



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

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a  
KNITTER**

**Qualification Level: 1**

**Occupational Cluster: Art and Design**

**December 2020**

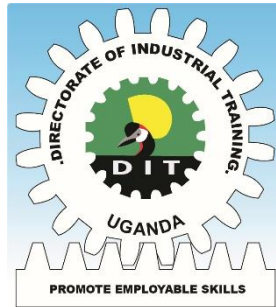
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**Developed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

**For a  
KNITTER**

**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 a **KNITTER 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 KNITTER.** This Occupational Profile which was reviewed by Knitters practicing in the world of work mirrors the duties and tasks that Knitters are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Knitters 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 KNITTER. These assessment instruments were reviewed jointly by job practitioners (Knitters) 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 knitter 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 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 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/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

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

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

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

## 1.0 ATP-PART I

### Occupational Profile for a KNITTER

---

- 1.1 The OCCUPATIONAL PROFILE (OP) for “KNITTER” below defines the **Duties** and **Tasks** a competent KNITTER 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 panelists 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.

The panelists, facilitators and coordinators who participated in developing this Occupational Profile for KNITTER are listed on the following page.

**Job Expert Panel**

**Mr. Kasibante Bruce**

Namirembe Sweater Makers

**Mr. Mubiru Nicholas**

Mbarara Municipal School

**Ms. Nakaye Zaina**

Uganda Womens Knitting  
Organisation

**Ms. Nakilangwa Violet**

Bbira Vocational Training  
Institute

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Mengo Senior School

**Ms. Nabulime Sarah Seruwagi**

Oaks Knit Designers

**Ms. Tibifumura Rovence**

Ntinda Vocational Training  
Institute

**Mr. Mugabi Gideon**

Bulenga Light Vocational School

**Ms. Kayiira Evelyn Bacwa**

Sigma Knitting Industry

**Co-ordinator**

**Mukyala E Ruth**

Directorate of Industrial Training

**Facilitators**

**Nakimuli Patra**

Directorate of Industrial Training

**Acayo Judith**

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 a**  
**"KNITTER"**

**Reviewed by: Qualifications Standards  
Department**

**Directorate of Industrial Training**

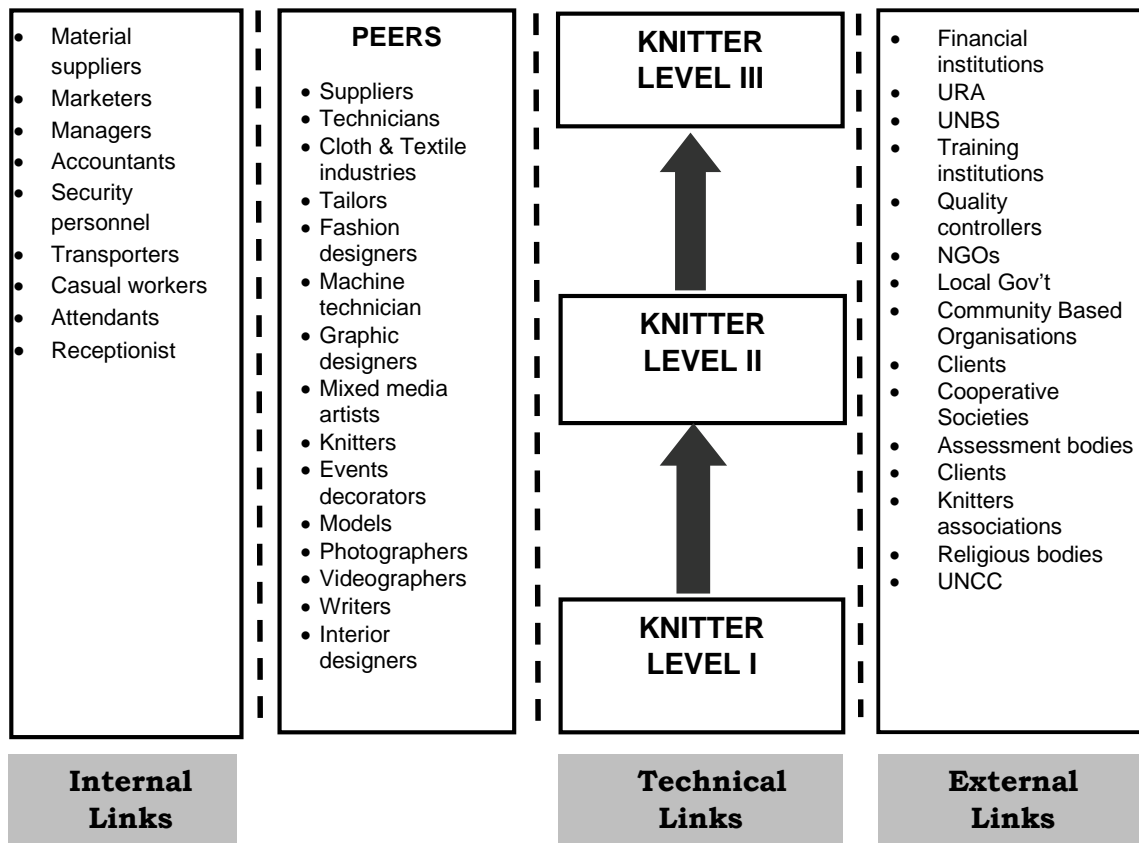
**Dates of workshop: 21<sup>st</sup> -25<sup>th</sup> September 2020**



