THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Subsector Reform

Assessment and Training Package

For

BROADCASTER

Qualification Level: 1

Occupational Cluster: Performing Arts

January 2022

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 centers;
> (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; and
> (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 define:
> (a) Occupational standards in the world of work;
> (b) Assessment standards;
> (c) Vocational qualifications of learners who meet the set standards of different studies;
> (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:
(a) Flexible training or learning modules;
(b) Positive assessment and Certification;
(c) Assessment of Prior Learning;
(d) Recognition of formal and non-formal training;
(e) Self-paced or individual learning; and
(f) Work place learning

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

(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 recognized 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) 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 and
   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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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 **BROADCASTER – QUALIFICATION LEVEL 1**.

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

Ketty Lamaro

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 BROADCASTER.** This Occupational Profile which was developed by BROADCASTERs practicing in the world of work, mirrors the duties and tasks BROADCASTERs are expected to perform in the world of work.

0.2 **PART II: "Training Modules"** in the form of guidelines to train **BROADCASTERs** both on the job as well as in training centres (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 **BROADCASTER**. These assessment instruments were developed jointly by job practitioners (BROADCASTER) and teachers based on the occupational profile and training modules[1].

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**.

In combination, both parts -the OP and the test items- constitute the relevant 'Assessment STANDARDS' for competence-based assessment and certification for acquiring a credible Qualification for – Broadcaster-Qualification Level 1.

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 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

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[1]*In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training*

0.1. The parts of this Assessment and Training Package were sequentially developed as follows:

i   Part 1: Occupational Profile: *January 2022*
ii Part 2: Training Modules: *January 2022*
iii Part 3: Assessment Instruments: *January 2022*

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

Patrick Byakatonda
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;
- Teachers of Agriculture in various Secondary schools;
- Agriculture Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda 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
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

Assessment Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.

Certification Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.

Competence Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.

Competency (Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.

CBET Competence-based education and training means that programmes:

1. have content directly related to work
2. focus is on 'doing something well'
3. assessment is based upon industry work standards, and
4. curricula are developed in modular form

Duty A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).

Learning-Working Assignment (LWA) LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.

Modules Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.

Occupational Profile (OP) An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.
Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

Qualification

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

Task

Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in 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 BROADCASTER

1.1   The OCCUPATIONAL PROFILE (OP) for "BROADCASTER" below defines the **Duties** and **Tasks** a competent Broadcaster is expected to perform in the world of work (on the job) in Uganda and the East African region today.

1.2   Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.

1.3   To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of "occupational/job profiling.[1]

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

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

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[1] *The DACUM-method was used. DACUM is an acronym for 'Develop A Curriculum'*

Job Expert Panel

Nabikindu Caroline
MoES

Mugenyi Jonathan
NCDC

Arigumisiriza Kabirisi Charlotte
UNEB

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Senior examiner

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Kabale Trinity College

Kayizi Arthur
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The Government of Uganda

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical and Vocational
Education and Training (BTVET) Sub sector Reform

Occupational Profile
For a
"BROADCASTER"

Developed by: Qualifications Standards Department of the Directorate of Industrial Training
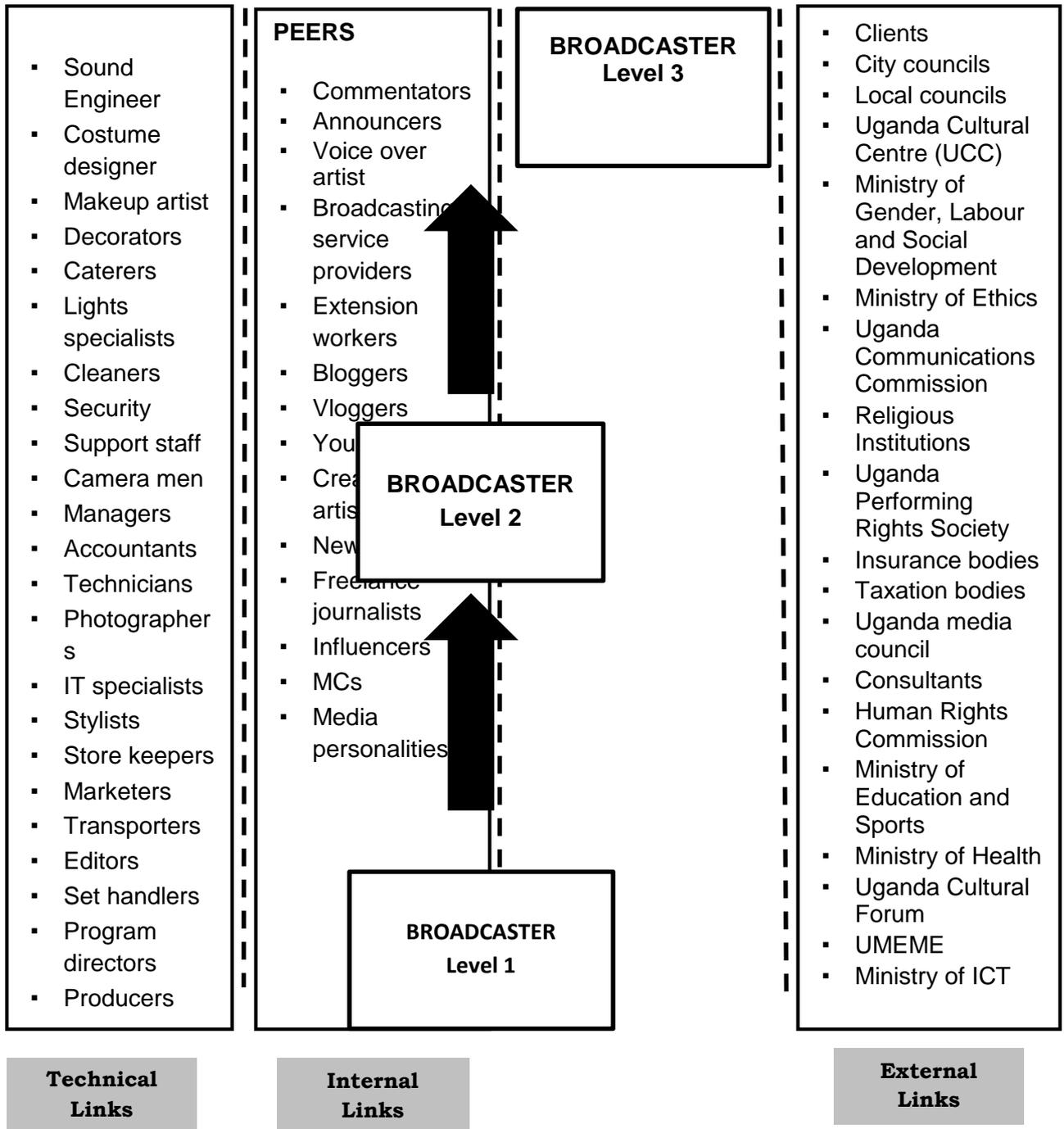
Date of workshop:3rd –7th January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A BROADCASTER

