F	Cutting fabrics

<b>Key (answer)</b>	1;D, 2;E, 3;B, 4;F
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<b>DIT/ QS</b>		<b>Test Item Database Written (Theory) Test Item – No 6</b>			
<b>Occupational Title:</b>	Interior Designer				
<b>Qualification level:</b>	Level 1				
<b>Code no.</b>					
<b>Test Item type:</b>	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
			√		
<b>Complexity level:</b>	C1				
<b>Date of OP:</b>	September 2020				
<b>Related tasks:</b>	M1.2				
<b>Time allocation:</b>	3 minutes				

<b>Test Item</b>	Match the following faults in finishing a wall with their causes
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<b>Column A (Faults)</b>	
1	Cracks
2	Dirty walls
3	Dirty colours
4	Inconsistency of paint

<b>Column B (Causes)</b>	
A	Unclean tools
B	Not filling the wall
C	Failure to sand
D	Being colour blind
E	Improper mixing of paint

<b>Key (answer)</b>	1;B, 2;C, 3;A, 4;E
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<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item – No 7</b>			
<b>Occupational Title:</b>	Interior Designer			
<b>Qualification level:</b>	1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
<b>Complexity level:</b>	C1			
<b>Date of OP:</b>	September 2020			
<b>Related tasks:</b>	M1.2			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	Arrange the steps followed when making a floor plan
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<b>Column A (chronology)</b>	<b>Column B (work steps) in wrong chronological order</b>	
1 <sup>st</sup>	A	Transfer sketch into working drawing
2 <sup>nd</sup>	B	Make sketches
3 <sup>rd</sup>	C	Draw floor plan
4 <sup>th</sup>	D	Translate into working drawing
5 <sup>th</sup>	E	Interpret and translate client need

<b>Key (answer)</b>	1:E, 2:B, 3:D, 4:A, 5:C
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## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item – No 8
<b>Occupational Title:</b>	Interior Designer
<b>Competence level:</b>	1
<b>Code no.</b>	
<b>Test Item:</b>	Your client is a nine-year-old girl studying from home. Design a prototype for her study room.
<b>Complexity level:</b>	P3
<b>Date of OP:</b>	September 2020
<b>Related Module:</b>	M2
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Safety measures</li> <li>• Furniture</li> <li>• Finishing</li> <li>• Entrepreneurship</li> <li>• ICT</li> <li>• AUTOCAD</li> <li>• ARCHCAD</li> <li>• Sketch-up</li> <li>• Colour theme</li> <li>• Mathematical competences</li> <li>• Measurement</li> <li>• Theme interpretation</li> <li>• Sketching</li> <li>• Textures</li> <li>• Prototype</li> <li>• Mood board</li> <li>• Floor planning</li> <li>• Space planning</li> <li>• Architectural drawing</li> </ul>
<b>Required tools, materials and equipment:</b>	<p>pins, offcuts, sawdust, clay, fibre, water, colours, wallpaper stones, paint, adhesives. cement, wood glue, plant material silicon, transparent paper, boards, sisal, sand, polythene, paper.</p> <p>hammer, trowel, silicon gun, drill, glass, cutter, tile cutter, grinder graphite, square, drawings ink, drawing pens, pens, drawing board, first aid kit, software programs, scissors, cutters chisels,</p>
<b>Time allocation:</b>	6 Hours
<b>Preferred venue:</b>	Workshop
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>• Follow environmental and safety precautions</li> <li>• No extra material will be provided</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Provide required materials, tools, and equipment</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear - Apron - Overall		2
2	Developing concept	Assembled materials		2
		Interpreted customers need	2	
		Sketches showing room observed		3
		Study room layout observed		3
		Determined colour scheme	2	
		Applied colours	4	
		Shades and tints observed		2
		Made working drawing	4	
		Transferred working drawing to computer	4	
		Made floor plan	4	
		Floor designs arrangement observed		3
		Made rendering	4	
		3dimension layout of floor design		2
		3dimension layout of wall design observed		2
		3dimension layout of illumination design observed		2
		3dimension layout of ceiling design observed		2
		3dimension layout of furniture design observed		2
		3dimension layout of soft furnishes design observed		2
Selected source of inspiration				
Sketch source of inspiration	3			



		Transferred sketch to fabric		2
		Used tracing paper		1
		Cut drawn dimensions		2
3	Made prototype	Selected materials	2	
		Assembled materials		3
		Constructed prototype floor	3	
		Constructed prototype walls	3	
		Constructed prototype ceiling	3	
		Made prototype furniture	3	
		Made prototype soft furnishes	3	
		Made prototype illumination	3	
		Assembled prototype	4	
		A complete prototype observed		4
4	Demobilisation of resources	Cleaned tools		2
		Cleaned workshop		2
		Store tools		3
<b>TOTAL (Y)</b>		<b>Process + Results</b>		
<b>MAXIMUM SCORE</b>				

