



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

**For a
DRAMA ARTISTE**

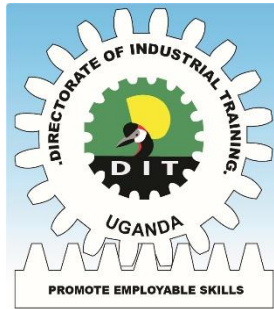
Qualification Level: 1

Occupational Cluster: Performing Arts

September 2020

Developed by:
Qualifications Standards Department
Directorate of Industrial Training

Supported by:
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Assessment and Training Package

For a DRAMA ARTISTE

Qualification Level: 1

Occupational Cluster: Performing Arts

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and certification.
- (c) Assessment of prior learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

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

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **DRAMA ARTISTE QUALIFICATION LEVEL 1**.

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



Alex Kakooza
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of a DRAMA ARTISTE.** This Occupational Profile which was reviewed by Drama Artistes practicing in the world of work mirrors the duties and tasks that Drama Artistes are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Drama Artistes both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a DRAMA ARTISTE. These assessment instruments were reviewed jointly by job practitioners (Drama Artistes) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

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

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag. Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Drama Artiste from various secondary schools.
- Performing Arts Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational, Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

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

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a DRAMA ARTISTE

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

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

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

Expert Panel

Andrew Benon Kibuuka
Bakayimbira Dramactors

Ndagire Mariam
Bat Valley Theatre
Trends Studios

Ssembajjwe Deric Nsaale
Buddo SSS

Mulindwa James
King's College-Buddo

Kintu Martin
CBS FM Radio

Ssali Damascus
CBS FM Radio

Muganga Edward
Ntinda VTI

Acer Anthony Okot
Kyooto Production

Oyire Deogratius
Nampunge Community High
School

Kayizzi Arthur Colin
Bishop Cypriano Kihangire SSS

Coordinator

Elizabeth Ruth Mukyala
Directorate of Industrial Training

Facilitators

Asiimwe Janet
Directorate of Industrial Training

Nabankema Milly
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile
For a
"Drama Artiste"

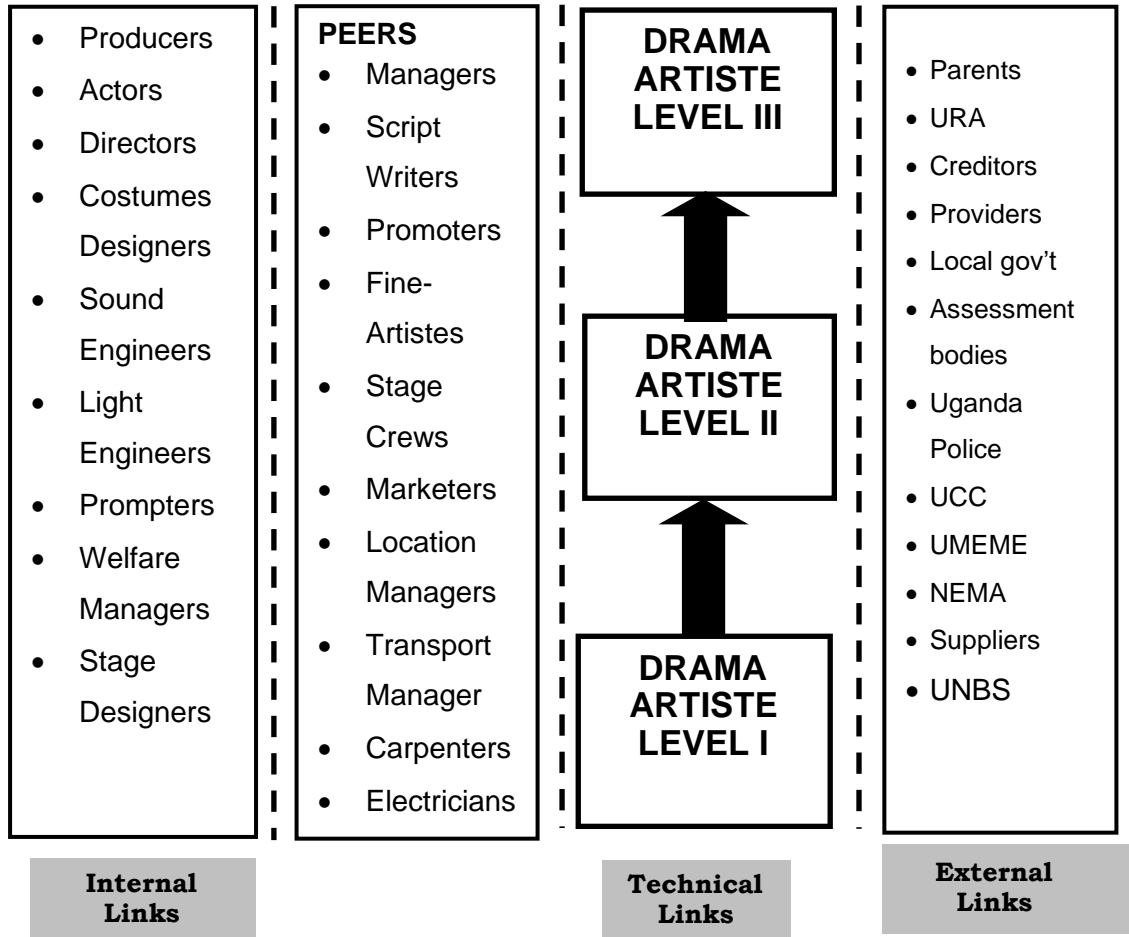
Developed by: Directorate of Industrial
Training (Qualifications
Standards)