Definition of a Broadcaster

This is person who entertains and informs audiences on national, regional and international scale through satellite cable channels

JOB ORGANISATION CHART FOR A BROADCASTER

Technical Links	Internal Links	BROADCASTER Level 3	External Links
▪ Sound Engineer ▪ Costume designer ▪ Makeup artist ▪ Decorators ▪ Caterers ▪ Lights specialists ▪ Cleaners ▪ Security ▪ Support staff ▪ Camera men ▪ Managers ▪ Accountants ▪ Technicians ▪ Photographers ▪ IT specialists ▪ Stylists ▪ Store keepers ▪ Marketers ▪ Transporters ▪ Editors ▪ Set handlers ▪ Program directors ▪ Producers	**PEERS** ▪ Commentators ▪ Announcers ▪ Voice over artist ▪ Broadcasting service providers ▪ Extension workers ▪ Bloggers ▪ Vloggers ▪ You... ▪ Crea... artis... ▪ New... ▪ Freelance journalists ▪ Influencers ▪ MCs ▪ Media personalities **BROADCASTER Level 2** **BROADCASTER Level 1**		▪ Clients ▪ City councils ▪ Local councils ▪ Uganda Cultural Centre (UCC) ▪ Ministry of Gender, Labour and Social Development ▪ Ministry of Ethics ▪ Uganda Communications Commission ▪ Religious Institutions ▪ Uganda Performing Rights Society ▪ Insurance bodies ▪ Taxation bodies ▪ Uganda media council ▪ Consultants ▪ Human Rights Commission ▪ Ministry of Education and Sports ▪ Ministry of Health ▪ Uganda Cultural Forum ▪ UMEME ▪ Ministry of ICT

Descriptions for the levels in the occupation of a 'BROADCASTER'

UVQ Level 1 Broadcaster: Is a person who prepares and presents an on air programme

UVQ Level 2 Broadcaster: Is a person who hosts programmes, often serving as a mediator for the program and the audience

UVQ Level 3 Broadcaster: Is a person who uses available resources to host programmes and assist in the production process

DUTIES AND TASKS OF A BROADCASTER

A. PLAN SHOW	A1 Identify audience	A2 Research topic	A3 Gather content
	A4 Decide on script format	A5 Create program	A6 Schedule time
	A7 Proofread script	A8 Liaise with production team	A9 Keep records

B. PRESENT PROGRAMME	B1 Perform dry run	B5 Carryout equipment checks	B3 Enhance image
	B4 Introduce show	B5 Drive show on script and running order	B6 Break stories
	B4 Ensure proper intonation	B6 Manage commercial breaks	B7 Manage mentions
	B8 Manage time	B9 Observe proper language	B10 Engage audience
	B11 Express appropriate emotion	B12 Recap show	B13 End show

C. GATHER AND VERIFY INFORMATION	C1 Attend press conferences	C2 Investigate current affairs	C3 Focus on important aspects
	C4 Pose open-ended questions	C5 Surface level	C6 Observe unfolding events
	C7 Monitor information platforms	C8 Spot and understand trends	C9 Verify sources
	C10 Utilise online tools	C11 Develop discussion boards	C12 Scan crowdsourcing
	C13 Analyse information	C14 Assemble findings	C15 Publish news

