



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



**Assessment and
Training Package**

For

DISC JOCKEY (DJ)

Qualification Level: 1

Occupational Cluster: Performing Arts

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

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 **DJ – 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 DJ.** This Occupational Profile which was developed by DJs practicing in the world of work mirrors the duties and tasks DJs are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **DJs** 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 **DJ**. These assessment instruments were developed jointly by job practitioners (DJ) and teachers based on the occupational profile and training modules¹.
- 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 – DJ 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 modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

¹In 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

0.7 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 (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 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: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. 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 DJ

- 1.1 The OCCUPATIONAL PROFILE (OP) for “DJ” below defines the **Duties** and **Tasks** a competent DJ 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 DJ are listed on the following page.

¹ *The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’*

Job Expert Panel

Ntubiro Godfrey
NCDC

Arigumisiriza Kabirisi Charlotte
UNEB

Namiiro Harriet Jane
Mityana Secondary School

Kayizzi Arthur
Bishop cipriano Kihangire Luzira

Maweje John Paul
S.t Charles Lwanga Mubende

Mercy Najjuma
Buloba High School

Bareija Collins
Galaxy FM Radio

Okello James
Uganda Prison Band

Kigozi Dickens
KFM Radio

Muwanguzi Joseph Kenneth
Almost Famous DJs Uganda

Co-ordinator
Mukyala E. Ruth
Directorate of Industrial Training

Facilitators
Tukundane Bonnie
Directorate of Industrial Training

Kyatuhire Fortunate
Directorate of Industrial Training

Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile

For a
“DJ”

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

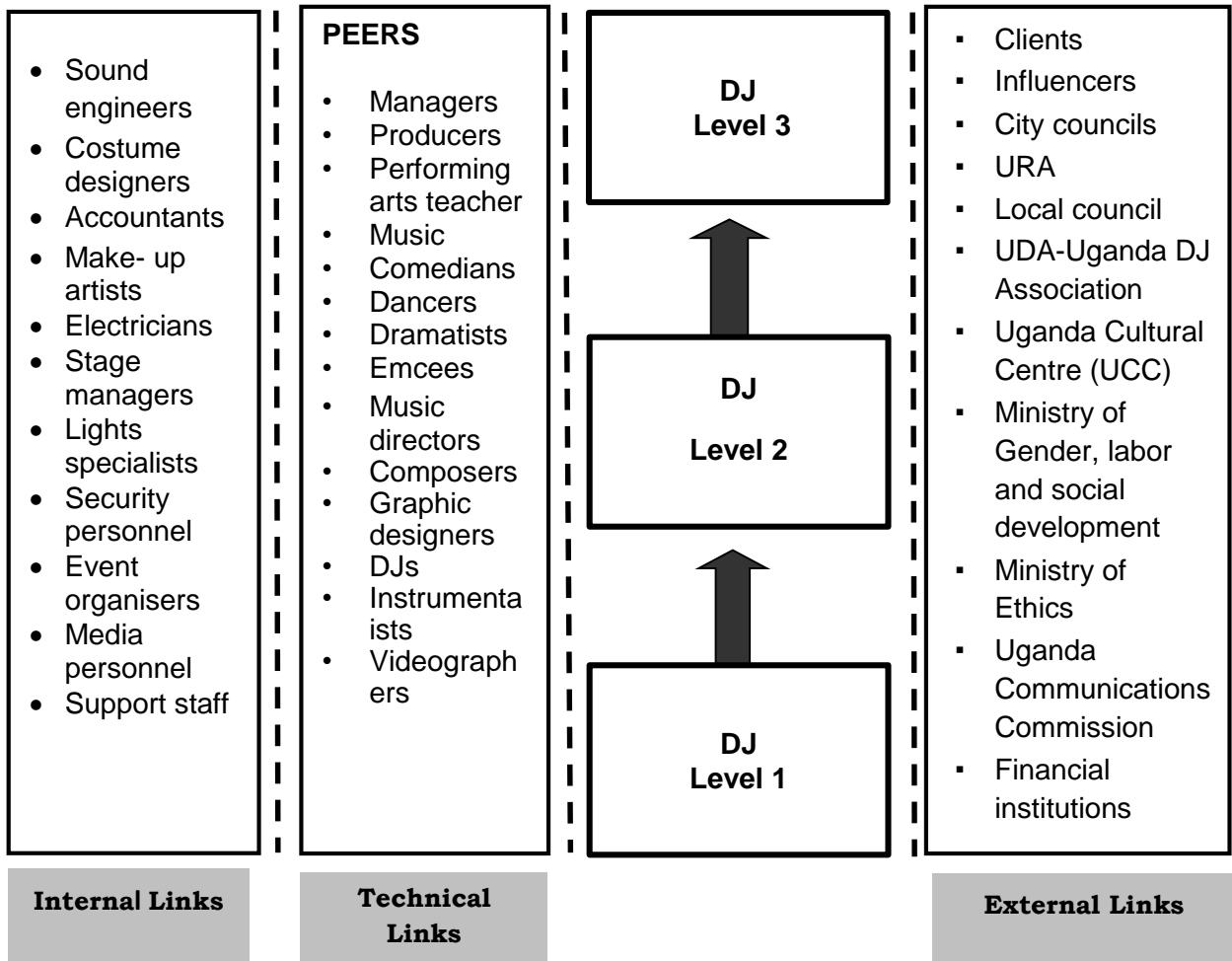
Dates of workshop: 17th-21th January 2022