## NOMENCLATURE FOR THE OCCUPATION OF KNITTER

**Definition:** A person who interlopes yarn to form a finished product by use of hand or machine for commercial purposes

### JOB ORGANIZATION CHART FOR A KNITTER



### Description for the levels in the occupation of "Knitter"

**UVQ Level I Knitter:** is a person who is able to hand knit, machine knit flat and shaped products of a single colour using stocking stitch, ribbed and garter techniques.

**UVQ Level II Knitter:** is a person who is able to hand knit and machine knit a shaped decorated multi coloured product using cable, tuck, seed, lace and chain stitches.

**UVQ Level III Knitter:** is a person who is able to machine knit shaped decorated multi coloured products using an industrial machine.

## Duties and Tasks

<b>A. PLAN KNITTING BUSINESS</b>	<b>A1</b> Conduct feasibility study	<b>A2</b> Determine location	<b>A3</b> Prepare production plan
	<b>A4</b> Prepare procurement plan	<b>A5</b> Prepare marketing plan	<b>A6</b> Prepare financial plan
	<b>A7</b> Prepare human resource plan		
<b>B. ESTABLISH KNITTING BUSINESS</b>	<b>B1</b> Source fund	<b>B2</b> Select business location	<b>B3</b> Secure site
	<b>B4</b> Prepare site	<b>B5</b> Procure tools, materials and equipment	<b>B6</b> Transport tools, materials and equipment
	<b>B7</b> Set up workshop	<b>B8</b> Legalise business	
<b>C. PREPARE YARN</b>	<b>C1</b> Select yarn	<b>C2</b> Take measurements of client	<b>C3</b> Match yarn colours
	<b>C4</b> Weigh yarn	<b>C5</b> Dye yarn	<b>C6</b> Dry yarn
	<b>C7</b> Wax yarn	<b>C8</b> Rewind yarn	
<b>D. KNIT PRODUCTS PIECES</b>	<b>D1</b> Determine product type	<b>D2</b> Make sketches	<b>D3</b> Prepare materials
	<b>D4</b> Prepare tools	<b>D5</b> Prepare equipment	<b>D6</b> Make product
	<b>D7</b> Perform finishing	<b>D8</b> Pack product	<b>D9</b> Store products
<b>E. MARKET KNITTED PRODUCTS</b>	<b>E1</b> Price product	<b>E2</b> Package product	<b>E3</b> Make portfolio
	<b>E4</b> Brand products	<b>E5</b> Advertise products	<b>E6</b> Sell product
	<b>E7</b> Offer after sale services	<b>E8</b> Participate in exhibitions	<b>E9</b> Communicate with clients

<b>F. MAINTAIN TOOLS, MATERIALS AND EQUIPMENT</b>	<b>F1</b> Prepare maintenance schedule	<b>F2</b> Clean tool, materials and equipment	<b>F3</b> Sort materials and tools
	<b>F4</b> Label tools, materials and equipment	<b>F5</b> Replace tools and equipment	<b>F6</b> Lubricate tool and equipment
	<b>F7</b> Repair tools and equipment	<b>F8</b> Store materials, tools and equipment	<b>F9</b> Take stock

<b>G. KEEP RECORDS</b>	<b>G1</b> Keep production records	<b>G2</b> Keep customer records	<b>G3</b> Keep marketing records
	<b>G4</b> Keep procurement records	<b>G5</b> Keep human resource records	<b>G6</b> Store records
	<b>G7</b> Keep financial records	<b>G8</b> Keep Inventory	

<b>H. PERFORM ADMINISTRATIVE TASKS</b>	<b>H1</b> Conduct meetings	<b>H2</b> Orient workers	<b>H3</b> Prepare work schedules
	<b>H4</b> Train workers	<b>H5</b> Appraise workers	<b>H6</b> Assign duties
	<b>H7</b> Recruit workers	<b>H8</b> Remunerate workers	<b>H9</b> Manage finance
	<b>H10</b> Supervise works	<b>H11</b> Pursue professional development	

<b>I. PERFORM OCCUPATIONAL HEALTH AND ENVIRONMENTAL PRACTICES</b>	<b>I1</b> Sensitise workers on prevailing health issues	<b>I2</b> Manage waste	<b>I3</b> Administer first aid
	<b>I4</b> Perform firefighting	<b>I5</b> Wear personnel protective equipment	<b>I6</b> Display safety signs
	<b>I7</b> Maintain personal hygiene		