D. MARKET PRODUCT	D1 Advertise product	D2 Advertise service	D3 Brand product

	D4 Create buzz	**D5** Participate in exhibitions	**D6** Create contacts
	D7 Carryout networking	**D8** Position brand	**D9** Identify target market
	D1O Conduct corporate Social responsibility	**D11** Participate in events activations	**D12** Create partnerships
	D13 Assist company on pitches	**D14** Display posters	**D15** Make announcements

E. PERSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	**E1** Carry out Refresher course	**E2** Conduct in service training programs	**E3** Carry out action research
	E4 Network with peers	**E5** Bench mark best journalistic practices	**E6** Attend seminars/work shops
	E7 Create associations	**E8** Engage in successive training	**E9** Keep up with trends

F. PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES	**F1** Sensitise on health precautions	**F2** Observe health and safety precautions	**F3** Wear personal protective gear
	F4 Maintain hygiene and sanitation	**F5** Sensitise on drug abuse	**F6** Administer first aid
	F7 Perform fire fighting	**F8** Manage waste	**F9** Display safety notices
	F10 Undergo routine medical examinations	**F11** Sensitise on cyber bullying	**F12** Ensure standard operating procedures
	F13 Sensitise on alcohol use	**F14** Manage waste	

G. PERFORM ADMINISTRATIVE TASKS	G1 Mobilise resources	G2 Coordinate production	G3 Distribute work
	G4 Prepare work schedule	G5 Mentor colleagues	G6 Supervise apprentices
	G7 Evaluate performance	G8 Attend meetings	G9 Manage welfare
	G10 Prepare reports	G11 Carry out equipment maintenance	G12 Manage conflicts
	G13 Collaborate with service providers	G14 Generate and keep records	G16 Follow legal guidelines
	G17 Keep inventory	G17 Insure brand	G18 Sensitize on mental health

Additional Information

Related Knowledge & Skills

1. Tools and equipment
2. Environmental awareness
3. Communication skills
4. Information and technology
5. Financial literacy
6. Problem solving
7. Numeracy and literacy skills
8. First aid administration
9. Team work and co-operation
10. Entrepreneurship skills
11. Public relations
12. Customer service skills
13. A good eye for detail
14. Time management
15. Types of transport
16. Mentoring skills
17. Analytical skills
18. Record keeping
19. Violence control
20. Market dynamic
21. Planning skills
22. Leadership skills
23. Innovative skills
24. Interpersonal relations
25. Evaluation
26. Broadcaster rights
27. Welfare
28. Risk management
29. Broadcaster insurance
30. Cultural affiliations
31. Work discipline
32. Self-management
33. Commercialization
34. Regulations
35. Copy right laws
36. Ethics
37. Language
38. Social trends
39. Audience preferences
40. Gender issues
41. Health
42. Environmental awareness
43. Interviewing skills

Tools, Equipment and Materials

1. Microphone
2. Headsets
3. Hybrid phone
4. Audio mixer
5. Visual mixer
6. Tri-caster
7. Sound proofing
8. Boom microphone
9. Watches
10. Press jacket
11. Masks
12. Gloves
13. Sanitizer
14. Cud boards
15. Tri-pods
16. Cranes
17. Stationery
18. Live Unit/ Transmission unit
19. Branded shirts
20. Reliable internet
21. Speakers
22. Sound booth
23. Teleprompter
24. Jibs
25. Carpets
26. Power source
27. Digital section
28. First Aid boxes
29. Television sets
30. Console machine
31. Protective gear
32. Computer
33. Sound booth
34. Cameras
35. Wardrobe
36. Transportation
37. Make up
38. Studio monitors
39. Lights
40. Studio set
41. Props
42. T-shirts
43. Capes
44. Drones
45. Internet servers
46. Calendars
47. Air conditioners
48. Batteries

Attitudes/ traits/ behaviour	18. Inquisitive	36. Social
1. Self-motivated	19. Competitive	37. Vigilant
2. Trustworthy	20. Cooperative	38. Calm
3. Honest	21. Innovative	39. Respectful
4. Good communication	22. Physically fit	40. Confidentiality
5. Presentable	23. Knowledgeable	41. Intelligent
6. Articulate	24. Patient	42. Logical
7. Confidence	25. Polite	43. Trainable
8. Self esteem	26. Ability to connect with people	44. Tidy
9. Quick decision making	27. Objectivity	45. Kind
10. Good researcher	28. Confidentiality	46. Empathetic
11. Team player	29. Ethical awareness	47. Integrity
12. Creativity	30. Tolerant	48. Flexible
13. Problem solver	31. Hardworking	49. Passionate
14. Accountability	32. Disciplined	50. Work under pressure
15. Willingness to learn	33. Good time manager	51. Good reader
16. Excellent command of the language	34. Committed	52. Authoritative
17. Conversant with media laws	35. Good listener	55. Welcomes criticism
		53. Flexible
		54. Result oriented

