



# THE REPUBLIC OF UGANDA

Ministry of Education and Sports

## The Directorate of Industrial Training (DIT)



### Assessment and Training Package

For

### SANITATION FACILITY CARETAKER

Qualification Level: 1

Occupational Cluster: Health and Safety (Sanitation)

December 2024

Developed by:

Qualifications Standards Department  
Directorate of Industrial Training



Supported by:

Ministry of Water and  
Environment



THE REPUBLIC OF UGANDA  
Ministry of Water and Environment

**DIRECTORATE OF INDUSTRIAL TRAINING**

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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:

- a 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.
- b The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- c The Certificates and Diplomas awarded under the Act shall be recognized in the Uganda education system and by the labor 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) Harmonizing 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 organizes 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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## TABLE OF CONTENTS

Word from Permanent Secretary .....	iv
Executive Summary .....	v
Acknowledgement .....	vii
Abbreviations and Acronyms .....	viii
Key Definitions .....	ix
1.0 ATP-PART I .....	1
Occupational Profile for a SANITATION FACILITY CARETAKER .....	1
2.0 ATP – PART II .....	7
Training Modules for SANITATION FACILITY CARETAKER .....	7
TRAINING MODULES FOR SANITATION FACILITY CARETAKER UVQ LEVEL 1 .....	8
3.0 ATP- PART III .....	25
Assessment Instruments for SANITATION FACILITY CARETAKER .....	25
WRITTEN TEST ITEMS (SAMPLES) .....	27
PERFORMANCE TEST ITEMS (SAMPLES) .....	36
4.0 ATP- PART IV .....	38
INFORMATION ON THE DEVELOPMENT PROCESS .....	38

### **Word from Permanent Secretary**

The Ministry of Education and Sports (MoES) through the Directorate of Industrial Training Conducts Competence Based Assessment.

The foreseen advantages of CBA include improved access, equity and relevance of skills development, reduced unit costs of training, and recognition of Prior Learning (or on-the-job-training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

To achieve the set-out targets, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Assessment (CBA) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

1. Occupational/job Profile
2. Training modules and
3. Assessment instruments Banks

The ATP 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 & Training Package (ATP)" for training, assessment and certification of **SANITATION FACILITY CARETAKER**

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

**Kedrace Turyagyenda**  
**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 SANITATION FACILITY CARETAKER.** This Occupational Profile, which was developed by SANITATION FACILITY CARETAKERS practicing in the world of work mirrors the duties, and tasks SANITATION FACILITY CARETAKERS are expected to perform.
- 0.2. PART II: “Training Modules”** in the form of guidelines to train **SANITATION FACILITY CARETAKERS** both on the job as well as in training centers (or combinations of both venues of learning). The Training Modules herein have been developed 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 **SANITATION FACILITY CARETAKER**. These assessment-based instruments were developed by Job practitioners (SANITATION FACILITY CARETAKERS) 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 of time 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 centers as well as companies can accommodate more students in a given period of time.
- 0.6.** In addition to improved access, equity and relevance of BTJET, 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 developed as follows:

- i Part 1: Occupational Profile: ***December 2024***
- ii Part 2: Training Modules: ***December 2024***
- iii Part 3: Assessment Instruments: ***December 2024***
- iv Part 4: Information on Development Process

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

**David Mubiru Luyima**  
**Ag. Director DIT**

## Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the development of this Assessment and Training Package by the following persons, Institutions and organizations:

- ✓ 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;
- ✓ Sanitation facility caretakers
- ✓ The facilitators involved in guiding the development panel in their activities
- ✓ GIZ for financing the development of this ATP



## Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBA	Competence Based Assessment
CBET	Competency Based Education and Training
DACUM	Develop a Curriculum
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 and Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item
GIZ	German Development Cooperation

## 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 LWA are real work situations/assignments.
<b>Modules</b>	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
<b>Occupational Profile (OP)</b>	<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> <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.</p>

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

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

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

## **1.0 ATP-PART I**

### **Occupational Profile for a SANITATION FACILITY CARETAKER**

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

This approach involves the brainstorming of a panel of 8 to 22 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panellists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panellists, facilitators and coordinators who participated in developing this Occupational Profile for **SANITATION FACILITY CARETAKER** are listed on the following page.

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<sup>2</sup> *The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’*