## Additional Information

### Generic knowledge and skills

- |   |  |
|---|--|
| 1. Communication skills                               | 18. Health and safety precautions                            |
| 2. Record keeping                                     | 19. Determining different sizes                              |
| 3. Planning   | 20. Repair and maintenance of materials, tools and equipment |
| 4. Finishing  | 21. Basic arithmetic   |
| 5. Types of finishing                                 | 22. ICT  |
| 6. Elements and principles art and design             | 23. Business registration                                    |
| 7. Knowledge of operating machines                    | 24. Entrepreneurial skills                                   |
| 8. Marketing  | 25. Measurements   |
| 9. Flexibility  | 26. Material preparation                                     |
| 10. Customer care                                     | 27. Sorting  |
| 11. Integration of skills                             | 28. Storage  |
| 12. Environmental awareness                           | 29. Procurement  |
| 13. Usage of materials, tools and equipment           | 30. Color schemes  |
| 14. Waste management                                  | 31. Drawing  |
| 15. Types knitted products                            | 32. Knitting techniques                                      |
| 16. Classifications of tools, materials and equipment | 33. Regulation and policies                                  |
| 17. First aid administration                          | 34. Marketing  |
|   | 35. Guidance and counseling                                  |
|   | 36. Professional ethics                                      |

### Tools, equipment and materials

- |                                  |                           |
|----------------------------------|---------------------------|
| 1. Chalk                         | 31. Yarn wax              |
| 2. Knitting table                | 32. Carriage lock         |
| 3. Chair                         | 33. Spare needles         |
| 4. Knitting machine              | 34. Hand knitting needles |
| 5. Sewing machine(single/double) | 35. Wool winder           |
| 6. Machine case(K-machine)       | 36. Screw drivers         |
| 7. Ironing table and cloth       | 37. Row counter           |
| 8. Iron box                      | 38. Scissors              |
| 9. K-carriage (K=knitter)        | 39. Yarn changer          |
| 10. R-carriage (R=ribber)        | 40. Measuring tape        |
| 11. Lace carriage                | 41. Nose masks            |
| 12. Machine needles              | 42. Ear muffs             |
| 13. Yarn tension unit            | 43. Knitting thread/yarn  |
| 14. Cast on comb                 | 44. Machine oil           |
| 15. Table clamps                 | 45. Sewing threads        |

16. Over locking machine	46. Buttons, zips, hooks, laces, appliques
17. Claw weights	47. Lining
18. Crotchet hook	48. Packing papers
19. Latchet tools (casting off needle)	49. Labels
20. Needle pusher	50. Hangers
21. L-point cam	51. Dummies
22. Punch cards	52. Ironing blanket
23. First aid kit	53. Pens
24. Transfer tools	54. Paper
25. Cast on thread	55. Measurement chart
26. Hand needle tapestry	56. Apron
27. Hand brush	57. Colour shed card
28. Needle caps	58. Yarn bobbin
29. Swift and winder	59. Yarn box
30. Needle protectors	60. Fabric

<b>Attitudes/Traits/Behaviour</b>	<b>Future Trends &amp; Concerns</b>
1. Friendly	1. Negative attitude towards vocational skills
2. Perseverance	2. Competition from imported products
3. Networking	3. Competition from large knitting enterprises
4. Confident	4. Scarcity of equipment spares
5. Patience	5. Scarcity of tools and equipment
6. Cooperative	6. Expensive equipment
7. Careful	7. Limited product market
8. Resilient	8. Scarcity of knitting instructors
9. Self esteem	9. Documentation
10. Attentiveness	10. Technology
11. Teachable	11. Occupational qualifications
12. Creative	12. Low quality yarn
13. Energetic	13. Substandard product quality
14. Good time manager	14. Computerised knitting
15. Neat	15. Formation of knitter association
16. Have interest	16. Preference of machine knitted to hand knitted products
17. Trustworthy	17. High cost of materials
18. Organised	18. Price fluctuations
19. Self-motivated	19. Climatic changes
20. Curious	
21. Flexible	
22. Team player	
23. Listener	
24. Tidy	
25. Cautious	
26. Courteous	
27. Open minded	
28. Shrewd	
29. Innovative	

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## 2.0 ATP-PART II

### Training Modules for KNITTER

---

- 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 the occupation of Knitter to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

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

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the 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
8.	<b>Financial and physical Resources control</b>	None	Limited control	Moderate control
9.	<b>Creation of concepts and solutions</b>	None	None	None but may make proposals

## WHO IS A KNITTER QUALIFICATION LEVEL 1?

A **KNITTER LEVEL 1**; is a person who is able to hand knit, machine knit a flat and shaped product of a single color using stocking stitch, ribbed and garter techniques.

