THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Assessment and Training Package

For

MASTER OF CEREMONIES (EMCEE)

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 **EMCEE – 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:

1.1 **PART I: The "Occupational Profile" (OP) of an EMCEE.** This Occupational Profile which was reviewed by EMCEE practicing in the world of work, mirrors the duties and tasks EEMCEEEEs are expected to perform in the world of work.

1.2 **PART II: "Training Modules"** in the form of guidelines to train **EMCEEs** both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.

1.3 **PART III: "Assessment Instruments"** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as an **EMCEE**. These assessment instruments were developed jointly by job practitioners (EMCEE) and teachers based on the occupational profile and training modules[1].

1.4 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 – EMCEE 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*

modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7   The parts of this Assessment and Training Package were sequentially reviewed as follows:

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

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the review 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 review 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 an EMCEE

1.1   The OCCUPATIONAL PROFILE (OP) for "Master of Ceremonies" below defines the **Duties** and **Tasks** a competent EMCEE 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 reviewing this Occupational Profile for an EMCEE 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

Ntubiro Godfrey
NCDC

Namiiro Harriet Jane
UNEB

Beatrice Norah Nyatia Geria
Kings College Buddo

Nakalema Margret
Green Hill Academy

Sempereza Daniel
Kabojja International School
Kampala

Kibuuka Andrew Benon
Bakayimbira School of
performing Arts

SSendikwanawa Raymond
Mityana Secondary School

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360 EMCEEs Company

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Toast Masters Kampala

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Power FM

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Funded by
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 an
"EMCEE"

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

Date of workshop:10ᵗʰ –14ᵗʰ January, 2022

NOMENCLATURE FOR THE OCCUPATION OF AN EMCEE

Definition of a Master of Ceremonies (Emcee)

This is an official host who represents a client's objectives at an event.

JOB ORGANISATION CHART FOR AN EMCEE

Internal Links	Technical Links		External Links
• Media • Sound Engineer • Costume designer • Makeup artist • Lights electricians • Plumbers • Decorators • Caterers • Suppliers • Stage managers • Lights specialists • Event organisers • Cleaners • Security • Media personals • Support staff	**PEERS** • Actors • Comedians • Dancers • Dramatists • Art designers • Musicians • Performing artists • Radio presenters • Event organizers • Clowns • Commentators • Announcers • Voice over artists • Djs	**EMCEE Level 3** ↑ **EMCEE Level 2** ↑ **EMCEE LEVEL 1**	• Clients • Bloggers • City councils • URA • Local council • Uganda Cultural Centre (UCC) • Ministry of Gender, labor and social development • Ministry of Ethics • Uganda Communications Commission • Security agencies • EMCEE associations • Religious institutions • Ministry of Health • Cultural Institutions • Uganda Performing Rights Society

Descriptions for the levels in the occupation of an 'Emcee'

UVQ Level 1 EMCEE: Is a person who communicates information to give direction at events.

UVQ Level 2 EMCEE: Is a person who creatively guides and presides over an event in the respective context.

UVQ Level 3 EMCEE: Is a person who skilfully and uniquely executes the objectives of an event.

Duties and Tasks

A. PLANNING EVENT	**A1.** Profile Client	**A2.** Determine nature of event	**A3.** Carryout research
	A4. Prepare welfare	**A5.** Schedule Date	**A6.** Schedule time
	A7. Carry out rehearsals	**A8.** Practice language	

B. CREATE PROGRAM	**D1.** Manage time	**D2.** Carryout venue survey	**D3.** Venue safety
	D4. Perform equipment checks	**D5.** Ensure standard operation procedures	**D6.** Co-ordinate stakeholders
	D7. Develop program flow	**D8.** Practice opening speech	**D9.** Practice closing speech