**Expert Panel**

**Epilla Rapheal**

**KCCA Supervisor (Sanitation facility)**

**Oketta Kenneth**

**Caretaker**

**Ogwal Tom**

**Caretaker (Biashara H/C II)**

**John Lubuulwa**

**Consultant**

**Turyatunga Aclight**

**Instructor Lugogo Vocational Training Institution**

**Facilitators**

**Ochwo Richard**

**Directorate of Industrial Training**

**Co-ordinator**

**Komugisha Noeline**

**Directorate of Industrial Training**

**Funded by**

**German Development Cooperation**



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

**The Directorate of Industrial Training (DIT)**

**Occupational Profile**

**For a**

**“SANITATION FACILITY  
CARETAKER”**

**Developed by: Directorate of Industrial Training  
(Qualifications Standards)**

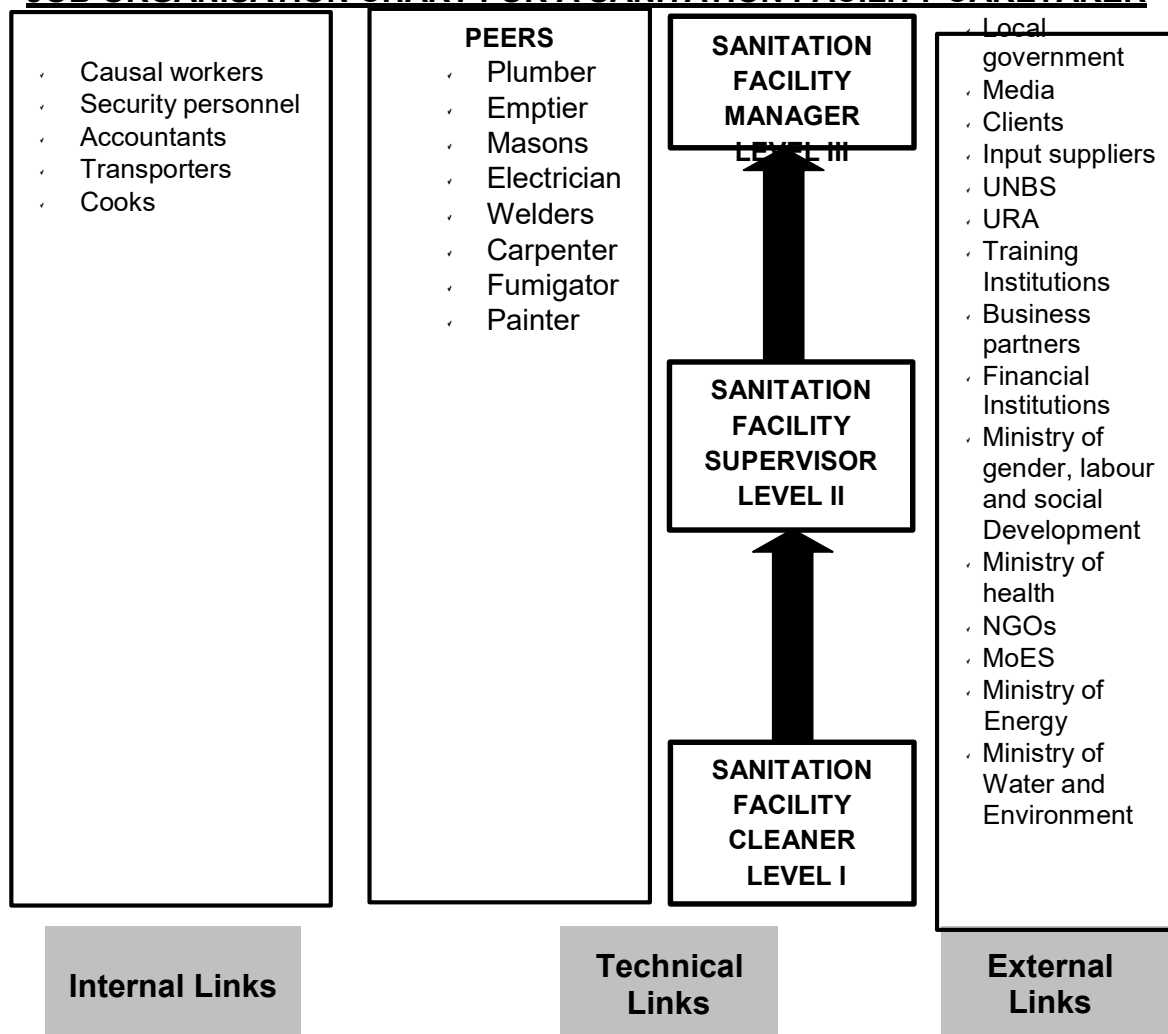
**Dates of workshop: December 2024**

## **NOMENCLATURE FOR THE OCCUPATION OF A SANITATION FACILITY**

### **CARETAKER LEVEL 1**

**Definition:** A Sanitation Facility Caretaker is a person responsible for cleaning, maintaining and operating a sanitation facility.

### **JOB ORGANISATION CHART FOR A SANITATION FACILITY CARETAKER**



### **LEVEL DESCRIPTORS**

**A Level I SANITATION FACILITY CLEANER:** This is a person responsible for the hands-on routine cleanliness and maintenance of a sanitation facility.

**A Level II SANITATION FACILITY SUPERVISOR:** This is a person who oversees the general operations of the sanitation facility.

**A Level III SANITATION FACILITY MANAGER:** This is a person responsible for the overall management and operations of the sanitation facility.