### TRAINING MODULES FOR A KNITTER UVQF LEVEL1

Code	Module Title	Average Time	
		Contact hours	Weeks
UE/KN/M1.1	Make Hand Knitted Products	320	8
UE/KN/M1.2	Make Machine Knitted Products	720	15
UE/KN/M1.3	Establish Knitting Business	120	3
UE/KN/M1.4	Manage Knitting Business	80	2
<b>Summary</b>	<b>4 Training Modules</b>	1240	28

**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 160hours 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 recognized 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/KN/M1.1</b>
<b>Module title</b>	<b>M1.1: Hand Knitted Products</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Knitter UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to hand knit flat and plain shaped products of single color.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Hand Knit Flat Products</b>  <b>LWA 1/2: Hand Knit Plain Products</b>  <b>LWA 1/3: Observe Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li>2. <i>The trainer/instructor 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: Hand Knit Flat Products</b></p> <p>PEX 1.1: Determine product type                  PEX 1.2: Select tools and materials                  PEX 1.3: Prepare materials                  PEX 1.4: Hand knit stocking stitch products                  PEX 1.5: Hand knit ribbed products                  PEX 1.6: Hand knit garter stitch products                  PEX 1.7: Perform finishing                  PEX 1.8: Pack product                  PEX 1.9: Store product</p>
	<p><b>LWA 1/2: Hand Knit Plain Shaped</b></p> <p>PEX 2.1: Determine product type                  PEX 2.2: Select tools and materials                  PEX 2.3: Prepare materials and tools                  PEX 2.4: Hand knit shaped stocking stitch products                  PEX 2.5: Hand knit shaped ribbed products                  PEX 2.6: Hand knit shaped garter stitch products                  PEX 2.7: Perform finishing                  PEX 2.8: Pack product                  PEX 2.9: Store product</p>

	<p><b>LWA 1/4: Observe Occupational Health, Safety and Environmental Precautions</b></p> <p>PEX 4.1: Wear PPE                  PEX 4.2: Maintain personal hygiene                  PEX 4.3: Maintain clean environment                  PEX 4.4: Manage waste                  PEX 4.5: Administer first aid                  PEX 4.6: Perform firefighting                  PEX 4.7: Sensitise workers on health issues                  PEX 4.8: Display safety signs</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</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>• Types of stitches</li> <li>• Use of different types of stitches</li> <li>• Procedure of marking /knitting different stitches</li> <li>• Types and sizes of needles</li> <li>• Types of yarn</li> <li>• Procedures of knitting</li> <li>• Flat knitted products</li> <li>• Cast-on methods</li> <li>• Cast off methods</li> <li>• Causes of yarn breakages during knitting</li> <li>• Personnel protective gear</li> <li>• Hazards</li> <li>• Fitting and operation of firefighting equipment</li> <li>• Elementary first aid operations</li> <li>• Classes of fire</li> <li>• Types of hand knitted products</li> <li>• Methods of knitting</li> <li>• Shaped knitted products</li> <li>• Customer handling</li> <li>• Usage of tools and materials</li> <li>• First aid administration</li> </ul>

	<ul style="list-style-type: none"> <li>• Handling a needle</li> <li>• Interlacing</li> <li>• Procurement</li> <li>• Costing</li> <li>• Marketing</li> <li>• Storage</li> <li>• Labelling</li> <li>• Decorative techniques</li> <li>• Finishing</li> <li>• Weighing</li> <li>• Measurement</li> <li>• Professional ethics</li> <li>• Negotiation</li> <li>• Guidance and counselling</li> <li>• Hand stitching</li> <li>• Over locking</li> <li>• Sewing techniques</li> </ul>
<b>Average duration of learning</b>	320 hours (40 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 05 days of occupational theory and</li> <li>• 35 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>	hand knitting needles, marking tools, plastic snips, darning needles, scissors, ruler, tape measure, winder needle caps, first aid kit, stitch holders, containers, thimble, hand sewing needles, seam ripper
<b>Minimum required materials and consumables or equivalent</b>	yarn, text books, first aid kit, masks, ear motifs, dustbin, broom, measurement chart, table, threads, accessories, fastener
<b>Special notes</b>	The knitted products are of single color, flat and plain shaped

<b>Code</b>	<b>UE/KN/M1.2</b>
<b>Module title</b>	<b>M1.2: Make Machine Knitted Products</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Knitter UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to set a single bed knitting machine and produce machine knitted products.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Set Knitting Machine</b>  <b>LWA 2/2: Make Test Square (Tension Swatch)</b>  <b>LWA 2/3: Knit Flat Products</b>  <b>LWA 2/4: Knit Plain Shaped Products</b>  <b>LWA 2/5: 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/instructor 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: Set Knitting Machine</b>                  PEX 1.1: Identify type of machine                  PEX 1.2: Select materials and tools                  PEX 1.3: Position machine                  PEX 1.4: Oil machine                  PEX 1.5: Clean machine                  PEX 1.6: Thread machine                  PEX 1.7: Test machine</p> <p><b>LWA 2/2: Make Test Square (Tension Swatch)</b>                  PEX 2.1: Wind wool                  PEX 2.2: Set single bed machine                  PEX 2.3: Machine knit loose swatch                  PEX 2.4: Machine knit tight swatch                  PEX 2.5: Service single bed machine                  PEX 2.6: Service wool winding machine</p>