C. COST EVENT	**C1.** Prepare introductions	**C2.** Share key event information	**C3.** Introduce Client's bio
	C4. Display audio techniques	**C5.** Set tone for event	**C6.** Maintain time frames
	C7. Recap presentations	**C8.** Prepare to improvise	**C9.** Ensure correct pronunciations
	C10. Create bump in and bump out protocol	**C11.** Project voice	**C12.** Pace Delivery
	C13. Control breath	**C14.** Observe proper language	**C15.** Engage audience
	C16. Show case Emcee skills	**C17.** Observe protocol	**C18.** Give closing remarks

D. MARKET PRODUCT/ SERVICES	**D1.** Advertise services	**D2.** Display posters	**D3.** Display banners
	D4. Price services	**D5.** Brand product	**D6.** Invest in Emcee artistry
	D7. Make announcements	**D8.** Create partnerships	**D9.** Participate in exhibitions
	D10. Utilize social media platforms	**D11.** Create contacts	**D12.** Provide incentives

E. PERSUE DONTINUOUS PROFESSIONAL DEVELOPMENT	**E1.** Carryout Refresher courses	**E2.** Network with peers	**E3.** Attend seminars/wor kshops
	E4. Manage feedback	**E5.** Carryout action research	**E6.** Carry out regular rehearsals
	E7. Keep up to date	**E8.** Create associations	**E9.** Benchmark best Emcee practices
	E10. Engage in successive training		

F. PERFORM ADMINISTRATI VE TASKS	**F1.** Filling Returns	**F2.** Prepare reports	**F3.** Manage social media accounts
	F4. Collect testimonials	**F5.** Organize portfolio	**F6.** Manage conflicts
	F7. Attend meetings	**F8.** Advise clients on event themes	**F9.** Pay bills
	F10. Conduct mentorship programs	**F11.** Collaborate with service providers	**F12.** Prepare work schedule

G. OBSERVE HEALTH, SAFETY AND ENVIRONMENTA L PRADTIDES	**G1.** Sensitize on Drug use	**G2.** Manage personal hygiene	**G3.** Manage waste
	G4. Administer first aid	**G5.** Undergo routine medical examinations	**G6.** Sensitize on communicabl e diseases
	G7. Maintain body hydration	**G8.** Limit use of voice	**G9.** Clean microphone/ equipment
	G10. Sensitize on non-communicable Disease	**G11.** Display safety signs	**G12.** Identify ejection protocol

	G13. Evaluation procedure	**G14.** Sensitize on social groups	**G15.** Sensitize on mental health issues
	G16. Sensitize on Drug use	**G17.** Manage personal hygiene	**G18.** Manage waste

Additional Information

Related knowledge & skills	
1. Cultural affiliations	20. Market Dynamics on related knowledge
2. Work Discipline	21. Planning skills
3. Self-management	22. Innovation
4. Edutainment	23. Marketing skills
5. Commercialization	24. Entrepreneurship
6. Team work	25. Guidance
7. Equipment	26. Numeracy
8. Technology	27. Financial Discipline
9. Regulations	28. Time management
10. Dopy right laws	29. Record keeping
11. Ethics	30. Analytical skills
12. Language	31. Interpersonal relations
13. Social trends	32. Mentoring skills
14. Audience preferences	33. Microphone maintenance
15. Merging needs of the society	34. Customer Dare
16. Gender issues	35. Audio/microphone techniques
17. Health	
18. Environmental awareness	
19. Violence control	

Tools, Equipment and Materials	
1. Voice	18. Mirror
2. Microphone	19. Writing pad
3. Pens	20. Social media
4. Paper	21. Handkerchief
5. Rehearsal space	22. Podiums
6. Water	23. Note books
7. Telephone	24. P.A system
8. Speakers	25. Tablets
9. Stage	26. Wardrobe
10. Finances	27. Reference materials
11. Flyers	28. Platform
12. Posters	29. Talkbacks
13. Business cards	30. Chair
14. Make up	31. Tele prompters
15. Envelopes	32. Lights
16. Incentives	
17. Whistle	