### Duties and Tasks

<b>A. PERFORM ADMINISTRATIVE TASKS</b>	<b>A1.</b> Source funds	<b>A2.</b> Contract work	<b>A3.</b> Recruit workers
	<b>A4.</b> Assign works	<b>A5.</b> Supervise works	<b>A6.</b> Prepare requisitions
	<b>A7.</b> Schedule and conduct meetings	<b>A8.</b> Appraise workers	<b>A9.</b> Insure workers
	<b>A10.</b> Remunerate workers	<b>A11.</b> Prepare reports	<b>A12.</b> Allocate tools and materials
<b>B. CLEAN TOILET/ BATH ROOM</b>	<b>B1.</b> Wash sanitation facility stance	<b>B2.</b> Wash mirrors	<b>B3.</b> Unblock gully trap
	<b>B4.</b> Wash floors	<b>B5.</b> Clean walls	<b>B6.</b> Wash urinal bowels
	<b>B7.</b> Wash urinal channels	<b>B8.</b> Empty pad bins	<b>B9.</b> Unblock toilet
<b>C. CLEAN HANDWASH FACILITY</b>	<b>C1.</b> Wash soap holders	<b>C2.</b> Wash trap cap	<b>C3.</b> Unblock trough
	<b>C4.</b> Remove cobwebs	<b>C5.</b> Sweep facility	<b>C6.</b> Replace materials
<b>D. MAINTAIN TOOLS AND MATERIALS</b>	<b>D1.</b> Inspect tools	<b>D2.</b> Identify faults	<b>D3.</b> Perform repairs
	<b>D4.</b> Clean tools	<b>D5.</b> Store tools	<b>D6.</b> Store materials
<b>E. PERFORM OCCUPATIONAL HEALTH AND SAFETY</b>	<b>E1.</b> Observe personal hygiene	<b>E2.</b> Wear protective gears	<b>E3.</b> Secure surroundings
	<b>E4.</b> Sensitize workers on health issues	<b>E5.</b> Administer first aid	<b>E6.</b> Manage toilet waste
	<b>E7.</b> Install safety signs	<b>E8.</b> Install gender label signs	<b>E9.</b> Fumigate facility

### Additional Information

Knowledge	Skills
<ul style="list-style-type: none"> <li>✓ Safety precautions</li> <li>✓ First aid procedures and application</li> <li>✓ Identification of tools and materials</li> <li>✓ Usage of tools and materials</li> <li>✓ Unblocking techniques</li> <li>✓ Tools and materials management</li> <li>✓ Personal hygiene</li> <li>✓ Storage of tools and materials</li> <li>✓ Record keeping</li> <li>✓ Waste management</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning skills</li> <li>✓ Time management</li> <li>✓ Leadership skills</li> <li>✓ Human resource management</li> <li>✓ Market research skills</li> <li>✓ Staff training skills</li> <li>✓ Resource mobilization</li> <li>✓ Effective communication skills</li> <li>✓ Business skills</li> <li>✓ Computer skills</li> <li>✓ Problem solving skills</li> <li>✓ Social skills</li> <li>✓ Listening skills</li> <li>✓ Decision making skills</li> <li>✓ Customer service skills</li> <li>✓ Organizational skills</li> <li>✓ Job skills</li> </ul>

Tools, Equipment and materials	
<ol style="list-style-type: none"> <li>1. Vacuum cleaner</li> <li>3. Brooms</li> <li>4. Brush</li> <li>5. Ceiling broom</li> <li>6. Mops</li> <li>7. Squeezers</li> <li>8. Padlocks</li> <li>9. Bucket</li> <li>10. Jugs</li> <li>11. Dust bins</li> <li>12. Chamber maids box</li> <li>13. Trolley</li> <li>14. Floor signs</li> <li>15. Mirror</li> <li>16. Element</li> </ol>	<ol style="list-style-type: none"> <li>17. Computer/ laptop</li> <li>18. Mask</li> <li>19. Gloves</li> <li>21. Overall</li> <li>22. Gumboots</li> <li>23. Watering can</li> <li>24. Jerry can</li> <li>25. Urinals balls</li> <li>26. Spray</li> <li>27. Towels</li> <li>28. Pump</li> <li>29. Water</li> <li>30. Detergent</li> <li>31. Spray bottles</li> </ol>



<b>Attitude/ traits/ behaviours</b>
<ul style="list-style-type: none"><li>✓ Obedient</li><li>✓ Integrity</li><li>✓ Team work</li><li>✓ Patient</li><li>✓ Self-motivated</li><li>✓ Adhering to instructions</li><li>✓ Respectful</li><li>✓ Responsible</li><li>✓ Ability to work under minimum supervision</li><li>✓ Respect code of conduct</li><li>✓ Commitment</li><li>✓ Attention to detail</li><li>✓ loyalty</li><li>✓ Trainable</li></ul>



<b>Future Trends and concerns</b>
<ul style="list-style-type: none"><li>✓ New technologies</li><li>✓ Quality certification</li><li>✓ Inclusiveness of PWDs</li><li>✓ Modifying existing facilities</li><li>✓ Innovations</li></ul>

## **2.0 ATP – PART II**

### **Training Modules for SANITATION FACILITY CARETAKER**

- 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 SANITATION FACILITY CARETAKER as an occupation to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time 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 centers, as well as companies can accommodate more students 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 an 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.