NOMENCLATURE FOR THE OCCUPATION OF A DJ

Definition of a DJ

This is an Entertainer who plays recorded music to a specific audience.

JOB ORGANISATION CHART FOR A DJ



Descriptions for the levels in the occupation of a ‘DJ’

UVQ Level 1 DJ: Is a person who plays recorded music at a specific event.

UVQ Level 2 DJ: Is a person who creatively enhances the music played at specific events.

UVQ Level 3 DJ: Is a highly skilled entertainer who effectively engages the audience at any event

Duties and Tasks

A. PLAN SHOW	A1 Interpret event theme	A2 Schedule time	A3 Schedule date
	A4 Prepare program	A5 Identify audience preferences	A6 Collect songs Sort music
	A7 Sort songs	A8 Analyse songs	A8 Select songs according to theme
	A9 Crate music	A10 Organise playlists	A11 Create and name folders
	A11 Carryout playlist Rehearsals		

B. SURVEY WORKING AREA	B1 Determine location	B2 Survey venue	B3 Determine entry and exit points
	B4 Determine security	B5 Inspect areas to position speakers	B7 Set up platform

C. SET EQUIPMENT	C1 Set up working station	C2 Set up shelter	C3 Check power source
	C4 Check power stabilizer/regulator	C5 Set up mixer	C6 Connect amplifier
	C7 Connect crossover	C8 Connect equaliser	C9 Connect speakers to amplifier
	C10 Position speakers	C11 Fix microphone on mixer	C12 Connect to power source
	C13 Perform sound checks	C14 Start and rehearse music/tracks	C15 Phrase music

D. EXECUTE ROLE	D1 Provide sound and music	D2 Coordinate other performers	D3 Set entertainment tempo
	D4 Set tone for event	D5 Monitor crowd/audience	D6 Beat match

	D7 Play music	D8 Perform playlists	D9 Manage mentions
	D10 Manage requests	D12 Make announcements	D13 Express mood/emotion

E. ENTERTAIN AUDIENCE	E1 Create befitting persona	E2 Display DJ playing techniques	E3 Perform fire stunts
	E4 Scratch and spin	E5 Lead trendy dances	E6 Utilize other performers
	E7 Perform song disengagements	E8 Initiate sing along	E9 Perform juggling
	E10 Display microphone techniques	E11 Select tracks according to mood	E12 Hype audience
	E13 Manipulate parts of tracks		

F. MARKET PRODUCT/SERVICES	F1 Brand product(self)	F2 Create profile	F3 Display banners/back drops
	F4 Display posters	F5 Manage music library	F6 Exhibit software awareness
	F7 Create DJ name	F8 Create branded merchandise	F9 Make/create branded merchandise
	F10 Create mixes	F12 Manage social media	F13 Participate in peer-to-peer activities