Attitudes / Traits / Behaviour

1. Smart
2. Communicator
3. Audible
4. Assertive
5. Confidence
6. Sensitive
7. Discipline
8. Accommodative
9. Loving
10. Decision maker
11. Innovative
12. Authentic
13. Creative
14. Analytical
15. Resilient
16. Ambitious
17. Social
18. Critical thinker
19. Respectful
20. Agility
21. Live performer
22. Vigilant
23. Personal values
24. Punctuality
25. Trust worthy
26. Good listener
27. Patient
28. Integrity

29. Logical
30. Committed
31. Hard working
32. Empathy
33. Honesty
34. Dramatic
35. Mood
36. Flexibility
37. Knowledgeable
38. Emotional intelligence
39. Lively
40. Reliable
41. Authenticity
42. Informed
43. Audibility
44. Appealing
45. Leadership
46. Eloquent
47. Improvise
48. Organized
49. Humility

Future Trends and concerns

1.	Social Media	16.	Natural calamities
2.	Digital content	17.	Digital Disruption
3.	Technological advancements	18.	Event Digitalization
4.	Dopy right laws	19.	Social climate
5.	Over taxation	20.	Cultural integrations
6.	Instabilities	21.	Generation gaps
7.	Leadership	22.	Policies
8.	Corruption	23.	Career Development
9.	Unprofessionalism	24.	Value addition to brand/services
10.	Violation and Piracy	25.	State of economy
11.	Pressure on creativity	26.	Climate change
12.	Competition	27.	Insurance
13.	Market pressure	28.	Lack of Diversity
14.	Trending genres	29.	Self-criticism
15.	Learner centered	30.	Extended customer services

2.0 ATP – PART II

Training Modules for EMCEE

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 EMCEE 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 AN EMCEE QUALIFICATION LEVEL 1?

An EMCEE Level 1 is a person who communicates information to give direction at events.

TRAINING MODULES FOR EMCEE UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	**Weeks**
UE/MC/M1.1	Plan an Event	120	3
UE/MC/M1.2	Manage Voice and Space	160	4
UE/MC/M1.3	Host Event	240	6
UE/MC/M1.4	Carry out Entrepreneurship and Administrative tasks	320	8
Summary	**4 Training Modules**	**840 hours**	**21 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 **Master of Ceremonies**.

Code	UE/MC/M1.1
Module title	M1.1: Plan an Event
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (EMCEE UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to plan for event
Learning-Working Assignments (LWAs)	**LWA 1/1: Identify clients** **LWA 1/2: Describe event theme** **LWA 1/3: Schedule event** **LWA 1/4: Create Program** **LWA 1/5: Create Budget** **LWA 1/6: Carryout Rehearsals** **LWA1/7: 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 clients** PEX 1.1: Carryout networking PEX 1.2: Create links PEX 1.3: Gather information PEX 1.4: Create partnerships
	LWA 1/2: Describe event theme PEX 2.1: Interpret objectives PEX 2.2: Carryout research PEX 2.3: Benchmark
	LWA 1/3: Schedule event PEX 3.1: Survey venue PEX 3.2: Schedule date PEX 3.3: Schedule time PEX 3.4: Inspect platform
	LWA 1/4: Create Program PEX 4.1: Determine entry time