## **WHO IS A LEVEL 1 SANITATION FACILITY CARETAKER?**

**A Level I Sanitation Facility Caretaker:** This is a person responsible for the hands-on routine cleanliness and maintenance of a sanitation facility

## **TRAINING MODULES FOR SANITATION FACILITY CARETAKER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/SFC/M2.1	Maintain Toilet/ Bathroom	80	2
UE/SFC/M2.2	Maintain Urinals	40	1
UE/SFC/M2.3	Maintain Hand Washer	80	2
UE/SFC/M2.4	Perform Repairs	120	3
UE/SFC/M2.5	Operate Incinerator	80	2
UE/SFC/M2.6	Operate Sanitation Facility Business	80	2
Summary	6 Training modules	480 Hours	12 Weeks

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

It is assumed that:

- ✓ A day is equivalent to 8 hours of nominal learning and
- ✓ A month is equivalent to 260 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 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 for **SANITATION FACILITY CARETAKER**

<b>Code</b>	<b>UE/SFC/M1.1</b>
<b>Module title</b>	Maintain Toilet/ Bathroom
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to maintain a toilet and bathroom.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA1/1: Clean walls</b></p> <p><b>LWA1/2: Clean Installations</b></p> <p><b>LWA1/3: Unblock Gully Trap</b></p> <p><b>LWA1/4: Clean floor</b></p> <p><b>LWA1/5: 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 till 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>LWA1/1: Clean walls</b></p> <p>PEX1.1: Select tools and materials</p> <p>PEX1.2: Prepare detergents</p> <p>PEX1.3: Wet walls</p> <p>PEX1.4: Wash walls</p> <p>PEX1.5: Dry walls</p> <p><b>LWA1/2: Clean Installations</b></p> <p>PEX2.1: Select tools and materials</p> <p>PEX2.2: Prepare detergents</p> <p>PEX2.3: Wet installations</p> <p>PEX2.4: Scrub installations</p> <p>PEX2.5: Dry installations</p> <p>PEX2.6: Replace materials</p> <p><b>LWA1/3: Unblock Gully Trap</b></p> <p>PEX3.1: Identify tools and materials</p> <p>PEX3.2: Uncover gully</p> <p>PEX3.3: Scoop soil</p> <p>PEX3.4: Rinse gully</p> <p>PEX3.5: Cover gully</p>

	<b>LWA1/4: Clean Floor</b> PEX4.1: Select tools and materials PEX4.2: Sweep floor PEX4.3: Prepare detergents PEX4.4: Wet floor PEX4.5: Scrub floor PEX4.6: Dry floor
	<b>LWA1/5: Perform occupational health, safety and environmental protection practices</b> PEX5.1: Wear PPE PEX5.2: Display safety signs PEX5.3: Maintain general sanitation PEX5.4: Observe personal hygiene PEX5.5: Manage waste
<b>Occupational health and safety</b>	Precautions, rules and regulations of applications 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>	<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> <ul style="list-style-type: none"> <li>· Usage of tools and equipment</li> <li>· Types of tools and equipment</li> <li>· First aid administration</li> <li>· Waste management</li> <li>· Types of detergents</li> <li>· Cleaning techniques</li> <li>· Plumbing techniques</li> </ul>
<b>Average duration of learning</b>	80 hours (10days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>· 3 days of occupational theory and</li> <li>· 7 days of occupational practice</li> </ul>
<b>Suggestions on organization 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 recognised assessment body using related practical and written test items from Item bank.

<b>Minimum required tools/ equipment/ implements or equivalent</b>	Broom, brush, scooping rod, rodding stick, squeezer, mops, tanks, jerry cans, watering cans, towels, cobweb remover, toilet pump vacuum cleaner, scrubs, Green pads
<b>Minimum required materials and consumables or equivalent</b>	PPE, water, detergent, urinal balls, spray, combats, Toilet papers
<b>Special notes</b>	

<b>Code</b>	<b>UE/SFC/M1.2</b>
<b>Module title</b>	Maintain Urinals
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to maintain a Urinal.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA2/1: Unblock Gully Trap</b></p> <p><b>LWA2/2: Clean Channel</b></p> <p><b>LWA2/3: 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 till 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>LWA2/1: Unblock Gully Trap</b></p> <p>PEX1.1: Identify tools and materials</p> <p>PEX1.2: Uncover gully</p> <p>PEX1.3: Scoop soil</p> <p>PEX1.4: Rinse gully</p> <p>PEX1.5: Pump gully</p> <p>PEX1.6: Cover gully</p> <p><b>LWA2/2: Clean Channel</b></p> <p>PEX2.1: Select tools and materials</p> <p>PEX2.2: Prepare detergents</p> <p>PEX2.3: Wet channel</p> <p>PEX2.4: Scrub channel</p> <p>PEX2.5: Wash urinal bowels</p> <p><b>LWA2/3: Perform occupational health, safety and environmental protection practices</b></p> <p>PEX3.1: Wear PPE</p> <p>PEX3.2: Display safety signs</p> <p>PEX3.3: Maintain general sanitation</p> <p>PEX3.4: Observe personal hygiene</p> <p>PEX3.5: Manage waste</p>

<b>Occupational health and safety</b>	Precautions, rules and regulations of applications 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>· Usage of tools and equipment</li> <li>· Types of tools and equipment</li> <li>· First aid administration</li> <li>· Waste management</li> <li>· PPE usage</li> <li>· Plumbing techniques</li> <li>· Cleaning techniques</li> <li>· Types of detergents</li> <li>· Personal hygiene</li> </ul>
<b>Average duration of learning</b>	<p>40 hours (5 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>· 2 days of occupational theory and</li> <li>· 3 days of occupational practice</li> </ul>
<b>Suggestions on organization 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 recognised assessment body using related practical and written test items from Item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Broom, brush, scooping rod, rodding stick, squeezer, mops, tanks, jerry cans, watering cans, towels, cobweb remover, vacuum cleaner, scrubs, Green pads
<b>Minimum required materials and consumables or equivalent</b>	PPE, water, detergent, urinal balls, spray, combats, Toilet papers
<b>Special notes</b>	Label signs on slippery or wet floors should be displayed during the cleaning process.