Dates of workshop: 21st–25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF DRAMA ARTISTE

Definition: A Drama artiste is a person who translates behavior for presentation creatively to an audience.

JOB ORGANISATION CHART FOR A DRAMA ARTISTE



Descriptions for the levels in the occupation of a 'Drama Artiste'

UVQ Level I Drama Artiste: Is a person who translates behavior for presentation creatively to an audience.

UVQ Level II Drama Artiste: Is a person who creates a story and tells it through a script that can be acted to an audience.

UVQ Level III Drama Artiste: Is a person who interprets a story from a script and prepares it into a production for presentation to the audience.

Duties and Tasks

A. PLAN DRAMA WORK	A1 Develop concept	A2 Make project proposal	A3 Identify writers
	A4 Identify director	A5 Identify audience	A6 Make activity schedule
	A7 Make budget projection	A8 Source funds	A9 Identify venue
	A10 Set stage		

B. CREATE PLAY	B1 Conduct research	B2 Create story line	B3 Select type of play
	B4 Select drama elements	B5 Compose play	B6 Write script
	B7 Analyse script	B8 Cast character	B9 Master directions
	B10 Portray emotions		

C. PERFORM ADMINISTRATIVE TASKS	C1 Acquire operation licence	C2 Recruit Workers	C3 Set operational rules and regulation
	C4 Perform auditions	C5 Perform Auditions	C6 Prepare Contracts
	C7 Monitor preparation activities	C8 Supervise workers	C9 Provide welfare
	C10 Monitor production	C11 Remunerate workers	C12 Manage Funds
	C13 Pay taxes	C14 Appraise workers	

D. CARRYOUT REHEARSALS	D1 Perform physical exercise	D2 Familiarise with script	D3 Master action
	D4 Guide movement	D5 Guide positioning	D6 Set pace
	D7 Prepare costume	D8 Prepare props	D9 Practice props
	D10 Prepare makeup	D11 Perform equipment checks	D12 Perform dress rehearsal

E. MARKET PRODUCTION	E1 Brand Production	E2 Publicise production	E3 Sell tickets
	E4 Perform corporates social responsibilities	E5 Issue out complimentary	E6 Provide subsidised tickets
	E7 Invite influencers		

F. PRESENT PRODUCTION	F1 Recall lines	F2 Perform situations	F3 Control emotions
	F4 Observe audibility	F5 Recall situations	F6 Balance stage

G. EVALUATE PERFORMANCE	G1. Attend post production meeting	G2. Receive feedback	G3. Identify mistakes
	G4. Correct mistakes	G5. Change roles	G6. Assess achievement levels

H. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRACTICES	H1 Secure workplace	H2 Display safety signs	H3 Promote health awareness campaigns
	H4 Proper use of props	H5 Observe body hygiene	H6 Clean work place
	H7 Apply firefighting measures	H8 Clean tools and equipment	H9 Manage waste
	H10 Use protective gear	H11 Administer first aid	