Future Trends and Concerns	14. Life span of information	30. Unfavourable laws and regulations
1. Advanced technology	15. Weather challenges	31. Need to have broadcasting on the international markets
2. Globalisation	16. Poor transport	
3. Stereotyping	17. Language barrier	
4. Media fallacies	18. Low freedom of broadcast	
5. Corruption	19. Limited broadcasting organisations	32. Public awareness of broadcasting and its benefits
6. Tightened noose on media	20. Instabilities	
7. Gender imbalance	21. Social stigma	33. Career development
8. Social media	22. Diverse options of entertainment	34. Poor extension services
9. Customer care	23. Live feeds	
10. Quality and timeliness of information	24. Poor equipment	35. Fake news/information on the market
11. User generated content solutions	25. Lower revenues and budgets	
	26. Live streaming radio	36. Quality tools and equipment
12. Launching of apps in delivering systems	27. Content fragmentation	
	28. Low revenues	
13. Cheaper viewership	29. Competition	

2.0 ATP – PART II

Training Modules for BROADCASTER

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 BROADCASTER 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 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.

WHO IS A BROADCASTER QUALIFICATION LEVEL 1?

A BROADCASTER Level 1 is a person who prepares and presents an on air programme

TRAINING MODULES FOR BROADCASTER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	**Weeks**
UE/BC/M1.1	Prepare show	240	06
UE/BC/M1.2	Source information	320	08
UE/BC/M1.3	Present Programme	520	13
UE/BC/M1.4	Perform Entrepreneurial and Administrative Tasks	120	03
Summary	**4 Training Module**	**1,200 hours**	**30 weeks**

Note: Average duration is contact time but NOT calendar duration

It is assumed that:
- 1 day is equivalent to 8 hours of nominal learning 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 for **BROADCASTER**.

Code	UE/BC/M1.1
Module title	**M1.1: Prepare show**
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (BROADCASTER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to prepare for a show
Learning-Working Assignments (LWAs)	**LWA 1/1: Identify target audience** **LWA 1/2: Identify location** **LWA 1/3: Research on topic** **LWA 1/4: Create budget** **LWA 1/5: Create program** **LWA 1/6: Draw programme synopsis** **LWA 1/7: Perform Occupational health, safety and environmental protection practices** <u>**Note:**</u> *1. The learning exercises may be repeated till the Trainee acquires targeted competence;* *2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning* working assignment.
Related Practical Exercises (PEXs)	**LWA 1/1: Identify target audience** PEX 1.1: market research PEX 1.2: identify industry trends PEX 1.3: Analyse competition PEX 1.4: Analyse catch mate area PEX 1.5: Create befitting persona PEX1.6: Carryout continuous revision PEX 1.7: Collaborate with peers
	LWA 1/2: Research on topic PEX 2.1: Carry out interviews PEX 2.2: Write and record findings PEX 2.3: Verify information PEX 2.4: Organize information
	LWA 1/3: Identify location PEX 3.1: Survey venue PEX 3.2: Book venue PEX 3.3: Schedule date

	PEX 3.4: Schedule time
	PEX 3.5: Set up stage
	LWA 1/4: Create budget
	PEX 4.1: Estimate transport costs
	PEX 4.2: Estimate advertising costs
	PEX 4.3: Determine welfare costs
	PEX 4.4: Determine security costs
	PEX 4.5: Estimate miscellaneous costs
	LWA 1/5: Create program
	PEX 5.1: Determine entry time
	PEX 5.1: Determine show duration
	PEX 5.2: Determine arrival of participants
	PEX 5.3: Determine order of performance
	PEX 5.4: Determine exit time
	LWA 1/6 Draw programme synopsis
	PEX 6.1: Create script
	PEX 6.2: Fill in running order
	PEX 6.3: Perform screen test
	PEX 6.4: Perform voice test
	PEX 6.5: Engage production
	LWA 1/7: Perform Occupational health, safety and environmental protection practices.
	PEX 7.1: Wear protective gear
	PEX 7.2: Display safety signs
	PEX 7.3: Administer first aid
	PEX 7.4: Safe guard against fire
	PEX 7.5: Manage waste
	PEX 7.6: Observe personal hygiene
	PEX 7.8: Observe environmental rules and regulations
	PEX 7.9: Protect ears against noise pollution
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Occupation health, safety and environmental practices • Tools and equipment • Script writing • Observe etiquette

	• Compiling
	• Research skills
	• Stay up to date
	• Monitor media platforms
	• Analytical skills
	• Informative
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: • *10 days of occupational theory* • *20 days of occupational practice*
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Pen, book, computer, ear piece, , chairs, tables, air conditioner, clock, calculator, internet servers, laptop, identification card, writing pads
Minimum required materials and consumables or equivalent	Water, masks, gloves, sanitizers
Special notes	This module can be modified to suit Special Needs/ Abilities