	<p><b>LWA 2/3: Knit Flat Products</b></p> <p>PEX 3.1: Determine product type</p> <p>PEX 3.2: Select tools and materials</p> <p>PEX 3.3: Prepare materials</p> <p>PEX 3.4: Wind wool</p> <p>PEX 3.5: Set single bed machine</p> <p>PEX 3.4: Machine knit stocking stitch products</p> <p>PEX 3.5: Machine knit ribbed products</p> <p>PEX 3.6: Machine knit garter stitch products</p> <p>PEX 3.7: Perform finishing</p> <p>PEX 3.8: Pack product</p> <p>PEX 3.9: Store product</p>
	<p><b>LWA 2/3: Knit Plain Shaped Products</b></p> <p>PEX 3.1: Determine product type</p> <p>PEX 3.2: Select tools and materials</p> <p>PEX 3.3: Prepare materials and tools</p> <p>PEX 3.4: Wind wool</p> <p>PEX 3.5: Set single bed machine</p> <p>PEX 3.6: Machine knit shaped stocking stitch products</p> <p>PEX 3.7: Machine knit shaped ribbed products</p> <p>PEX 3.8: Machine knit shaped garter stitch products</p> <p>PEX 3.9: Perform finishing</p> <p>PEX 3.10: Pack products</p> <p>PEX 3.11: Store products</p>
	<p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear PPE</p> <p>PEX 4.2: Observe personal hygiene</p> <p>PEX 4.3: Clean environment</p> <p>PEX 4.4: Manage waste</p> <p>PEX 4.5: Administer first aid</p> <p>PEX 4.6: Perform firefighting equipment</p> <p>PEX 4.7: Practice prevention of prevailing health issues</p> <p>PEX 4.8: Display safety signs and labels</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>• Different machine parts</li> <li>• Different accessories</li> <li>• Use of different machine parts</li> <li>• Use of different accessories</li> <li>• Threading machine</li> <li>• Casting</li> <li>• Arithmetic</li> <li>• Measurements</li> <li>• Types of ribs on single bed machine</li> <li>• Types of yarn</li> <li>• Size of yarn</li> <li>• Use of wool winder</li> <li>• Procedure of wool winding</li> <li>• Types of stocking stitch products</li> <li>• Determining tension</li> <li>• Procedures of carrying out test square</li> <li>• Knowledge of personnel protective equipment</li> <li>• Usage of tools and materials</li> <li>• Safety and health precaution</li> <li>• Occupational hazards</li> <li>• First aid administration</li> <li>• Sewing machine</li> <li>• Over lock mine</li> <li>• Hand stitching</li> <li>• Baby lock</li> <li>• Decoration</li> <li>• Embroidery</li> <li>• Machine setting</li> <li>• Types of flat ribbed products</li> <li>• Types of flat garter products</li> <li>• Types of plain shaped ribbed products</li> <li>• Different type of plain shaped garter products</li> <li>• Waste management</li> <li>• Sewing techniques</li> <li>• Stitching</li> </ul>
<b>Average duration of learning</b>	<p>720 hours (90 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 80 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>	single bed machine, row counters, marking tools, plastic snips, scissors, transfer tool, needle, needle pusher, ruler, tappet, clamps, tape measure, winder, cast-on comb, cast on thread, extension rail, tapestry needle first aid kit, sewing needle, tool box, fabric, seam ripper
<b>Minimum required materials and consumables or equivalent</b>	yarn, text books, first aid kit, mask, ear motifs, dust bin, broom, measurement chart, table, brush, oil, accessories, fasteners,
<b>Special notes</b>	<ul style="list-style-type: none"> <li>Machine knitting will be limited to use of single bed</li> </ul>

<b>Code</b>	<b>UE/KN/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Knitting Business</b>
<b>Related Qualification</b>	Uganda Vocational Qualification (Knitter UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to establish a knitting business
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Plan Knitting Activities</b>  <b>LWA 3/2: Set Up Studio</b>  <b>LWA 3/3: Legalize Business</b>  <b>LWA 3/4: Perform Occupational Safety, Health and Environmental Protective 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 3/1: Plan Knitting Activities</b>                  PEX 1.1: Conduct feasibility study                  PEX 1.2: Prepare financial plan                  PEX 1.3: Determine labor requirement                  PEX 1.4: Prepare procurement plan                  PEX 1.5: Determine source of materials                  PEX 1.6: Prepare marketing plan                  PEX 1.7: Plan studio layout</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                  PEX 2.4: Transport tools, materials and equipment                  PEX 2.5: Store tools, materials and equipment</p> <p><b>LWA 3/3: Set up Business</b>                  PEX 3.1: Select site                  PEX 3.2: Secure site                  PEX 3.3: Prepare site</p>



	<p>PEX 3.4: Transport tools, materials and equipment PEX 3.5: Organise studio</p> <p><b>LWA 3/4: Legalise 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 Safety, Health and Environment Protection Practices</b> PEX 5.1: Perform firefighting PEX 5.2: Display safety signs PEX 5.3: Wear protective gear PEX 5.4: Sensitise workers on health issues PEX 5.5: Maintain personal hygiene PEX 5.6: Manage wastage</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items 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>• Business types</li> <li>• Sources of capital for starting a business</li> <li>• Sources of resources</li> <li>• Writing a business plan</li> <li>• Marketing</li> <li>• Financial management</li> <li>• Ventilation</li> <li>• Illumination</li> <li>• Waste management</li> <li>• Safety and health precaution</li> <li>• First aid</li> <li>• Regulation and policies</li> <li>• Procurement</li> <li>• Planning</li> <li>• Human resource</li> </ul>