	PEX 4.2: Event duration
	PEX 4.3: Arrival of guests
	PEX 4.4: Design flow of events
	PEX 4.4: Determine exit time
	LWA 1/5: Create budget
	PEX 5.1: Estimate transport costs
	PEX 5.2: Estimate wardrobe costs
	PEX 5.3: Determine welfare costs
	PEX 5.4: Price services
	PEX 5.5: Estimate contingency expenses
	LWA 1/6: Carryout Rehearsals
	PEX 6.1: Practice memorization
	PEX 6.2: Develop techniques for memorization
	PEX 6.3: Practice different kinds of toasts
	PEX 6.4: Practice speech
	PEX 6.5: Develop smooth transitions
	PEX 6.6: Prepare introductory line
	PEX 6.7: Practice closing remarks
	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: Dispose waste
	PEX 7.6: Manage personal hygiene
	PEX 7.7: Practice work moral ethics
	PEX 7.8: Maintain Emcee code of conduct
	PEX 7.9: Observe regulations
	PEX 7.10: Limit use of voice
	PEX 7.11: Maintain healthy lifestyle
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:* - Advertise services - Memory training - Event objective - Social etiquette - Time management - Research - Rules of procedure - Fire assembly - Consistency - Regular rehearsals - Numeracy - Analytical skills - Pricing - Avoid overbooking - Seating arrangement
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	Pens, book, rehearsal space, posters, flyers, podiums, P.A system, platforms, lights, calculator, chairs, tables, cud board, microphone, headphones, mobile phone
Minimum required materials and consumables or equivalent	Masks, water, sanitizer, cups, glasses, batteries, mirrors
Special notes	The theory must be integrated into the practice during training.

Code	**UE/MC/M1.2**
Module title	**M1.2: Manage Voice and Space**
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (EMCEE UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to effectively use voice and space
Learning-Working Assignments (LWAs)	**LWA 2/1: Train voice** **LWA 2/2: Deliver information** **LWA 2/3: Regulate voice** **LWA 2/4: 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)	**LWA 2/1: Train Voice** PEX 1.1: Rehearse text PEX 1.2: Perform voice warm ups PEX 1.3: Project voice PEX 1.5: Fine tune voice PEX 1.6: Facial warm ups PEX 1.7. Carryout physical exercises
	LWA 2/2: Deliver Information PEX 2.1: Pronounce words PEX 2.2: Articulate words PEX 2.3: Connect phrases PEX 2.4: Intone Voice PEX 2.5: Observe appropriate Language PEX 2.6: Apply expressions PEX 2.7: Manage emotions
	LWA 2/3: Manage voice PEX 3.1: Regulate Voice PEX 3.2: Manage Transitions PEX 3.3: Ensure Vocal Variations PEX 3.4: Mimic Voice

	PEX 3.5: Control Breath
	PEX 3.6: Ensure audibility
	PEX 3.7: Control pitch
	LWA 2/4: Utilize space
	PEX 4.1: Inspect platform
	PEX 4.2: Rehearse movement
	PEX 4.3: Position Participants
	PEX 4.3: Engage rules of procedure
	PEX 4.4: Limit movement
	PEX 4.5: Move purposefully
	LWA 2/5: Perform occupational health safety and environmental protection practices
	PEX 5.1: Wear protective gear
	PEX 5.2: Display safety signs
	PEX 5.3: Administer first aid
	PEX 5.4: Safe guard against fire
	PEX 5.5: Dispose waste
	PEX 5.6: Manage personal hygiene
	PEX 5.7: Practice work moral ethics
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:* - Trouble shooting - Gap fillers - Stake holders - Maintain healthy diet
Average duration of learning	160 hours (4 weeks) of nominal learning suggested to include: *5 days of occupational theory* *15 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 center 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	Manuscript, rehearsal space, telephone, microphone, Talk back, speakers, P.A System
Minimum required materials and consumables or equivalent	Yellow bananas, water, warm milk, cups, glasses
Special notes	• The theory must be integrated into the practice during training. • This module can be modified to suit Special Needs/ Abilities