G. PERFORM ADMINISTRATIVE TASKS	G1 Acquire DJ tools and equipment	G2 Implement business plan	G3 Develop business proposals
	G4 Keep records	G5 Mobilise financial resources	G6 Acquire operational licenses/documents
	G7 Attend DJ meetings	G8 Price DJ services	G9 Transport equipment
	G10 Pursue continuous professional development	G11 Manage welfare	G12 Follow guidelines

	G13 Manage and pay bills	G14 Generate inventory records	G15 Advise clients on theme music selection
	G16 Observe safety and health precautions	G17 Update music library	G18 Update software and hardware
	G19 Assign duties to staff		
H.PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Sensitise on health precautions	H2 Observe health and safety precautions	H3 Service and maintain equipment
	H4 Maintain hygiene and sanitation	H5 Sensitise on drug abuse	H6 Administer first aid
	H7 Perform fire fighting	H8 Manage waste	H9 Display safety notices
	H10 Undergo routine medical examinations	H11 Support cyber bullying campaigns	H12 Ensure standard operating procedures
	H13 Sensitise on alcohol use	H14 Manage waste	H15 Sensitise on promiscuity
	H16 Promote HIV/AIDS awareness	H17 Sensitise on mental health	H18 Clean microphone/equipment

Additional Information

<p>Related Knowledge and skills</p> <ol style="list-style-type: none"> 1. Cultural affiliations 2. Stage discipline 3. Self-management 4. Music Genres 5. Commercialization 6. Team work 7. Instruments 8. Technology 9. Regulations 10. Copy right laws 11. Ethics 12. Language 13. Social trends 14. Audience preferences 15. Merging needs of the society 16. Gender issues 17. Health 	<ol style="list-style-type: none"> 18. Song sampling 19. Scratching 20. First aid 21. Fire fighting 22. Religious 23. Spinning 24. Juggling 25. Beat matching 26. Tempo 27. Pitch 28. Blending 29. Harmonic mixing 30. Phrasing 31. Environmental awareness 32. Anger management 33. Market dynamics on related knowledge
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<p>Tools Materials and Equipment</p> <ol style="list-style-type: none"> 1. Music system 2. Microphone 3. Pens 4. Paper 5. Tuber 6. Music/rehearsal room 7. Amplifier 8. Water 9. Bananas 10. Telephone 11. Speakers 12. Equalizer 13. Stage 14. Headsets 15. Computers 16. Recorder 17. Finances 	<ol style="list-style-type: none"> 18. Recordings 19. Writing pad 20. Social media 21. Pen 22. book 23. audio player 24. rehearsing room 25. Voice 26. sports gear 27. music scripts 28. recorded music 29. Studio 30. Flyers 31. Posters 32. Business cards 33. Prop
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<p>Attitudes / Traits / Behaviors Future Trends and concerns</p> <ol style="list-style-type: none"> 1: Smart 2: Media 2: Communicator 2: Digital Content 3: Audible 3: Technological advancements 4: Assertive 4: Copy right laws 5: Confidence 5: Over taxation 6: Sensitive 6: Instabilities 7: Disciplined 7: Identification 8: Accommodative 8: Leadership 9: Decision maker 9: Corruption 10: Innovative 10: Unprofessionalism 11: Authentic 11: Violation and Piracy 12: Creative 12: Pressure on creativity 13: Analytical 13: Competition 14: Resilient 14: Market pressure 15: Ambitious 15: Trending genres 16: Social 16: Learner centered 17: Critical thinker 17: Epidemics 18: Respectful 18: Societal attitudes 19: Standing alone 20: Start-up capital 20: Approachable 20: Gender bias 21: Confidentiality 	<ol style="list-style-type: none"> 22. Agility 23. Physically fit 24. Empathy 25. Honest 26. Emotive 27. Diverse 28. Attentive 29. Self-control 30. Flexible 31. Flexible 32. Focused 33. Reliable 34. Adaptive 35. Exemplary 36. Patience 37. Inquisitive 38. Intelligence 39. Informed 40. Patriotic 41. Time conscious 42. Organized
<ol style="list-style-type: none"> 22. Investment 23. DJ institutions 	

2.0 ATP – PART II

Training Modules for DJ

- 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 DJ 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 centres, 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 DJ QUALIFICATION LEVEL 1?