	<ul style="list-style-type: none"> <li>• Guidance and counseling</li> <li>• Customer handling</li> <li>• Measurement</li> <li>• Record keeping</li> <li>• Usage of tools, materials and equipment</li> </ul>
<b>Average duration of learning</b>	80 hours (2 weeks 10days). of nominal learning suggested to include” <ul style="list-style-type: none"> <li>• <i>3 days of occupational theory</i></li> <li>• <i>7 days of occupational practices</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>Required tools/ equipment/implements</b>	computer, calculator, phones
<b>Required materials and consumables</b>	note books, receipt books, invoice books, record books pens, rules
<b>Special notes</b>	

<b>Code</b>	<b>UE/KN/M1.4</b>
<b>Module title</b>	<b>M1.4 Manage Knitting Business</b>
<b>Related Qualification</b>	Uganda Vocational Qualification (Knitter UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to manage a knitting business
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4.1: Manage Materials</b>  <b>LWA 4.2: Maintain Tools and Equipment</b>  <b>LWA 4.3: Handle Customer Request</b>  <b>LWA 4.4: Market Products</b>  <b>LWA 4.5: Perform Administrative Tasks</b>  <b>LWA 4.6: Perform Occupational Safety, Health and Environmental Protectoral Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises must 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 working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4.1: Manage Materials</b>                  PEX 1.1: Procure materials                  PEX 1.2: Label materials                  PEX 1.3: Cut materials                  PEX 1.4: Sort materials                  PEX 1.5: Label materials                  PEX 1.6: Measure materials                  PEX 1.7: Recycle materials                  PEX 1.8: Stock take                  PEX 1.9: Store materials                  PEX 1.10: Keep records</p> <hr/> <p><b>LWA 4.2: Maintain Tools and Equipment</b>                  PEX 2.1: Lubricate tools and equipment                  PEX 2.2: Clean tool and equipment                  PEX 2.3: Identify tools and equipment faults                  PEX 2.4: Rectify tools and equipment faults</p>

	<p>PEX 2.5: Test run tools and equipment performance  PEX 2.6: Replace worn out parts  PEX 2.7: Repair tools and equipment  PEX 2.8: Store tools and equipment</p> <p><b>LWA 4/3: Perform Customer Handling</b>  PEX 3.1: Receive customer  PEX 3.2: Consult customer  PEX 3.3: Analyse customer  PEX 3.4: Record and keep customer details  PEX 3.5: Address client complaints</p> <p><b>LWA 4/4: Market Products</b>  PEX 4.1: Brand products  PEX 4.2: Price products  PEX 4.3: Display products  PEX 4.4: Promote products  PEX 4.5: Sell products  PEX 4.6: Offer after sale service  PEX 4.7: Package products  PEX 4.8: Advertise products</p> <p><b>LWA 4/5: Perform Administrative Tasks</b>  PEX 5.1: Recruit workers  PEX 5.2: Assign duties  PEX 5.3: Benchmark with other companies  PEX 5.4: Pay bills  PEX 5.5: Remunerate workers  PEX 5.6: Monitor performance  PEX 5.7: Keep records  PEX 5.8: Train workers  PEX 5.9: Orient workers  PEX 5.10: Supervise works</p> <p><b>LWA 4/6: Perform Occupational Safety, Health and Environmental Protection Practices</b>  PEX 6.1: Observe the sitting posture  PEX 6.2: Wear protective gear  PEX 6.3: Organise work shop  PEX 6.4: Observe tidiness and neatness  PEX 6.5: Fumigate work place</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related

	knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	
<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>• Machine usage and maintenance</li> <li>• Waste management</li> <li>• Record keeping</li> <li>• First aid administration</li> <li>• Storage</li> <li>• Labeling</li> <li>• Recycling</li> <li>• Measurements</li> <li>• Repairs</li> <li>• Replacing</li> <li>• Sorting</li> <li>• Maintenance of tools and materials</li> <li>• Manage materials</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (2 weeks 10days). Of nominal learning suggested to include”</p> <ul style="list-style-type: none"> <li>• 3 day of occupational theory and</li> <li>• 7 days of occupational practices</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>Required tools/ equipment/implements</b>	needles, scissors, sewing machine, tape measure, ironing equipment, thimble, seam reaper, pins, tracing wheels, tweezer, pliers, screw drivers, alien key, brush, tape measure
<b>Required materials and consumables</b>	oil, threads, tailor chalk, water, pencil, papers
<b>Special notes</b>	

## 3.0 ATP- PART III

### Assessment Instruments for a KNITTER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (Performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include: Short answer test items. Multiple choice test items, Matching test items.
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a KNITTER 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 cause and effect	1
5.	Written (Theory)- matching 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			
Occupational Title:	Knitter			
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 modules:	M1.2			
Time allocation:	2 minutes			

Test Item	List down two materials used when knitting a flat product
Answer space	(i) .....
	(ii) .....
Expected Key (answers)	(i) Stocking stick
	(ii) Lace