Code	UE/BC/M1.2
Module title	M1.2: Source information

Related Qualification	<u>Part of</u> Uganda Vocational Qualification (BROADCASTER UVQ 1)
Qualification Level	1
Module purpose	After the completion of this modules, the trainee will be able to source and verify information
Learning-Working Assignments (LWAs)	**LWA 2/1: Gather information** **LWA 2/2: Record information** **LWA 2/3: Verify information** **LWA 2/4: Develop information** **LWA 2/4: Perform occupational health safety and environmental protection activities** <u>**Note:**</u> *3. The learning exercises may be repeated till the Trainee acquires targeted competence;* *4. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning* working assignment.
Related Practical Exercises (PEXs)	**LWA 2/1: Gather information** PEX 1.1: Deploy on ground PEX 1.2: Observe unfolding events PEX 1.3: Investigate findings PEX 1.4: Conduct interviews PEX 1.5: Utilise online tools PEX 1.4: Verify facts PEX 1.5: Document information
	LWA 2/2: Record information PEX 2.1: Position equipment PEX 2.2: Carry out video pre-test PEX 2.3: Carry out audio pre-test PEX 2.4: Record proceedings
	LWA 2/3: Verify information PEX 3.1: Monitor information platforms PEX 3.2 :Involve local sources PEX 3.3: Spot and understand trends PEX 3.4: Maintain reliable sources PEX 3.5:Create discussion boards PEX 3.6: Proof read information PEX 3.7: Seek second opinion PEX 3.8: Discard grapevine information

	LWA 2/4: Develop information PEX 4.1: Organize recorded information PEX 4.2: Create and name folders PEX 4.3: Brief teams PEX 4.4: Script story PEX 4.5: Submit to production
	LWA 2.5: Perform occupational health safety and environment protection activities PEX 5.1: Wear protective equipment PEX 5.2: Manage personal hygiene PEX 5.3: Administer first aid PEX 5.4: Perform fire fighting PEX 5.5: Manage waste PEX 5.6: Design safety precaution cards PEX 5.7: Undergo routine medical examination PEX 5.8: Sensitize workers on prevailing health issues PEX 5.9: Maintain sanitation
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Documentation • Equipment handling • Exercising integrity • Cooperation with other stake holders • Types of information • Data analysis • Report writing • Data collection • Communication skills • Financial literacy • Numeracy • Computer literacy • Interviewing skills • Occupation health, safety and environmental practices
Average duration of learning	320 hours (40 days) of nominal learning suggested to include: • *5 days of occupational theory* • *35 days of occupational practice*

Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Pen, book, audio recorder, telephone computer, ear piece, microphone, chairs, tables, clock, camera, lights, sound monitors, internet servers, batteries, light, press jackets
Minimum required materials and consumables or equivalent	Water, masks, gloves, sanitizers, markers
Special notes	- The theory must be integrated into the practice during training. - The theory must be integrated into the practice during training

Code	**UE/BC/M1.3**
Module title	**M 1.3: Present Programme**

Related Qualification	Part of Uganda Vocational Qualification (BROADCASTER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to host and present show
Learning-Working Assignments (LWAs)	**LWA 3/1: Identify audience** **LWA 3/2: Identify Venue** **LWA 3/3: Create program** **LWA 3/4 : Identify participants** **LWA 3/5: Create Budget** **LWA 3/6: Identify sponsor** **LWA 3/7: Perform occupational health safety and environmental protection practices** ***Note:*** *1. The learning exercises may be repeated till the Trainee acquires targeted competence;* *2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.* *3. Order of execution may vary.*
Related Practical Exercises (PEXs)	**LW 3/1: Identify sponsor** PEX 1.1: Prepare mock presentation PEX 1.2: Create link PEX 1.3: Pitch idea PEX 1.4: Formulate benefits projection PEX 1.5: Follow-up
	LWA 3/:2 perform dry run PEX 2.1: Interpret audience PEX 2.2: Identify tastes and preference PEX 2.3: Proof read script PEX 2.4: Perform equipment checks PEX 2.5: Manage appearance
	LWA 3/3: Execute programme PEX 3.1: Introduce show PEX 3.2: Manage time PEX 3.3: Recap presentations PEX 3.4: Manage advertisements PEX 3.5: Manage mentions PEX 3.6: Manage commercial break transitions PEX 3.7: Maintain show pace

	PEX 3.8: Observe proper language
	PEX 3.9: Involve audience
	PEX 3.10: Deliver closing remarks
	LWA 3/4: Engage audience
	PEX 4.1: Monitor requests
	PEX 4.2: Receive phone calls
	PEX 4.3: Engage discussions on topic
	PEX 4.4: Manage online interactions
	PEX 4.5: Show case presentation techniques
	PEX 4.6: Interpret audience emotions
	PEX 4.7: Initiate friendly basis engagements
	PEX 4.8: Manage feedback
	LWA 3/5: Observe broadcasting etiquette
	PEX 5.1: Observe proper equipment handling
	PEX 5.2: Reduce background noise
	PEX 5.3: Speak slowly
	PEX 5.4: Deliver clearly
	PEX 5.5: Proper coordination with production
	PEX 5.6: Practice moral ethics
	PEX 5.7: Minimise movements
	PEX 5.8: Observe microphone étiquette
	PEX 5.9: Stay consistently close to microphone
	PEX 5.10: Observe speaking etiquette
	LWA 3/6: Perform occupational health safety and environmental protection practices
	PEX 6.1: Wear protective gear
	PEX 6.2: Display safety signs
	PEX 6.3: Administer first aid
	PEX 6.4: Safe guard against fire
	PEX 6.5: Dispose waste
	PEX 6.6: Manage personal hygiene
	PEX 6.7: Practice work moral ethics
	PEX 6.8: Practice broadcaster etiquette
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Occupational health practices • Record keeping