A Level I DJ is a person who plays recorded music at a specific event

TRAINING MODULES FOR DJ UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/M/M1.1	Plan event	120	3
UE//M1.2	perform event	320	8
UE/M/M1.3	Market Product	160	4
UE/M/M1.4	Carry out Basic Entrepreneurship	160	4
Summary	5 Training Modules	760 hours = 19weeks	

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 **DJ**

Code	UE/DJ/M1.1
Module title	M1.1: Plan event
Related Qualification	Part of Uganda Vocational Qualification (DJ UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to plan for an event
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Survey workplace LWA 1/2: Prepare playlist LWA 1/3: Perform sound checks LWA 1/4: Test Music LWA 1/5: Create Program LWA 1/6: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 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)	<p>LWA 1/1: Survey workplace PEX 1.1: Scout Venue PEX 1.2: Check power source PEX 1.3: Set up shelter PEX 1.4: Position speakers PEX 1.5: Set up equipment</p> <p>LWA 1/2: Prepare Playlist PEX 2.1: Collect music PEX 2.1: Sort songs PEX 2.2: Analyze music PEX 2.3: Align songs to themes PEX 2.4: Create folders</p> <p>LWA 1/3: Perform Sound Checks PEX 3.1: carry out sound checks PEX 3.2: sound dimensions PEX 3.3: test microphone PEX 3.4: check microphone signal range</p>

	<p>PEX 3.4: Regulate amplifier PEX 3.4: Balance output</p> <p>LWA 1/4: Test music PEX 4.1: Test cue points PEX 4.2: Set Volume PEX 4.3: Consider on air edits PEX 4.4: Equalize Music</p> <p>LWA 1/5: Create program PEX 5.1: Analyse Program PEX 5.2: Identify start time PEX 5.3: Determine DJ introduction time PEX 5.3: Schedule music PEX 5.4: Identify play session PEX 5.5: Identify end time</p> <p>LWA 1/6: Perform occupational health, safety and environmental protection practices PEX 6.1: Manage waste PEX 6.2: Wear protective gears PEX 6.3: Administer first aid PEX 6.4: Display safety signs PEX 6.5: Observe hygiene and sanitation PEX 6.6: Observe environment rules and regulations PEX 6.7: Perform fire fighting</p>
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	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Online subscription • Battery checks • Microphone codes • Mixer • Cross over • Equalizer • Facilitation
Average duration of learning	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 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	Microphones, laptop, hard drive, computer, flash disks, telephone, headphones, controller, turntables, mixer, amplifier, crossover, power stabilizer, card reader, generator, extensions, desk light, CD players(CDJs), microphone batteries, projector, connector cables
Minimum required materials and consumables or equivalent	Sanitizer, masks, connector wires, stationery, hydration supplements
Special notes	The theory must be integrated into the practice during training.

Code	UE/DJ/M1.2
Module title	M1.2: Perform event
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (DJ UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to perform event
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Implement program LWA 2/2: Perform playlists LWA 2/3: Execute role LWA 2/3: Engage audience LWA2/4: Perform occupational health safety and environmental protection activities</p> <p>Note:</p> <ol style="list-style-type: none"> 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)	<p>LWA 2/1: Implement program PEX 1.1: Ensure start time PEX 1.2: Observe speech time PEX 1.3: Identify merging themes PEX 1.4: Match concepts PEX 1.5: Manage transitions PEX 1.6: Build event climax PEX 1.7: Observe end time</p> <p>LWA 2/2: Perform playlists PEX 2.1: Play music PEX 2.2: Configure software PEX 2.3: Load playlist PEX 2.4: Preview in-coming song PEX 2.5: Release tracks PEX 2.6: Match beats PEX 2.7: Mix music PEX 2.8: Phrase music PEX 2.9: Select songs according to audience mood</p>