Code	UE/MC/M 1.3
Module title	**M 1.3: Host Event**
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (EMCEE UVQ 1)
Qualification Level	1
Module purpose	By the end of the training, the trainee will be able to host event.
Learning-Working Assignments (LWAs)	**LWA 3/1: Coordinate Stakeholders** **LWA 3/2: Manage Appearance** **LWA 3/3: Execute event** **LWA 3/4: Engage audience** **LWA 3/5: Entertain audience** **LWA 4/5: Carryout post event activities** **LWA 4/6: 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.*
Related Practical Exercises (PEXs)	**LWA 3/1: Coordinate Stakeholders** PEX 1.1: Observe social etiquette PEX 1.2: Manage time PEX 1:4: Perform Sound check PEX 1.5: Opinion leaders PEX 1.6: Coordinate service points
	LWA 3/2: Manage appearance PEX 2.1: Identify make-up artist PEX 2.2: Apply make up PEX 2.3: Wear appropriate attire PEX 2.4: Maintain hygiene
	LWA 3/3: Execute event PEX 3.1: Program flow PEX 3.2: Maintain appropriate language PEX 3.3: Observe Emcee etiquette PEX 3.4: Observe Emcee ethics PEX 3.5: Provide direction PEX 3.6: Move purposefully PEX 3.7: Observe protocol PEX 3.8: Observe body language

	PEX 3.9: Maintain event flow
	PEX 3.10: Manage mentions
	PEX 3.11: Manage emotions
	LWA 3/4: Engage Audience
	PEX 4.1: Prepare audience
	PEX 4.2: Command audience
	PEX 4.3: Direct participants
	PEX 4.4: Involve audience
	PEX 4.5: Exhibit proper body language
	LWA 3/5: Entertain audience
	PEX 5.1: Assume character
	PEX 5.2: Create engagement
	PEX 5.3: Tell stories
	PEX 5.4: Bridge dead air
	PEX 5.6: Manage stage
	PEX 5.7: Create games
	PEX 5.8: Initiate peer to peer activities
	PEX 5.9: Employ humor
	PEX 5.10: Stimulate audience
	PEX 5.11: Show case Emcee skills
	LWA 3/6: Carryout post hosting activities
	PEX 6.1: Evaluate performance
	PEX 6.2: Manage feedback
	LWA 6/6: 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
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:* • Program flow

	• Communicate on criteria for serving • Assist in seating guests • Language • Emcee etiquette • Stage management • Emcee ethics • Presentation skills <u>Types of Emcees</u> • Corporate Emcee • Cultural event Emcee • Concert Emcee • Virtual event Emcee • Social Emcee
Average duration of learning	240 hours (6 weeks) of nominal learning suggested to include: • *5 days of occupational theory* • *25 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, telephone, manuscript, room, telephone, microphone, notebook, tablet, mirror, writing pads, social media, handkerchief, podiums, notebooks, P. A system, tablets, wardrobe
Minimum required materials and consumables or equivalent	makeup, water, whistle, masks, sanitizer
Special notes	• The theory must be integrated into the practice during training. • This module can be modified to suit special needs/ abilities

Code	UE/MC/M 1.4
Module title	**M 1.4: Carry out Basic Entrepreneurship and Administrative tasks**
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (EMCEE UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to perform entrepreneurial and administrative tasks.
Learning-Working Assignments (LWAs)	**LWA 5/1: Identify Emcee business** **LWA 5/2: Manage basic Emcee business** **LWA 5/3: Perform basic pricing** **LWA 4/5: 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.*
Related Practical Exercises (PEXs)	**LWA 5/1: Identify Emcee business** PEX 1.1: Comedic Emcee PEX 1.2: Emcee critic PEX 1.3: Corporate Emcee PEX 1.4: Cultural event Emcee PEX 1.5: Concert Emcee PEX 1.6: Virtual Emcee PEX 1.7: Social emcee PEX 1.8: Event facilitators PEX 1.9: Conference moderator Emcee PEX 1.10: Entertainer Emcee
	LWA 5/2: Set up Emcee enterprise PEX 1.1: Carry out feasibility study PEX 2.2: Source resources PEX 2.3: Make budget PEX 2.4: Secure work place PEX 2.5: Procure tools and materials PEX 2.6: Register enterprise
	LWA 5/3: Market services PEX 2.1: Brand product