	- Conflict resolution - Team work - Exercising integrity - Posturing - Audibility - Warm gestures - Appropriate mood - Keep eye contact - Engage one participant at a time - Take charge - Control involvement - Time management - Patience - Etiquette (blown/tapping/bumping microphone, eating/chewing while presenting, pocketing, inappropriate body touches, unnecessary guest interruption)
Average duration of learning	520 hours (65 days) of nominal learning suggested to include: *15 days of occupational theory* *50 days of occupational practice*
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Fire extinguisher, first aid kit, personal protective gear, working table, garbage bins, microphone ,headsets, hybrid phone, audio mixer, visual mixer, tri-caster, sound proofing, boom microphone, clock, tri-pods, cranes, sound booth, cameras, live unit/, wardrobe, transportation, monitors, lights, back up powers source
Minimum required materials and consumables or equivalent	Disinfectants, fuel, water, make up, sanitizer, props, gloves, masks
Special notes	This module can be modified to suit Special Needs/Abilities The theory must be integrated into the practice during training.

Code	UE/BC/M1.4
Module title	**M1.4: Perform Entrepreneurial and Administrative Tasks**
Related Qualification	Part of Uganda Vocational Qualification (BROADCASTER UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to construct and maintain poultry structures (e.g. housing unit, brooder, perches, laying facilities)
Learning-Working Assignments (LWAs)	**LWA 4/1: Implement Business Plan** **LWA 4/2: Develop organization practices** **LWA 4/3: Manage Human resource** **LWA 4/4: Keep records** **LWA 4/5: Perform Occupational Health, Safety and Environmental protection practices** **Note:** 5. *The learning exercises may be repeated till the Trainee acquires targeted competence;* 6. *The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning* working assignment.
Related Practical Exercises (PEXs)	**LWA 4/1: Implement Business Plan** PEX 1.1: Conduct market Research PEX 1.2: Prepare company profile PEX 1.3: Identify sources of funds PEX 1.4: Determine Business location PEX 1.5: Prepare Budget PEX 1.6: Evaluate Business
	LWA 4/2: Develop organization practices PEX 2.1: Financial policy PEX 2.2: Human resource policy PEX 2.3: Procurement policy PEX 2.4: Health and safety policy PEX 2.5: Prepare marketing strategy
	LWA 4/3: Manage broadcasting business PEX 3.2: Participate in exhibitions PEX 3.3: Record team's attendance PEX 3.4: Provide customer services PEX 3.5: Market and advertise services PEX 3.6: Communicate effectively PEX 3.7: Bench mark broadcasters PEX 3.8: Attend conferences

	LWA 4/4: Keep Records PEX 4.1: Prepare financial records PEX 4.2: Prepare inventory records PEX 4.3: Compile compliance record PEX 4.4: Prepare production records PEX 4.5: Create folders
	LWA 4/5: Perform administrative tasks PEX 5.1: Register business PEX 5.2: Recruit staff PEX 5.2: Train staff PEX 5.3: Prepare work schedules PEX 5.4: Assign duties PEX 5.5: Supervise works PEX 5.6: Pay bills PEX 5.7: Prepare reports PEX 5.8: Prepare budget PEX 5.9: Pricing services
	LWA 4/6: Perform occupational health, safety and environmental protection practices PEX 6.1: Observe hygiene PEX 6.2: Manage waste PEX 6.3: Wear protective gear PEX 6.4: Perform fire fighting PEX 6.5: Design safety precaution cards PEX 6.6: Administer first aid PEX 6.7: Check for medical fitness PEX 6.7: Train staff on safety issues PEX 6.8:Observe rules and regulations
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	*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:* • Broadcasting business • Budgeting • Numeracy and literacy • ICT • Occupational health, safety and environmental protection practices • Marketing

	• Record keeping • Pricing products • Customer care • First aid administration • Motivational tools • Counseling and guidance • Mentoring • Successive training • Promotional strategies/ techniques • Resource mobilization • Leadership • Analytical skills • Planning • Innovation • Informative • Training methods • Research • Time management
Average duration of learning	120 hours (15 days) of nominal learning suggested to include: • *5 days of occupational theory* • *10 days of occupational practice*
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	Telephone, computer, calculator, office furniture, generator, first aid box, fire extinguisher, scanner, pen, paper, ruler, manila paper printer, training manuals, marker
Minimum required materials and consumables or equivalent	Water, sanitizer, masks, glove
Special notes	• This module can be modified to suit special needs/abilities. • The theory must be integrated into the practice during training.