DIT/ QS	Test Item Database Performance Test Item – No 9
Occupational Title:	Interior Designer
Competence level:	1
Code no.	
Test Item:	Using plywood (60x60cm), undercoat, masking tape, sand paper, brushes, sponge, rug, produce the following painting effects i. Ragging ii. Sponging iii. Colour washing
Complexity level:	P3
Date of OP:	September 2020
Related Module:	M1.2
Related skills and knowledge:	paintings, painting techniques, colour scheme, sanding, colour mixing, tool usage and materials, waste management, measurement, sponging,
Required tools, materials and equipment:	plywood, masking tape, sand paper, brushes, sponge, undercoat, rugs
Time allocation:	3 Hours
Preferred venue:	Studio
Remarks for candidates	<ul style="list-style-type: none"> <li>Follow environmental and safety precautions</li> <li>No extra material will be provided</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>Provide required materials, tools, and equipment</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Wore protective gear - overalls - masks		2
2	Process	Assembled materials		2
		Sanded surface	3	
		Smooth surface observed		2
		Applied undercoat	2	
		Applied first base coat		3
3	Ragged	Divided into sections using tape as per 3 techniques		4
		Applied ragging technique	3	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Used folded rag		1
		Dabbed with folded rag with contrast colours		1
		Ragging effect observed		2
4.	Sponged	Applied sponging technique	2	
		Dabbed sponge in contrasting colours		2
		Contrast colours observed		1
		Sponging effect observed		1
5	Colour washed	Applied colour washing after second coat	3	
		Applied colour washing while surface still wet	2	
		Created colour washing effect		2
		Contrast colours observed		1
		$\frac{x}{99} \times 100$	<b>15</b>	<b>24</b>
<b>TOTAL (Y)</b>		<b>Process + Results</b>	$\frac{x}{99} \times 100$	
<b>MAXIMUM SCORE</b>			<b>39</b>	

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

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

The Occupational Profile was exclusively developed by job practitioners who were working in the Interior 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 Interior 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 Interior 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 development 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 panels of Job Practitioners required at different stages were constituted by members from the following organisations:

	Name	Institution/ Organisation
1.	Mwebaza Gloria	Nabisunsa Girls School
2.	Nakuya Kalule Spranza	Dove Arts and Design
3.	Dr. Kekimuri Joan	Kyambogo University
4.	Ssenkumba Francis	YMCA
5.	Akol Bernard Otemor	NCDC
6.	Eroku Emma	Kampala University
7.	Busingye S Peace	MOES
8.	Nandita Irene	Seroma Christian High School
9.	Mbowa Henry Stanley	Kampala University
10.	Kijjambu Andrew Duncan	Mt. St. Mary's Namagunga
11.	Etyang Francis Musisi	Frank's Agile Crafts and Design
12.	Natabo Phyllis Candy	Immaculate Heart Girl's School

Quality Check Panel		
No	Names	Organisation
1	Nakisendo Fatuma	DIT
2	Nalwanga Rebecca	DIT
3	Kyatuhire Fortunate	DIT
4	Ampaire Edger	RHEMA GIFT
5	Ntambi Denis	DIT
6	Wasswa Abraham Batte	NCDC
7	Tuhirirwe Doreen	DIT
8	Matende Shamsi	DIT
9	Ainembabazi Faith	DIT
10	Benjamin Alex Kibira	DIT

#### 4.6 Facilitator team

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

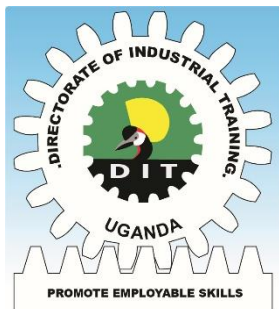
1. **Team Leader:** Ms Mukyala Ruth Ag. Deputy Director/QS Dept., DIT
2. **Facilitators:** (Occupational Profile Development) – Ms. Kyatuhire Fortunate, Mr. Ganafa Roland
3. **Facilitators for quality check:** Ahimbisibwe Judith, Kusasira Agnes and Namwebya sarah as Data Entrant all from qualification standards.
4. **Data Entrants:** Ms. Njawuzi Lillian, Ms. Alesi Gloria Dorcas
5. **Compiled by:** Ms. Kyatuhire Fortunate Facilitator, Mr. Ganafa Roland Facilitator, Ms. Njawuzi Lillian Data entrant, Ms. Alesi Gloria Dorcas Data Entrant
6. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

#### 4.6 Reference time:

This 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:

1. *Toward a New Interior (2011) By Lois Weinthal*
2. *Basic Interior Design: retail design (2010) Lynne Mesher*
3. *Studio Technology (2005) Timothy Tibankana*
4. *Interior Design and Interior Architecture (2007)*
5. *Design Furniture Interiors (2014)*
6. *Interior Lighting for Designers*
7. *Colour drawing: Designing drawing skills and techniques for architects, and interior designers by Michael E Dolye*
8. *The architecture of light: Architectural lighting design concepts and techniques (2012) second edition*
9. *Interior design illustrated (2014) by Christina M Scalise*
10. *Step by Step Guide of decorating your Home in style (2011) Meghan Carter*
11. *The Interior Design Reference and Specification Book (2018) Updated and Revised by Chris Grimely and Mimi Love*
12. *Interior Colour by Design: A design tool for Architects and Interior Designers (1994) Jonathan Poore*



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