	PEX 2.2: Package product
	PEX 2.3: Price services
	PEX 2.4: Exhibit services/product
	PEX 2.5: Advertise product/service
	LWA 5/4: Manage Emcee business
	PEX 4.1: Perform book keeping
	PEX 4.2: Participate in basic Emcee promotion sales
	PEX 4.3: Provide customer services
	PEX 4.4: Communicate effectively
	PEX 4.5: Bench mark events
	LWA 5/5: Perform basic pricing
	PEX 5.1: Create business proposals
	PEX 5.2: Establish cost of materials
	PEX 5.3: Establish cost of tools and equipment
	PEX 5.4: Establish cost of labor
	PEX 5.5: Establish cost of events
	LWA 4/5: Perform occupational health, safety and environmental protection practices
	PEX 5.1: Observe government regulations
	PEX 5.2: Manage waste
	PEX 5.3: Administer First Aid
	PEX 5.4: Wear protective gear
	PEX 5.5: Display safety signs
	PEX 5.6: Administer first aid
	PEX 5.7: Safe guard against fire
	PEX 5.8: Dispose waste
	PEX 5.9: Manage personal hygiene
	PEX 5.10: Practice work moral ethics
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: - Different types of documents - Starting Emcee business - Record keeping - Marketing - Pricing

	• Communication • Knowledge on seasons • Knowledge on government regulations • Computer knowledge • Policy regulations • Cooperation with other stake holders • Conflict resolution • Climate change • Problem solving • Team work • Taxation • Contract preparation • Business process • Transportation
Average duration of learning	320 hours (8 weeks) of nominal learning suggested to include: • *10 days of occupational theory* • *30 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	Calculator, telephone set/mobile phone, electrical tools and equipment, chairs, tables.
Minimum required materials and consumables or equivalent	Pens, pencil, paper, rubbers, ruler, reference, textbooks.
Special notes	• The theory must be integrated into practice during training • This module can be modified to suit special Needs/ Abilities

3.0 ATP- PART III

Assessment Instruments for EMCEE

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 an **EMCEE** are included.

3.9   Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	07
2.	Written (Theory)- Multiple Choice	05
3.	Written (Theory)- Matching with generic	01
4.	Written (Theory)- Cause effect	01
5.	Written (Theory)- Work sequence	01
6.	Performance(Practical)Test Items	01
	Total	**16**

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1		
Occupational Title:	EMCEE		
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	List down three events for EMCEE'ing
Answer spaces	(i) ………………………………………………………… (ii) ………………………………………………………… (iii) ....
Expected key (answers)	(i) Corporate events (ii) Cultural event (iii) Concerts (iv) Virtual event (v) Social events (vi) Religious events

DIT/ QS	**Test Item Database** **Written (Theory) Test Item- No. 2**			
Occupational Title:	EMCEE			
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:	M1/3/4			
Time allocation:	2 minutes			

Test Item	List four duties of an EMCEE.
Answer spaces	(i) …………………………………………..…… (ii) .... (iii) .... (iv) ……………………………………………..
Expected key (answers)	(i) Introduce participants (ii) Design event program (iii) Manage event time (iv) Engage audience (v) Entertain audience (vi) Make announcements (vii) Guide protocol

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	EMCEE			
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:	M1			
Time allocation:	2 minutes			

Test Item	List 5 tools an EMCEE requires to plan and host an event.
Answer spaces	(i) …………………………………………….…… (ii) .... (iii) .... (iv) ………………………………………………….. (v) ………………………………………………….
Expected key (answers)	(i) Notebook (ii) Pen (iii) Voice recorder (iv) Watch (v) Microphone (vi) Mirror

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	EMCEE			
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:	M1/2/3/4			
Time allocation:	2 minutes			