3.0 ATP- PART III

Assessment Instruments for BROADCASTER

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 **BROADCASTER** are included.

No	Type of test items	Numbers included
1.	Written (Theory) - Short Answer	4
2.	Written (Theory) - Multiple Choice	4
3.	Written (Theory) - Matching with generic	3
4.	Written (Theory) - Cause effect	1
5.	Written (Theory) - work sequence	2
6.	Performance (Practical) Test Items	1
Total		**15**

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1/3			
Time allocation:	2 minutes			

Test Item	List down three activities involved in preparing and presenting a show
Answer spaces	1) …………………………… 2) …………………………… 3) ……………………………
Expected key (answers)	1) Identifying topic 2) Writing script 3) Identifying participants 4) Coordinating with production 5) Surveying location 6) Engaging audience

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1/2/3			
Time allocation:	1 minute			

Test Item	Name three broadcasting equipment
Answer spaces	1) …………………………… 2) …………………………… 3) ……………………………
Expected key (answers)	1) Microphone 2) Audio recorder 3) Speakers 4) Audio player 5) Mixer

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1/2/3			
Time allocation:	2 minutes			

Test Item	Give four skills and traits of a broadcaster
Answer spaces	1) …………………………… 2) …………………………… 3) …………………………… 4) ……………………………
Expected key (answers)	1) Research skills 2) Articulation 3) Time management 4) Confidence 5) flexible 6) Informative

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related modules:	M1/2			
Time allocation:	1 minute			

Test Item	Outline two areas where research can be conducted
Answer spaces	1) ………………………………………… 2) …………………………………………
Expected key (answers)	1) Field 2) On line outlets 3) Literature on broadcasting 4) Benchmarking other broadcasters

DIT/QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Broadcaster			
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:	January 2022			
Related module:	M1/2/3			
Time allocation:	2 Minutes			

Test Item	The following are important for broadcasting **EXCEPT**
Distractors and correct answer	A. Production B. Audience C. Microphone D. Instruments

Key (answer)	D

DIT/QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M3			
Time allocation:	2 Minutes			

Test Item	The following is **NOT** important when planning for a show
Distractors and correct answer	A. Vocal warm ups B. Sleeping C. Physical exercise D. Writing script

Key (answer)	B

DIT/QS	Test Item Database Written (Theory) Test Item- no. 3		
Occupational Title:	Broadcaster		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer		
	Multiple choice	√	
		Generic	Cause- Effect	Work-sequence
	Matching item			
Complexity level:	C3		
Date of OP:	January 2022		
Related module:	M3		
Time allocation:	2 Minutes		

Test Item	Why is managing appearances important for a broadcaster?
Distractors and correct answer	A. Keep looks B. Appear good C. Make variety D. Look presentable

Key (answer)	D

DIT/QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
		Generic	Cause- Effect	Work-sequence
	Matching item			
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M2			
Time allocation:	2 Minutes			

Test Item	………………is **NOT** a step in gathering information
Distractors and correct answer	A. Verify facts B. Investigate findings C. Deploy on ground D. Carryout video pre-test

Key (answer)	D

DIT/QS	Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	Broadcaster			
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:	January 2022			
Related module:	M1/2/5			
Time allocation:	3 Minutes			

Test Item	Match the following actions and the tools

Activity	
A	Promoting
B	Writing script
C	Audibility
D	Visual projection

Tools	
1	Microphone
2	Television set
3	Pen
4	Banner
5	Rope

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

DIT/QS	Test Item Database Written (Theory) Test Item- no.2			
Occupational Title:	Broadcaster			
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:	January 2022			
Related module:	M4			
Time allocation:	3 Minutes			

Test Item	Match one following advertising tools with their characteristics

ADVERTISING TOOL	
1	Television
2	Radio
3	Banner
4	Flyer

CHARACTERISTIC	
A	Distributed to many
B	Displayed in one place
C	Wider coverage
D	Visual announcements

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

DIT/QS	Test Item Database Written (Theory) Test Item- no.3			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
Complexity level:	C3			
Date of OP:	January 2022			
Related module:	M1/2/3			
Time allocation:	4 Minutes			

Test Item	Match the following tools to the usage in broadcasting

tools	
1	Waste bin
2	Masks
3	Press jacket
4	Safety posts

usage	
A	Identification
B	Disease control
C	Manage waste
D	Locate safe zones
E	Operate sound counsel
F	Communication of sound

Key (answer)	1-F, 2-E, 3-A, 4-B

DIT/QS	Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
			√	
Complexity level:	C			
Date of OP:	January 2022			
Related module:	M1/3			
Time allocation:	3 Minutes			

Test Item	Match the following faults to their causes in broadcasting

Effect	
1	Blocked pitch
2	Perfect frame
3	No intended angle/sound
4	No footage
5	Disorganised flow of show
6	Distorted sound