	<p>PEX 2/3: Execute role PEX 3.1: Manage appearance PEX 3.2: Appropriate attire PEX 3.3: Manage time PEX 3.4: Manage Props PEX 3.5: Microphone handling PEX 3.6: Entertain audience PEX 3.7: Showcase special effects PEX 3.8: Observe DJ etiquette PEX 3.9: Observe proper language PEX 3.10: Manage song requests PEX 3.11: Make announcements PEX 3.12: Display playing techniques PEX 3.13: Create befitting persona</p> <p>LWA 2/4: Engage audience PEX 4.1: Interpret audience PEX 4.2: Manage mentions PEX 4.3: Coordinate performers PEX 4.4: Perform trendy dances PEX 4.5: Perform climax PEX 4.6: Initiate sing along</p> <p>LWA 2.5: Perform occupational health safety and environment protection activities PEX 5.1: Acquire high quality headphones 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 PEX 5.9: Protect ears against noise pollution PEX 5.10: Disinfect microphone PEX 5.11: Insulate Set-up PEX 5.12: Maintain sober/clear mind</p>
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

	<p>knowledge/ theory may be obtained from various recognized reference materials as appropriate:</p> <ul style="list-style-type: none"> • Scratching • Juggling • Fire stunts • Sound effect punch-ins • Looping • Harmonic mixing • Smooth transitioning • Beat matching • Music phrasing • Time management • Meet and greet • Microphone techniques • Financial discipline • Pricing
Average duration of learning	<p>320 hours (40 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 10 days of occupational theory and • 30 days of occupational practice
Suggestions on organization of learning	<p>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.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Microphones, laptop, hard drive, computer, flash disks, telephone, headphones, controller, turntables, mixer, amplifier, crossover, power stabilizer, card reader, generator, extensions, desk light, CD players(CDJs), microphone batteries, projector, connector cables, racks</p>
Minimum required materials and consumables or equivalent	<p>Hydration supplements, sanitizer, stationery, fire cans, lighter, masks, masking tapes, fuel</p>
Special notes	<ul style="list-style-type: none"> • The theory must be integrated into the practice during training • This module can be modified to suit Special Needs/Abilities

Code	UE/DJ/M1.3
Module title	M3:3 Market Product
Related Qualification	Part of Uganda Vocational Qualification (DJ UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to market product
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Set up brand</p> <p>LWA 3/2: Identify market niche</p> <p>LWA 3/3: Market DJ services/products</p> <p>LWA 3/4: Advertise business</p> <p>LWA 3/4: Perform Occupational health, safety and environmental protection practices.</p> <p><i>Note:</i></p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The trainer/instructor is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Set up brand</p> <p>PEX 1.1: Define brand</p> <p>PEX 1.2: Create I identity</p> <p>PEX 1.3: Create DJ name</p> <p>PEX 1.4: Design logo</p> <p>PEX 1.5: Develop portfolio</p> <p>PEX 1.6: Invest in equipment</p> <p>PEX 1.7: Build up DJ websites</p> <p>PEX 1.8: Practice communication skills</p> <p>LWA 3/2: Identify market niche</p> <p>PEX 2.1: Conduct market research</p> <p>PEX 2.2: Carryout benchmarking</p> <p>PEX 2.3: Scout client hubs discover</p> <p>PEX 2.4: Consult peers</p> <p>PEX 2.5: Utilize DJ literature</p> <p>LWA 3/3: Market poultry products</p> <p>PEX 3.1: Create social media presence</p> <p>PEX 3.2: Engage clients</p> <p>PEX 3.3: Share music library</p> <p>PEX 3.4: Brand merchandise</p> <p>PEX 3.5: Sell merchandise</p> <p>PEX 3.6: Price products</p> <p>PEX 3.7: Carryout networking</p>