<b>Code</b>	<b>UE/SFC/M1.3</b>
<b>Module title</b>	Maintain Hand washer
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to maintain a hand washer.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA3/1: Clean Bowels</b> <b>LWA3/2: Clean WashAlot</b> <b>LWA3/3: Clean Movable hand washer</b> <b>LWA3/4: Clean fixed hand wash channel</b> <b>LWA3/5: Perform occupational health, safety and environmental protection practices</b> <b>Note:</b> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated till 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>	<b>LWA3/1: Clean bowels</b> PEX1.1: Select tools PEX1.2: Prepare Detergents PEX1.3: Scrub Bowel PEX1.4: Rinse bowel PEX1.5: Remove waste PEX1.6: Tighten trap  <b>LWA3/2: Clean WashAlot</b> PEX2.1: Select tools and materials PEX2.2: Prepare detergents PEX2.3: Loosen nuts PEX2.4: Clean storage pipes PEX2.5: Scrub soap holders PEX2.6: Rinse WashAlot PEX2.7: Tighten nuts PEX2.8: Refill WashAlot

	<b>LWA3/3: Clean movable hand washer</b> PEX3.1: Select tools and materials PEX3.2: Prepare detergents PEX3.3: Scrub water container PEX3.4: Rinse container PEX3.5: Position container PEX3.6: Refill container
	<b>LWA3/4: Clean fixed hand wash channel</b> PEX4.1: Select tools and materials PEX4.2: Prepare detergents PEX4.3: Wet trough PEX4.4: Scrub trough PEX4.5: Dry floor PEX4.6: Sweep surrounding
	<b>LWA3/5: Perform occupational health, safety and environmental protection practices</b> PEX5.1: Wear PPE PEX5.2: Display safety signs PEX5.3: Maintain general sanitation PEX5.4: Observe personal hygiene PEX5.5: Manage waste
<b>Occupational health and safety</b>	Precautions, rules and regulations of applications 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>	<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> <ul style="list-style-type: none"> <li>· Usage of tools and equipment</li> <li>· Types of tools and equipment</li> <li>· First aid administration</li> <li>· Waste management</li> <li>· Plumbing</li> <li>· Cleaning techniques</li> <li>· Personal hygiene</li> <li>· Types of detergents</li> </ul>
<b>Average duration of learning</b>	80 hours (10days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>· 3 days of occupational theory and</li> <li>· 7 days of occupational practice</li> </ul>

<b>Suggestions on organization 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 recognised assessment body using related practical and written test items from Item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Broom, brush, scooping rod, rodding stick, squeezer, mops, tanks, jerry cans, watering cans, towels, vacuum cleaner, scrubs, Green pads, spanner, pliers, screw driver
<b>Minimum required materials and consumables or equivalent</b>	PPE, water, detergent, oil, hand tissue
<b>Special notes</b>	Little force should be applied when washing to avoid damages.

<b>Code</b>	<b>UE/SFC/M1.4</b>
<b>Module title</b>	Perform Repairs
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to perform sanitation facility repairs.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA4/1: Carryout repair on tools</b></p> <p><b>LWA4/2: Carryout repairs on installations</b></p> <p><b>LWA4/3: Carryout repairs on leakages</b></p> <p><b>LWA4/4: Carryout structural repairs</b></p> <p><b>LWA4/5: Perform occupational health, safety and environmental protection practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>3. The learning exercises may be repeated till the trainee acquires a targeted competence.</li> <li>4. 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>LWA4/1: Carryout repairs on tools</b></p> <p>PEX1.1: Inspect tools</p> <p>PEX1.2: Identify faults</p> <p>PEX1.3: Sort tools</p> <p>PEX1.4: Fix faulty parts</p>
	<p><b>LWA4/2: Carryout repair on installations</b></p> <p>PEX2.1: Inspect equipment</p> <p>PEX2.2: Identify defaults</p> <p>PEX2.3: Replace faulty items</p> <p>PEX2.4: Tighten loose installations</p>
	<p><b>LAW4/3: Carryout repairs on leakages</b></p> <p>PEX3.1: Inspect facility</p> <p>PEX3.2: Identify fault</p> <p>PEX3.3: Prepare tools, equipment and materials</p> <p>PEX3.4: Dismantle faulty parts</p> <p>PEX3.5: Fix faulty parts</p> <p>PEX3.6: Test accessories</p>