Cause	
A	No audio pre-test
B	unrecorded proceedings
C	Missed script reading
D	Video pre-test
E	Lack of voice warm ups
F	Poor equipment positioning

Key (answer)	1-E, 2-D, 3-F, 4-B, 5-C, 6-A

DIT/QS	Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	Broadcaster			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	January 2022			
Related tasks:	M3			
Time allocation:	4 minutes			

Test Item	Sequence the correct order in presenting a show

Column A (chronology)	Column B (work steps) in wrong chronology order	
1st	A	End show
2nd	B	Engage audience
3rd	C	Identify topic for discussion
4th	D	Perform dry run
5th	E	Mention sponsor
6th	F	Introduce show
7th	G	Run show according to script
8th	H	Manage advertisements

Key (answer)	1-C; 2-D; 3- F; 4-G; 5- H; 6- E; 7-B; 8-A

DIT/QS	Test Item Database Written (Theory) Test Item- no.2			
Occupational Title:	Broadcaster			
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:	January 2022			
Related tasks:	M1			
Time allocation:	3 minutes			

Test Item	Re-arrange the following in the correct order

Column A (chronology)	Column B in wrong chronology order		
1st	A	Identify audience	
2nd	B	Gather content	
3rd	C	Keep records	
4th	D	Decide on script format	
5th	E	Train voice	
6th	F	Research topic	

Key (answer)	1-A; 2-F; 3- B; 4-D; 5- C; 6- E

PERFORMANCE TEST ITEMS LEVEL-1

DIT/ QS	Test Item Database Performance Test Item No.1
Occupational Title:	Broadcaster
Competence level:	Level 1
Code no.	
Test Item:	Host a programme sensitizing the youth on HIV/AIDS
Complexity level:	C3
Date of OP:	January 2022
Related module:	M3
Related skills and knowledge:	• Manage fright • Exhibit on-set discipline • Use of instruments • Script writing • Follow script • Location • Identify topic • Research skills • Suitable wardrobe • Identifying participants • Coordinating with production • Following production directions • Expressing emotions • Proper use of equipment
Required tools, Equipment, and Materials:	Pen, book,, audio recorder, manuscript, room, telephone, computer talk back, ear piece, microphone, lapel, teleprompter, chairs, tables, air conditioner, clock, camera, lights, sound counsel, sound monitors, internet servers, batteries
Time allocation:	5 Hours
Preferred venue:	Sound proof studio
Remarks for candidates	Candidates must have proper working equipment
Remarks for assessors	Provide all required resources for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	**Selected right equipment**	**Equipment and materials** Microphone Audio recorder Speakers Sound monitors Mixer Camera Earpiece Computer Talk back Lights		3
2	**Carried out dry run**	Researched topic		3
		Proof read script	2	
		Performed equipment checks	2	2
3	**Managed appearance**	Wore make up		2
		Wore appropriate attire		2
		Observed personal hygiene		2
4	**Drove show on script**	Introduced show		2
		Managed time	2	2
		Ensured audibility		4
		Managed equipment		2
		Ensured correct intonation	4	
		Managed links	2	
		Engaged audience	2	2
		Managed commercial breaks		3
		Portrayed right persona	3	
		Managed adverts		2
		Managed mentions		2
		Portrayed appropriate mood	3	
		Managed emotions	2	2
		Proper language used		3
		Excellent coordination with production	2	1
		Overall organised show observed		4
5	**Ended show**	Recapped show		2
		Rendered personal take		2
		Appreciated participants		2
		Communicated feed forward		2

	Closed show		2
TOTAL		**24**	**44**
Maximum score (Y)	**X/Y**		

4.0 ATP- PART IV

<u>INFORMATION ON DEVELOPMENT PROCESS</u>

4.1   **Occupational Profile Development (January 2022)**

The Assessment and Training Package was exclusively developed by job practitioners of the Broadcaster occupation, Secondary School Teachers who double as examiners of Agriculture with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

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

4.2   **Training Module Development (January 2022)**

Based on the developed <u>Occupational Profile</u> for Broadcaster of January 2022, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3   **Test Item Development (January 2022)**

Based on the developed <u>Occupational Profile</u> for Broadcaster of January 2022, and Training Modules of January 2022, Test Items were developed 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 development activities including international benchmarking.

4.5 Development Panels

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

No.	Name	Institution/Organization
	Develop Panel	
1.	Nabikindu Caroline	MoES
2.	Mugenyi Jonathan	NCDC
3.	Charlotte Kabirisi Arigumisiriza	UNEB
4.	Moreen Kibuka	Mubende NTC
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6.	Kayizzi Arthur	Bishop Cipriano Kihangire
7.	Andrew Damba	BBS
8.	Ssemwanga Musa	Bukedde Fm Radio
9.	Hadijjah Namusoke	Super Fm Radio
10.	Mwebaze Sheila	Salt Tv/ Radio
11.	Calvin Peter Kalule	Ubc Tv
12.	Kushaba Duncan	Sanyu Fm Radio

4.6 Facilitator team

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

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4.7 Reference time:

The Assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

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