	<p>PEX 3.8: Perform customer care PEX 3.9: Generate marketing and sales records PEX 3.10: Create business cards PEX 3.11: Encourage referrals PEX 3.12: Create promotional products</p> <p>LWA 3/4: Advertise Business PEX 4.1: Create social media presence PEX 4.2: Utilize print media PEX 4.3: Partner with radio and TV PEX 4.4: Contact event organisers PEX 4.5: Create partnership</p> <p>LWA 3/5: Perform Occupational health, safety and environmental protection practices. PEX 5.1: Maintain hygiene PEX 5.2: Procure quality headphones PEX 5.3: Observe regulations and policies PEX 5.4: Maintain clear mind</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be performed and demonstrated during LWAs and PEXs</p>
Pre-requisite modules	<p>None</p>
Related knowledge / theory	<p>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 recognized reference materials as appropriate:</p> <ul style="list-style-type: none"> • On- line tutorials. • Client feedback • Television shows • Radio presentations • Budgeting • Numeracy and literacy • ICT • Occupational health, safety and environmental protection practices • Marketing • Products transportation • Record keeping • Pricing products • Customer care • First aid administration
Average duration of learning	<p>160hours (20 days) of nominal learning suggested to include:</p>

	<ul style="list-style-type: none"> • 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 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, computer, table light, laptop, mobile phone, internet, Television, Radio
Minimum required materials and consumables or equivalent	Stationery, packaging materials
Special notes	This module can be modified to suit Special Needs/Abilities

Code	UE/DJ/M 1.4
Module title	M 1.4: Perform Entrepreneurship
Related Qualification	Part of Uganda Vocational Qualification (DJ 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)	<p>LWA 4/1: Identify DJ business LWA4/2: Set up DJ business LWA 4/3: Perform administrative tasks LWA 4/4: Manage basic DJ business LWA 4/5: Perform basic pricing LWA 4/6: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Identify DJ business PEX 1.1: Concert DJ PEX 1.2: Virtual DJ PEX 1.3: Cultural DJ PEX 1.4: Corporate DJ PEX 1.5: Club and Bar DJ PEX 1.6: Radio/TV DJ PEX 1.7: Mobile DJ</p> <p>LWA 4/2: Set up poultry enterprise PEX 2.1: Develop business proposals PEX 2.1: Develop business plan PEX 2.2: Determine required resource PEX 2.3: Prepare budget PEX 2.4: Acquire resources PEX 2.4: Establish enterprise</p>
	<p>LWA 4/3: Perform administrative tasks PEX 3.1: Register business PEX 3.2: Recruit support staff PEX 3.2: Train staff</p>

	<p>PEX 3.3: Prepare work schedules PEX 3.4: Assign duties PEX 3.5: Supervise works PEX 3.6: Manage bills PEX 3.7: Prepare reports PEX 3.8: Prepare budget</p> <p>LWA 4/4: Manage basic DJ business PEX 4.1: Perform basic book keeping PEX 4.2: Participate in DJ exhibitions PEX 4.3: Record staff attendance PEX 4.4: Provide customer services PEX 4.5: Communicate effectively PEX 4.6: Bench mark shows</p> <p>LWA 4/5: Perform basic pricing 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 shows/events</p> <p>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</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p>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 recognized reference materials as appropriate:</p>

	<ul style="list-style-type: none"> • Types of records used by DJ • Starting a DJ business • Definition of terms in DJ • Record keeping • Marketing • Pricing • Communication • Knowledge on seasons • Knowledge on government regulations • Computer knowledge • Policy regulations
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 20days of occupational theory and • 40 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 (Refer to Part II of the ATP (DJ) for samples labeled related Duty/Task “A”, “D” and “E”).
Minimum required tools/ equipment/ implements or equivalent	Laptop, hard drive, computer, flash disks, telephone, controller, generator, desk light
	Pen, paper, writing pad
Special notes	This module can be modified to suit special needs/ abilities

3.0 ATP- PART III

Assessment Instruments for DJ

- 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 **DJ** 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		

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	Outline four basic items that a DJ needs to start working.
Answer spaces	1) 2) 3) 4)
Expected key (answers)	1) Computer 2) Hard drive 3) Software 4) Turn table 5) Microphone 6) Head phones 7) Cables

DIT/ QS		Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	DJ				
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:	M3/4				
Time allocation:	2 minutes				

Test Item	Outline five benefits of conducting marketing research
Answer spaces	1) 2) 3) 4) 5)
Expected key (answers)	1) To improve on one's skills 2) To learn from other's production styles 3) Helps in brand growth 4) Widening the client base 5) Acquire new knowledge