Test Item	Mention four traits and behaviors of a good EMCEE.
Answer spaces	(i) ………………………………………………… (ii) .... (iii) .... (iv) ……………………………………………..
Expected key (answers)	(i) Time manager (ii) Articulate (iii) professional (iv) Humorous (v) Energetic (vi) Eloquent (vii) Audible (viii) Flexible

DIT/ QS	**Test Item Database** **Written (Theory) Test Item- No. 5**			
Occupational Title:	EMCEE			
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:	M1/2/3			
Time allocation:	2 minutes			

Test Item	List three qualities of an efficient EMCEE
Answer spaces	(i) ……………………………………….……… (ii) .... (iii) ....
Expected key (answers)	(i) Punctuality (ii) Fluency (iii) Creativity (iv) Approachable (v) Smart (vi) Listener (vii) Dynamic

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	EMCEE			
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:	M4			
Time allocation:	2 minutes			

Test Item	State three preparatory steps before hosting an event
Answer spaces	(i) ………………………………………….…… (ii) .... (iii) ....
Expected key (answers)	(i) Sound checks (ii) Client program approvals (iii) Venue Inspection (iv) Rehearsals (v) Welfare needs

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 7			
Occupational Title:	EMCEE			
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:	M1/2/3			
Time allocation:	1 minutes			

Test Item	Identify two categories of events where EMCEE services would be required
Answer spaces	(i) …………………………………………….…… (ii) ....
Expected key (answers)	(i) Cultural Events (ii) Traditional get together (iii) Corporate Events (iv) Award Ceremonies (v) Public Functions (vi) Social Events

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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	EMCEE			
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:	M4			
Time allocation:	2 Minutes			

Test Item	Which of the following activities is done before hosting an event?
Distractors and correct answer	A. Seek feedback B. Checking equipment C. Entertaining audience D. Involving audience

Key (answer)	B

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	EMCEE			
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:	M1/2/3/4			
Time allocation:	3 Minutes			

Test Item	The following are traits of an EMCEE EXCEPT
Distractors and correct answer	A. Disorganisation B. Confident C. Audible D. Punctual

Key (answer)	A

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	EMCEE			
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:	M1/3			
Time allocation:	2 Minutes			

Test Item	Which of the following is NOT a form of collecting feedback
Distractors and correct answer	A. Evaluation forms B. Client reviews C. Social media D. Event program

Key (answer)	D

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	EMCEE			
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:	M4			
Time allocation:	2 Minutes			

Test Item	The following gatherings need EMCEE services EXCEPT
Distractors and correct answer	A. Fundraisers B. Religious Mass C. Family Gatherings D. Cultural Events

Key (answer)	B

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	EMCEE			
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:	M1			
Time allocation:	2 Minutes			

Test Item	Which of the following is NOT important in planning for an event
Distractors and correct answer	A. Programming B. Welfare requirement C. Physical exercise D. Gender identity

Key (answer)	D

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	EMCEE			
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:	M1/3			
Time allocation:	3 Minutes			

Test Item	Match the following actions to the tools

Column A (Item)		Column B (Activity)	
A	Speech Rehearsal	1	Microphone
B	Prepare budget	2	Mirror
C	Involve the audience	3	Calculator
D	Make announcements	4	Voice
		5	Rope
		6	Microphone
		7	Mirror

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

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	EMCEE			
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			
Time allocation:	3 Minutes			

Test Item	Match the following faults to their causes in EMCEE'ing.