	<p><b>LAW4/4: Carryout structural repairs</b></p> <p>PEX4.1: Inspect facility</p> <p>PEX4.2: Identify damages</p> <p>PEX4.3: Prepare tools, equipment and materials</p> <p>PEX4.4: Fix damaged parts</p> <p>PEX4.5: Assess fixed parts</p> <p><b>LWA1/5: Perform occupational health, safety and environmental protection practices</b></p> <p>PEX5.1: Wear PPE</p> <p>PEX5.2: Display safety signs</p> <p>PEX5.3: Maintain general sanitation</p> <p>PEX5.4: Observe personal hygiene</p> <p>PEX5.5: Manage waste</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations of applications 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>· Usage of tools and equipment</li> <li>· Types of tools and equipment</li> <li>· First aid administration</li> <li>· Waste management</li> <li>· Personal hygiene</li> <li>· Inspection</li> <li>· Plumbing</li> <li>· Installation</li> <li>· Electrical</li> <li>· Renovation</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>· 5 days of occupational theory and</li> <li>· 10 days of occupational practice</li> </ul>
<b>Suggestions on organization 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 recognised assessment body using related practical and written test items from Item bank.

<b>Minimum required tools/ equipment/ implements or equivalent</b>	Hoe, slasher, axe, panga, hammer, hacksaw, bowsaw, Trowel, spade, wheelbarrow, pliers, spanners, spirit level, screw driver, Plumb bob, tape measure, building lines, brush, roller, toilet pump, tap, phase tester
<b>Minimum required materials and consumables or equivalent</b>	Tape, water, basin, bucket, jerry can, toilet paper, wires, paint, nails, timber, sand, cement, adhesive, detergent, PPE
<b>Special notes</b>	Repairs done should be minor

<b>Code</b>	<b>UE/SFC/M1.5</b>
<b>Module title</b>	<b>Operate Incinerator</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to operator a waste incinerator
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA5/1: Prepare waste</b></p> <p><b>LWA5/2: Burn waste</b></p> <p><b>LWA5/3: Clean incinerator</b></p> <p><b>LWA5/4: Perform occupational health, safety and environmental protection practices</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated till 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>LWA5/1: Prepare waste</b></p> <p>PEX1.1: Identify waste</p> <p>PEX1.2: Select wastes</p> <p>PEX1.3: Determine tools and materials</p> <p>PEX1.4: Sort waste</p> <p><b>LWA5/2: Burn waste</b></p> <p>PEX2.1: load incinerator</p> <p>PEX2.2: Fuel waste</p> <p>PEX2.3: Light waste</p> <p>PEX2.4: Close incinerator</p> <p><b>LWA5/3: Clean incinerator</b></p> <p>PEX3.1: Remove ash</p> <p>PEX3.2: Scoop unburnt waste</p> <p>PEX3.3: Clean loading entrance</p> <p><b>LWA5/4: Perform occupational health, safety and environmental protection practices</b></p> <p>PEX4.1: Wear PPE</p> <p>PEX4.2: Observe personal hygiene</p> <p>PEX4.3: Manage waste</p> <p>PEX4.4: Display safety signs</p> <p>PEX4.5: Perform fire fighting</p>

<b>Occupational health and safety</b>	Precautions, rules and regulations of applications 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><b><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></b></p> <ul style="list-style-type: none"> <li>· Rules and regulations</li> <li>· First aid administering</li> <li>· Waste management</li> <li>· Display of signs</li> <li>· Lighting techniques</li> <li>· Types of fuel</li> <li>· Operating procedures</li> <li>· Hygiene</li> <li>· Usage of tools</li> <li>· Types of tools and materials</li> <li>· Cleaning methods</li> </ul>
<b>Average duration of learning</b>	<p>80 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>· 3 days of occupational theory and</li> <li>· 7 days of occupational practice</li> </ul>
<b>Suggestions on organization 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 recognised assessment body using related practical and written test items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Broom, spade, wheelbarrow, scooping rod, bucket, jerry can, rake,
<b>Minimum required materials and consumables or equivalent</b>	Match box, PPE, fuel, water, detergent,
<b>Special notes</b>	<ul style="list-style-type: none"> <li>· Avoid overloading the incinerator</li> <li>· Staff should be cautious while lighting the waste to avoid damages.</li> </ul>



<b>Code</b>	<b>UE/SFC/M1.6</b>
<b>Module title</b>	<b>Operate Sanitation facility business</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (SANITATION FACILITY CARETAKER UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee will be able to operate a sanitation facility business.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA6/1: Market sanitation business</b> <b>LWA6/2: Manage human resource</b> <b>LWA6/3: Keep records</b> <b>LWA6/4: Occupational health safety and environmental protection practices</b> <b>Note:</b> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated till 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>	<b>LWA6/1: Market sanitation business</b> PEX1.1: Carryout market survey PEX1.2: Maintain good hygiene PEX1.3: Communicate with clients PEX1.4: Display sanitation usage signs PEX1.5: Design facility PEX1.6: Advertise business PEX1.7: Offer customer care
	<b>LWA6/2: Manage human resource</b> PEX2.1: Identify gaps PEX2.2: Recruit workers PEX2.3: Train workers PEX2.4: Appraise workers PEX2.5: Contract work PEX2.6: Supervise workers
	<b>LWA4/3: Keep records</b> PEX3.1: Prepare financial reports PEX3.2: Prepare employee data PEX3.3: Prepare requisitions PEX3.4: Prepare customer/ client records PEX3.5: Prepare communication reports