DIT/ QS		Test Item Database Written (Theory) Test Item no. 2		
Occupational Title:	Knitter			
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 modules:	M1.1			
Time allocation:	2 minutes			

Test Item	List any four tools used when knitting
Answer space	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected Key (answers)	(i) Scissors (ii) Measuring tape (iii) Needles (iv) Crochet hook (v) Yarn (vi) Stitch markers (vii) Stitch holders

DIT/ QS		Test Item Database Written (Theory) Test Item no.3			
Occupational Title:	Knitter				
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 modules:	M1.2				
Time allocation:	1 minute				

Test Item	The following are used when knitting a flat product <b>EXCEPT</b>
Distractors and correct answers	<ul style="list-style-type: none"> <li>A. Stocking stitch</li> <li>B. Lace</li> <li>C. Garter</li> <li>D. Rib</li> </ul>

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item no.4			
Occupational Title:	Knitter			
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 modules:	M1.2			
Time allocation:	1 minute			

Test Item	Which of the following knitting machine parts determines the width of a product?
Distractors and correct answers	A. Selected needles B. Needles C. Counter D. Punch card

Key (answer)	A
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DIT/ QS		Test Item Database Written (Theory) Test Item no. 5			
Occupational Title:	Knitter				
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:	M1.2				
Time allocation:	4 minutes				

<b>Test Item</b>	Match the following effects with their solutions as experienced in a knitting working environment.
------------------	--

Column A (Effects)		Column B (Solutions)	
A	Fire outbreak	1	Reduce selected needles
B	Scarce coloured yarn	2	Knowledge of fire-fighting
C	Unwanted openings in products	3	Improve product quality
D	Loose knitted products	4	Dye yarn
E	Limited product market	5	Proper tension setting
		6	Hand knit dropped stitches
		7	Install fire extinguisher

<b>Key (answer)</b>	A-2, B-4, C-6, D-5, E-3
---------------------	-------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item no. 6			
Occupational Title:	Knitter			
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:	M1.2			
Time allocation:	4 minutes			

<b>Test Item</b>	Match the following damages with their causes when knitting
------------------	---

Column A (Damages)	
1	Needle breaking
2	Knots
3	Falling off of product
4	Yarn breaking
5	Machine jam

Column B (Causes)	
A	Knitting with empty carriage
B	Joining of broken yarn
C	Poor oiling and dirt
D	Poor threading
E	Poor carriage setting
F	Poor handling of carriage
G	Neglecting counter use

<b>Key (answer)</b>	1-E; 2-B; 3-A; 4-D; 5-C
---------------------	-------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item no.7			
Occupational Title:	Knitter			
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:	M1.2			
Time allocation:	5 minutes			

<b>Test Item</b>	Arrange the following steps in order of performing hand needle cast-on
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Make a slip knot
2 <sup>nd</sup>	B	Make a loop
3 <sup>rd</sup>	C	Measure off a beginning yarn length
4 <sup>th</sup>	D	Hold needle
5 <sup>th</sup>	E	Pass needle and yarn

<b>Key (answer)</b>	1-C, 2-A, 3-D, 4-B, 5-E
---------------------	-------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item no.8			
Occupational Title:	Knitter			
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:	M1.4			
Time allocation:	4 minutes			

<b>Test Item</b>	Re- arrange the steps followed when making a sweater back part.
------------------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Knit neck band
2 <sup>nd</sup>	B	Fold waist band
3 <sup>rd</sup>	C	Shape arm hole
4 <sup>th</sup>	D	Select needles
5 <sup>th</sup>	E	Cast off product
6 <sup>th</sup>	F	Knit band
7 <sup>th</sup>	G	Cast on yarn
8 <sup>th</sup>	H	Knit body

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

DIT/ QS	Test Item Database Performance Test Item No.9
Occupational Title:	Knitter
Competence level:	Level 1
Code no.	
Test Item:	Working with a waste, Knit a swatch (6" x 6")
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	Setting single bed machine, measuring skills, Counting stitches, Counting rolls, Knitting skills, time management, safety precautions, measurement, weighing
Required tools, Materials and Equipment:	Yarn, waste bin, single bed knitting machine, pair of scissors, tape measure, oil,
Time allocation:	3 Hours
Preferred venue:	Knitting workshop
Remarks for candidates	<ul style="list-style-type: none"> <li>Observe health and safety precautions</li> </ul>
Remarks for assessors	<ul style="list-style-type: none"> <li>Provide yarn</li> <li>Provide single bed knitting machine</li> <li>Provide tools and materials</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for assignment	<b>Wore personnel protective gear</b>		1
		Mask		1
		Head gear		1
		Apron		1
		Safety shoes		1
		Cleaned work area	1	
		Dirt free work area observed		1
		Selected tool, materials and equipment		1
		Assembled tools and materials		2
2	Set single bed	Oiled Cleaned the machine	2	