Column (A)	
1	Poor sound
2	Poor time management
3	Disorganised event
4	Poor show

Column (B)	
A	Poor program flow
B	Inadequate research
C	Failure to schedule event and time accordingly
D	EMCEE smartness
E	Failure to perform microphone check

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

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	EMCEE			
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			
Time allocation:	4 Minutes			

Test Item	Re-arrange the following in the correct order

Column A (chronology	Column B (work steps) in wrong chronology order	
1st	A	Prepare budget.
2nd	B	Survey venue
3rd	C	Rehearse
4th	D	Manage Feedback.
5th	E	Make introductions
6th	F	Create program
7th	G	Research
8th	H	Identify client

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

PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- No. 1
Occupational Title:	EMCEE
Competence level:	Level 1
Code no.	
Test Item:	Host an event of a category of choice
Complexity level:	C3
Date of OP:	January 2022
Related module:	M4
Related skills and knowledge:	- Greet audience - Make introductions - Present program - Manage space fright - Exhibit EMCEE etiquette - Utilization of space - Manage Wardrobe - Follow program - Exhibit emotional intelligence - Proper use of tools and equipment - Engage audience - Coordinate Participants - Manage Time - Coordinate Service Providers - Manage Transitions - Present Eloquently
Required tools, Materials and Equipment:	Voice, Microphone, P.A System, Props, Notepad, Water, Pen, Sanitizer, Furniture, wardrobe, mask, microphone batteries, water, paper, handkerchief.
Time allocation:	4 hours
Preferred venue:	Open Space
Remarks for candidates	Candidates must have proper working equipment, tools and materials
Remarks for assessors	- Avail candidates with all required tools, equipment and materials - Provide all the guidelines

#	Assessment criteria	Scoring guide	Max Score	
			Process	**Result**
1	**Selected right equipment**	**Equipment and materials** Microphone P.A System Props Notepad Pen Water Sanitizer Furniture Wardrobe Mask		3
2	**Carried out rehearsals**	Individual		4
3	**Managed appearance**	Wore make up		2
		Wore appropriate attire		2
		Maintained smartness		2
		Hygienic outlook observed		3
4	**Managed space**	Utilised space	2	
		Proper space coordination	2	
		Managed Space Fright		2
		Proper space management observed	2	2
5	**Hosted event**	**Body language** Positioned self well Exuded confidence Kept eye contact with audience Employed warm gestures		4
		Observed program		4
		Made introductions	3	
		Ensured audibility	2	
		Exhibited humour	3	
		Used appropriate Language	2	
		Managed transitions	2	
6	**Engaged Audience**	Managed emotions	2	
		Managed expressions	2	
		Controlled breath		2

		Spoke eloquently		2
		Paced delivery	2	2
		Initiated audience engagement	2	
		Received audience feedback	2	
		Made closing remarks		3
6	**Engaged Audience**	Managed audience emotions	2	3
		Encouraged audience participation	2	2
		Motivated audience	3	
		Involved audience	2	2
	TOTAL		**38**	**44**
	Maximum score (Y)		**(Y/82) * 100**	

4.0 ATP- PART IV

<u>INFORMATION ON DEVELOPMENT PROCESS</u>

4.1   Occupational Profile Development (January 2022)

The Occupational Profile was exclusively developed by job practitioners who were working in the EMCEE occupation. The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2   Training Module Development (January 2022)

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

4.3   Test Item Development (July 2020)

Based on the developed <u>Occupational Profile</u> for EMCEE of January 2022, and Training Modules, 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 review activities including international benchmarking.

4.5 Development Panels

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

Development Panel		
No.	**Name**	**Institution/ Organization**
1.	Ntubiro Godfrey	NCDC
2.	Namiiro Harriet Jane	UNEB
3.	Beatrice Norah Nyatia Geria	Kings College Budo
4.	Nakalema Margret	Greenhill Academy
5.	Sempereza Daniel	Kabojja International School Kampala
6.	Kibuuka Andrew Benon	Bakayimbira School of Performing Arts
7.	Ssendikwanawa Raymond	Mityana Secondary School
8.	Ojangole Deo Emmanuel	360 EMCEEs Company
9.	Tashobya Davis	Toast Masters Kampala
10.	Ekurot Paul	Power FM Radio
11.	Patrick Muhereza	Global Leadership Summit

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 version

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