	<b>LWA6/4: Perform occupational health, safety and environmental protection practices</b> PEX4.1: Wear PPE PEX4.2: Observe personal hygiene PEX4.3: Manage waste PEX4.4: Display safety signs PEX4.5: Administer first aid
<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><b><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></b></p> <ul style="list-style-type: none"> <li>✓ Usage of tools and materials</li> <li>✓ Planning</li> <li>✓ Human resource management</li> <li>✓ Networking</li> <li>✓ Regulations and policies</li> <li>✓ Storage</li> <li>✓ Advertising</li> <li>✓ Record keeping</li> <li>✓ Financial management</li> <li>✓ Waste management</li> <li>✓ First aid administration</li> <li>✓ Negotiation</li> <li>✓ Professional ethics</li> <li>✓ Communication skills</li> <li>✓ Literacy</li> <li>✓ ICT</li> <li>✓ Benchmarking</li> <li>✓ Designing</li> </ul>
<b>Average duration of learning</b>	80 hours (10 days) of nominal learning suggested to include <ul style="list-style-type: none"> <li>✓ 3 days of occupational theory and</li> <li>✓ 7 days of occupational practice</li> </ul>
<b>Suggestions on organization of learning</b>	The acquisition of competencies (skills. Knowledge, attitudes) described in this module may take place at a training centre/ farm 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 recognised assessment body using related practical and written test items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Boxes, delivery van, cameras, computer
<b>Minimum required materials and consumables or equivalent</b>	Stationery
<b>Special notes</b>	

### **3.0 ATP- PART III**

#### **Assessment Instruments for SANITATION FACILITY CARETAKER**

- 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 **SANITATION FACILITY CARETAKER** are included. A larger selection of test items can be obtained as electronic or printed copies from designated outlets.

### 3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- Short Answer	3
2	Written (Theory)- Multiple Choice	3
3	Written (Theory)- Matching item- (Generic)	1
4	Written (Theory)- Matching item (Work sequence)	2
5	Performance (Practical) Test Items	1
	<b>Total</b>	<b>10</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
<b>Occupational Title:</b>	SANITATION FACILITY CARETAKER			
<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>	December, 2024			
<b>Related module:</b>	M1.3			
<b>Time allocation:</b>	3 minutes			
<b>Test Item</b>	List four (4) materials used for cleaning a hand wash facility			
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) .....			
<b>Expected key (answers)</b>	(i) Water (ii) Detergent (iii) Vinegar (iv) Bleach (v) Sponge (vi) Tissues (vii) Baking Soda			

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	SANITATION FACILITY CARETAKER			
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:	December, 2024			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	List two (2) PPE used in a sanitation facility
Answer spaces	(i) ..... (ii) .....
Key (answer)	(i) Rubber gloves (ii) Apron (iii) Overall (iv) Gumboots

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	SANITATION FACILITY CARETAKER			
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:	December, 2024			
Related module:	M1.1			
Time allocation:	3 minutes			

Test Item	Mention four tools used in cleaning a toilet/bathroom
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....

Expected key (answers)	(i) Scrub brush (ii) Sponge (iii) Paper towel (iv) Squeegees (v) Bucket (vi) Mops (vii) Broom (viii) Dustpan
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	SANITATION FACILITY CARETAKER			
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:	December, 2024			
Related module:	M1.4			
Time allocation:	2 minutes			
Test Item	The following are repairs done in a sanitation facility <b>EXCEPT</b> ;			
Answer spaces	A. Installation B. Tyre C. leakages D. tools			
Key (answer)	B			

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	SANITATION FACILITY CARETAKER			
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:	December, 2024			
Related module:	M1.1			
Time allocation:	2 minutes			
Test Item	.....is a tool used for cleaning a toilet/ bathroom			
Answer spaces	A.			
Key (answer)	D			

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	SANITATION FACILITY CARETAKER			
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:	December, 2024			
Related module:	M1.1			
Time allocation:	2 minutes			
Test Item	..... is a step taken in cleaning urinal bowels			
Answer spaces	A. Rinse WashAlot B. Scrub soap bowels C. Tighten trap D. Remove waste E. Refill WashAlot			
Key (answer)	C			

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 7			
Occupational Title:	SANITATION FACILITY CARETAKER			
Competence level	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Cause-Effect	Generic	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	December, 2024			
Related module:	M1.1			
Time allocation:	4 minutes			

Test item	Match the following sanitation facility tools to their uses
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Column A (tools and equipment)		Column B (uses)	
1	Dust bin	A	Scrub tough stains
2	Plunger	B	Disinfect the toilet bowl
3	Bowl cleaner	C	Used to clean walls, floor and surfaces
4	Scrub brush	D	Removes blockage in toilet
5	Bathroom cleaner	E	Removes water from glass shower
			Collecting rubbish

Key (answer)	1: F, 2: D, 3: B, 4: A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	SANITATION FACILITY CARETAKER			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	December, 2024			
Related module:	M1.2			
Time allocation:	5 minutes			

Test item	Arrange the steps taken when unblocking a gully trap	
Column A (chronology)	Column B (work steps) in wrong chronology order	
1 <sup>st</sup>	A	Uncover gully
2 <sup>nd</sup>	B	Identify tools and materials
3 <sup>rd</sup>	C	Pump gully
4 <sup>th</sup>	D	Cover gully
5 <sup>th</sup>	E	Rinse gully
6 <sup>th</sup>	F	Scoop soil
Key (answer)	1: B, 2: A, 3: F, 4: E, 5: C, 6: D	