DIT/ QS		Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	DJ				
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:	M2				
Time allocation:	2 minutes				

Test Item	Outline five qualities of a good Dj.
Answer spaces	1) 2) 3) 4) 5)
Expected key (answers)	1) Confidence 2) Conversant with equipment and software 3) Music knowledge 4) Good social media relation 5) Must be presentable 6) Sociable 7) Engage the audience

DIT/ QS		Test Item Database Written (Theory) Test Item- No. 4		
Occupational Title:	DJ			
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:	M5			
Time allocation:	1 minutes			

Test Item	List three types of DJs
Answer spaces	1) 2) 3)
Expected key (answers)	1) Radio DJ 2) Club DJ 3) Mobile DJ 4) Concert DJ

DIT/QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	DJ			
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:	2 Minutes			

Test Item	The identity of a DJ does not involve one of the following
Distractors and correct answer	A. Name B. Logo C. Mixing style D. Flyers

Key (answer)	D
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	DJ			
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	The following equipment is used by a DJ except.
Distractors and correct answer	A. Laptop B. microphone C. Music D. Instruments

Key (answer)	D
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 3		
Occupational Title:	DJ		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer		
	Multiple choice	√	
	Matching item	Generic	Cause- Effect
Complexity level:	C3		
Date of OP:	January 2022		
Related module:	M5		
Time allocation:	4 Minutes		

Test Item	The following are duties of a DJ except.
Distractors and correct answer	<ul style="list-style-type: none"> A. Observe speech time B. Scheduling the music C. Lining duress /ushering in guests D. Observe building climax

Key (answer)	C
---------------------	---

DIT/QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	DJ			
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:	M5			
Time allocation:	2 Minutes			

Test Item entertains audience through playing recorded music
Distractors and correct answer	<ul style="list-style-type: none"> A. Comedian B. Singer C. Disco jockey D. Master of ceremonies

Key (answer)	C
---------------------	---

DIT/QS		Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	DJ				
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 advertising avenue
------------------	--

Activity	
A	Jumpers
B	YouTube
C	Facebook
D	News papers
E	Television

Tools	
1	Social media
2	Print media
3	Apparel
4	Electronic media
5	Online

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

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

Test Item	Match the following tools and equipment in column A to the functions in Column B
------------------	--

Equipment	
1	Hard drive
2	Laptop
3	Wires/cables
4	Speaker
5	Microphone

Function	
A	Connecting
B	Soft ware
C	Storage for music
D	Communication
E	Sound

Key (answer)	1-C, 2-B, 3-A, 4-E, 5-D
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DIT/QS		Test Item Database Written (Theory) Test Item- no.3			
Occupational Title:	DJ				
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:	4 Minutes				

Test Item	Match the following entertains to the key role in the entertainment industry
------------------	--

Music personnel	
1	Disco jockey
2	Singer
3	Dancer
4	MC

Role	
A	Sing songs
B	Plays instrument
C	Moves body to entertain
D	Plays recorded music at events
E	Hosts events

Key (answer)	1-D, 2-A, 3-C, 4-E
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DIT/QS	Test Item Database Written (Theory) Test Item- no.3		
Occupational Title:	DJ		
Competence level:	Level 1		
Code no.			
Test Item type:	Short answer		
	Multiple choice		
	Matching item	Generic	Cause- Effect √
Complexity level:	C 2		
Date of OP:	January, 2022		
Related module:	M3		
Time allocation:	Minutes		

Test Item	Match the following faults to their causes in the DJ business
------------------	---

Faults	
1	Incorrect set up
2	Un charged batteries
3	Failure to plan event
4	Unsaved playlist

Effects	
A	No microphone sound
B	Panic/ stage fright
C	Un themed music
D	No sound out put

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

DIT/QS		Test Item Database Written (Theory) Test Item- no.1			
Occupational Title:	DJ				
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:	M2				
Time allocation:	4 minutes				

Test Item	Sequence the correct order in setting up a Public address system
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Connect crossover
2 nd	B	Connect speakers to amplifier
3 rd	C	Check power source
4 th	D	Connect equaliser
5 th	E	Perform sound checks
6 th	F	Connect power regulator
7 th	G	Fix microphone on mixer
8 th	H	Connect amplifier
9 th	I	Set up mixer
10 th	J	Connect to power source
11 th	K	Position speakers