#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	knitting machine	Dust free knitting machine observed		2
		Oiled knitting machine observed		2
		Picked a starting point of the yarn from the middle of the yarn ball	2	
		Threaded the machine through the sequential pathways	2	
		Threaded machine observed		4
		Adjusted tension dial to required tension	2	
		Set counter to zero (0)	1	
		Set counter to zero (0) observed		1
3	Knit swatch	Held the K-carriage handle by the side	2	
		Casted-on with waste yarn between 10-15 rows	4	
		No missing stitches observed		2
		No knots observed		2
		No dropped stitches observed		2
		Loose waste yarn observed		3
		<b><u>Knitted main yarn</u></b> Set tension dial(-1) below body swatch tension		3
		Joined waste yarn to main yarn	1	
		Knitted between 80-100 rows of main yarn		4
		No knots observed		2
		No missing stitches observed		2
		No dropped stitches observed		2
		Main yarn of contrasting colour from waste yarn observed		2
		Tight main yarn observed		2
		<b><u>Knitted 2<sup>nd</sup> waste yarn</u></b> Set the tension dial (+1) above body swatch tension		3
		Joined main yarn to waste yarn	1	
		Knitted between 10-15 rows of waste yarn	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		No missing stitches observed		2
		No knots observed		2
		No dropped stitches observed		2
		Loose waste yarn observed		2
		Measured swatch	1	
		Cut off swatch from machine	1	
		A cut swatch observed		2
4	Measured swatch	Stretched swatch in all directions	2	
		Placed swatch flat on the surface with the wrong side facing up		2
		Left the swatch flat for (40 minutes -1 hour)		2
		Took dimensions of the swatch	4	
		Length of 6 inches (+/- 5mm) observed		4
		Width of 6 inches (+/- 5mm) observed		4
		Determined and recorded required number of rows and stitches per inch.		4
5	Demobilisation of resources	Cleaned work place	1	
		Packed knitted machine and tools observed		2
		Covered machine observed		1
		Cleaned work area	1	
		Dirty for work area observed		1
		Stored tools and materials	1	
		Stored tools and materials observed		2
<b>TOTAL</b>		<b>PROCESS+RESULT</b>		
Maximum Score (Y)		<b>(X/Y)*100</b>	<b>89/100</b>	

## **4.0 ATP-PART IV**

### **INFORMATION ON REVIEW PROCESS**

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

The Assessment and Training Package was exclusively reviewed by job practitioners of the Knitter occupation, Secondary school Teachers who double as examiners of Art and Design with the Uganda National Examinations Board (UNEB), instructors of Knitter occupation in the different training institutions and Curriculum Development specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators reviewed duties and tasks performed and provided additional generic information regarding the occupation.

#### **4.2 Training Module Review (September 2020)**

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

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

Based on the reviewed Occupational Profile for Knitter of September 2020, and Training Modules of September 2020, Test Items were reviewed by combined panels of Teachers 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 teachers and job practitioners' panels consolidated the development philosophy.

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

#### 4.5 Development Panels

The participating panels of Job Practitioners required at for the review exercise were constituted by members from the following organisations:

Review panel		
No.	Name	Institution/ Organisation
1	Mr. Kasibante Bruce	Namirembe Sweater Makers
2	Ms. Kayiira Evelyn Bacwa	Sigma Knitting Industry
3	Ms. Nakaye Zaina	Uganda Women's Knitting Organization
4	Ms. Nakilangwa Violet	Bbira Vocational Training Institute
5	Ms. Kagoya Jane	Mengo Senior School
6	Ms. Nabulime Sarah Seruwagi	Oaks Knit Designers
7	Ms. Tibifumura Rovence	Ntinda Vocational Training Institute
8	Mr. Mugabi Gideon	Bulenga Light Vocational School
9	Mr. Mubiru Nicholas	Mbarara Municipal School

#### QUALITY CHECK PANEL

No.	Name	Organisation
1.	Timufumbiro Rovence	Ntinda
2.	Kagoya Jane	Mengo Secondary School
3.	Malinga Deborah	Ntinda
4.	Okia Juma	Garment Industry
5.	Tuhirwe Doreen	DIT
6.	Nahebwa Elisa	Ntinda
7.	Namukasa Christiner	DIT

#### Facilitator team for quality check

The facilitator team comprised of a coordinator Mukyala Ruth (Ag.DD/DIT), process facilitator namely; Kusasira Agnes, Ahimbisibwe Judith as facilitators and Namwebya Sarah as Data Entrant all from Qualification Standards

#### 4.6 Facilitator team

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

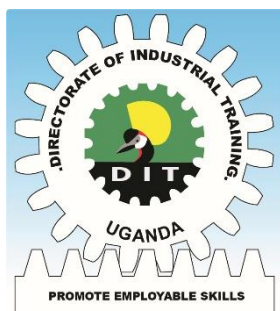
1. **Team Leader:** Ms. Mukyala Ruth Ag Deputy Director, DIT
2. **Facilitators:** Ms. Nakimuli Patra, DIT and Ms. Acayo Judith, DIT
3. **DIT Data Entrants:** Mr. Turyasingura Yusuf  
Ms. Mukyala Maria Gorret
4. **Compiled by:** Mr. Turyasingura Yusuf, Data Entrant DIT
5. **Edited by:** Ms. Mukyala Ruth Ag Deputy Director, QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick Ag. Director, DIT;

#### 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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