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	SANITATION FACILITY CARETAKER			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	December, 2024			
Related module:	M1.			
Time allocation:	4 minutes			

Test item	Arrange the following steps taken in making repairs on sanitation facility leakages	
Column A (ascending)	Column B (work steps) in wrong ascending order	
1 <sup>st</sup>	A	Test accessories
2 <sup>nd</sup>	B	Dismantle faulty parts
3 <sup>rd</sup>	C	Fix faulty parts
4 <sup>th</sup>	D	Prepare tools, materials and equipment
5 <sup>th</sup>	E	Identify faults
6 <sup>th</sup>	F	Inspect faults

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

DIT/ QS	Test Item Database Performance Test Item- No. 1
<b>Occupational Title:</b>	Sanitation Facility Caretaker
<b>Competence level:</b>	1
<b>Code no.</b>	
<b>Test Item:</b>	Clean a bathroom containing a bathtub, shower with counter tops.
<b>Complexity level:</b>	P.3
<b>Date of OP:</b>	December, 2024
<b>Related modules:</b>	M1.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>✓ Cleaning techniques</li> <li>✓ Safety and Hygiene precautions</li> <li>✓ Waste management</li> <li>✓ Types of tools and materials</li> <li>✓ Usage of tools and materials</li> <li>✓ First aid administration</li> </ul>
<b>Required tools, Materials and Equipment:</b>	Water, detergent, Brush, Broom, Squeegees, PPE, rug, bucket, Soap, vinegar, spray pump, wipes, scrubbing powder, glass cleaner, vacuum cleaner
<b>Time allocation:</b>	1 hour
<b>Preferred venue:</b>	Within a sanitation facility
<b>Remarks for candidates</b>	Carry protective gear
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>✓ Must have protective gear</li> <li>✓ Should ensure that all the necessary tools, equipment and materials are in place</li> <li>✓ Should ensure that the working area is displayed with safety signs</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	<b>Preparation for the task</b>	Wore protective gear <ul style="list-style-type: none"> <li>✓ Masks</li> <li>✓ Gloves</li> <li>✓ Gumboots</li> <li>✓ overall/ apron/ over coat</li> </ul>		4
		Selected tools and materials	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Tools and materials in the working area observed		2
2	Removing of clutter	Dusted fixtures	3	
		Dirt free light fixtures, counter tops and base boards observed		3
		Swept floor	3	
		Dirt free floor observed		3
		Emptied trash bin		2
3	Cleaning of surfaces	Wiped mirrors	2	
		Dirt free mirrors observed		2
		Wiped glasses	3	
		Shinning glass surface observed		3
		Wiped down fixtures and countertops	3	
		Smooth fixtures and counter tops observed		3
		Scrubbed bathtub and shower	3	
		Rinsed bathtub	2	
		Mopped floor	2	
		Stain free bathtub and shower observed		4
		Restocked materials <ul style="list-style-type: none"> <li>· Toilet paper</li> <li>· Paper towels</li> <li>· Sanitizer</li> <li>· Soap</li> </ul>		4
		Materials in bathroom observed		2
4	Disinfection of High touch areas	Disinfected <ul style="list-style-type: none"> <li>· Doorknobs</li> <li>· light switches</li> </ul>		2
5	Demobilizing of Resources	Secured tools		3
	TOTAL		23	37
	MAXIMUM SCORE(Y)	100	60	



## **4.0 ATP- PART IV**

### **INFORMATION ON THE DEVELOPMENT PROCESS**

#### **4.1 Occupational Profile Development (January 2024)**

The assessment and Training Package was exclusively developed by job practitioners who were working in the occupation of **SANITATION FACILITY CARETAKERS**. The job expert panel, guided by DIT facilitators developed the Occupational Profile that mirrors duties and tasks performed in the world of work and also provided additional generic information regarding the occupation.

#### **4.2 Training Modules Development (February 2024)**

Based on the Occupational Profile for SANITATION FACILITY CARETAKERS of **January 2024**, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

#### **4.3 Test Item Development (February 2024)**

Based on the Occupational Profile for SANITATION FACILITY CARETAKERS of **January 2024**, and Training Modules of **February 2024**, Test Items were developed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

#### **4.4 Quality assurance**

Scrutiny of the three parts of ATP, a quality assurance exercise was conducted to ensure quality of the complete ATP.

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

#### 4.6 Development Panel

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

##### Participants for the Development process

No.	Name	Institution/ Organization
1.	Epilla Raphael	KCCA Supervisor
2.	Oketta Kenneth	Caretaker
3.	Ogwal Tom	Caretaker (Biashara H/C II)
4.	John Lubuulwa	Consultant
5.	Turyatunga Aclight	Instructor Lugogo Vocational Training Institute

#### 4.7 Facilitator team

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

1. **Team Leader** – Ms. Komugisha Noeline Ag. Deputy Director, QS
2. **Facilitators** Mr. Ochwo Richard, Principal Qualifications Officer, DIT.
3. **Compiled** by QS Department