Key (answer)	1-C; 2-F; 3- I; 4-H; 5- A; 6-D ; 7-B, 8-K, 9-G, 10-J, 11-E
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PERFORMANCE TEST ITEMS LEVEL-1

DIT/ QS	Test Item Database Performance Test Item No.1
Occupational Title:	DJ
Competence level:	Level 1
Code no.	
Test Item:	Prepare and perform at an 18 year old birthday party
Complexity level:	C3
Date of OP:	January 2022
Related module:	M1/2
Related skills and knowledge:	<ul style="list-style-type: none"> • Manage stage fright • Exhibit DJ discipline • Balance sound • Suitable wardrobe • Expressing emotions • Proper use of equipment • Team work • Communication • Research • Benchmarking
Required tools, Equipment, and Materials:	Rack, microphone, speaker, wardrobe, props, laptop, mixer, controller, turntables, headphones, connecting cables, power cables, batteries, crossover, pen, paper, computer, protective gear
Time allocation:	5Hours
Preferred venue:	open space
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	Created playlist	<u>According to theme</u>	2	
		Sorted music		1
		Scanned songs	2	2
		Cued song		2
		Blended songs		2
		Seamless transitions		4
2	Selected right equipment	<u>Equipment and materials</u>		
		Mixer		
		Microphone		
		Speakers		
		Wardrobe		
		Props		
		Laptop		4
		Mixer		
		Controller		
		Turntables		
		Head phones		
		Connecting tables		
		3	Carried out Practice	Individual
4	Managed appearance	Wore make up		2
		Wore appropriate attire		2
		Neat outlook observed		2
5	Set up sound system	Arranged material/equipment		2
		Checked power source		3
		Connected power regulator		1
		Set up mixer	2	
		Connected amplifier	2	
		Connected crossover	2	
		Connect equaliser	2	
		Connected speakers to amplifier	2	
		Positioned speakers	3	
		Fixed microphone on mixer	1	
		Connected to power source	3	
		Performed sound checks	2	
		Well set up sound system observed	4	
6	Executed event	<u>Followed program</u>		2
		Made Introductions		1
		Managed entry points		3
		Show cased DJ skills	2	2
		Engaged audience	2	
		Managed equipment	2	
Observed proper language	2			

UVQF: Assessment and Training Package (ATP) for DJ

QUALIFICATION LEVEL: 1

January 2022

		Proper coordination observed	2	
		Ensured audibility	2	
		Managed emotions	2	
		Exhibited expressions	2	
		Involved audience	4	
		Climaxed event		2
		Proper event execution observed		4
	TOTAL			
	Maximum score (Y)	X/Y		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (JANUARY 2022)

The Assessment and Training Package was exclusively developed by job practitioners of the DJ occupation, Secondary School Teachers who double as examiners of Performing Arts 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 Occupational Profile for DJ of JANUARY 2022, Training Modules were also developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (JANUARY 2022)

Based on the developed Occupational Profile for DJ 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 review activities including international benchmarking.

4.5 Development Panels

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

Development Panel		
No.	Name	Institution/Organization
1.	Ntubiro Godfrey	NCDC
2.	Arigumisiriza Charlotte Kabirisi	UNEB
3.	Namiiro Harriet Janet	Mityana Secondary School
4.	Nakalema Margret	Green Hill Academy
5.	Kayizzi Arthur	Bishop Cipriano Kihangire Luzira
6.	Maweje John Paul	St. Charles Lwanga Mubende
7.	Najjuma Mercy	Buloba High School
8.	Bareija Collins	Galaxy FM Radio
9.	Okello James	Uganda Prison Band
10.	Kigozi Dickens	K FM Radio
11.	Muwanguzi Joseph Kenneth	Almost Famous Djs

4.6 Facilitator team

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

1. **Team Leader** –Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators** –Ms. Tukundane Bonnie QS DIT; Ms. Kyatuhire Fortunate QS, DIT.
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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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