Additional Information

<p>Generic Knowledge & Skills</p> <ol style="list-style-type: none"> 1. Communication skills 2. Listening skills 3. Time management 4. Interaction with other performers 5. Body language 6. Process skills 7. Computer skills 8. Social skills 9. Interaction skills 10. Physical skills 11. Performing skills 12. Expressive skills 13. Obedience 14. Hygiene 15. Voice projection 16. Character interpretation 17. Stage awareness 18. Resilience 	<p>Tools, Materials and Equipment</p> <ol style="list-style-type: none"> 1. Curtains 2. Script 3. Microphones 4. Costumes 5. Vehicles 6. Cameras 7. Generator 8. Projectors 9. Public address systems 10. Spot lights 11. Flood lights 12. Drums 13. Xylophones 14. Keyboards 15. Mixers 16. Guitars 17. Flute 18. Tables 19. Writing board 20. Pens 21. Files 22. Banana Leaves 	<ol style="list-style-type: none"> 23. Laptops 24. Wall clock 25. Walking stick 26. Pots 27. Water 28. Computer 29. Chairs 30. Phones 31. Tube fido 32. Guns 33. Books 34. Chats 35. Bags 36. Shoes 37. Plastic Bottles 38. Pistols 39. Baskets 40. Spears 41. Panga 42. Knives 43. TV set 44. Radio
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<p>Attitudes/ Traits/ behavior</p> <ol style="list-style-type: none"> 1. Honest 2. Flexible 3. Tolerant 4. Patient with customers 5. Clean 6. Knowledgeable 7. Listen to customers 8. Teachable 9. Respectful 10. Hospitable 11. Responsible 12. Hardworking 13. Social 19. Punctual 20. Cooperative 14. Ready to listen 	<ol style="list-style-type: none"> 15. Able to read and write 16. Disciplined 17. Time management 18. Respect self and others 19. Good listener 20. Clean and well groomed 21. Creative 22. Ready to change appearance 23. Emotional intelligence 24. Self esteem 	<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. High initial capital to start business 2. Competition 3. Counterfeits products 4. Acting schools 5. Media houses 6. Broadcasting 7. Technology 8. Government support 9. Assessment bodies 10. Uganda police threats 11. UCC threat 12. Television 13. Radios 14. Social media
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2.0 ATP – PART II

Training Modules for a DRAMA ARTISTE

- 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 and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of the DRAMA ARTISTE Occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centres 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 in the form of Test Items described in Part II.
- 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 or at the work place; or combinations of both.

WHO IS A DRAMA ARTISTE QUALIFICATION LEVEL 1?

A Level I Drama Artiste: Is a person who translates behavior for presentation creatively to an audience.

TRAINING MODULES FOR A DRAMA ARTISTE UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/DA/M1.1	Perform Play	160	4
UE/DA/M1.2	Act Play	280	4
UE/DA/M1.3	Establish and Manage Drama Business	120	3
Summary	3 Training Modules	560 hours	11 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 160 hours of nominal learning.

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical Exercises and attached theoretical instruction, as the minimum exposure.

Prior to summative assessment by recognised agencies, the users of these Module 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.

Code	UE/DA/M1.1
Module title	M1.1: Perform Play
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Drama Artiste UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to work with a team to perform play.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Set up Stage LWA 1/2: Produce Character LWA 1/3: Rehearse Play LWA 1/4: Present Play LWA 1/5: Perform Occupational Health and Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a 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: Set up Stage PEX 1.1: Acquire space PEX 1.2: Clear space PEX 1.3: Demarcate position PEX 1.4: Design stage PEX 1.5: Set light PEX 1.6: Set sound</p>
	<p>LWA 1/2: Produce Character PEX 2.1: Perform warm up exercise PEX 2.2: Memorise lines PEX 2.3: Practice moods PEX 2.4: Perform movement PEX 2.5: Project voice PEX 2.6: Practice gestures</p>
	<p>LWA 1/3: Rehearse Play PEX 3.1: Dramatise dialogue PEX 3.2: Acquire costumes PEX 3.3: Acquire props</p>

	<p>PEX 3.4: Apply make up PEX 3.5: Take position PEX 3.6: Observe effects</p> <p>LWA 1/4: Present Play PEX 4.1: Observe cue PEX 4.2: Cooperate with prompter PEX 4.3: Apply directions PEX 4.4: Observe safety precautions PEX 4.5: Act play</p> <p>LWA 1/5: Perform Occupational Health and Safety and Environmental Protection Practices PEX 5.1: Interpret safety signs PEX 5.2: Secure first aid box PEX 5.3: Administer first aid PEX 5.4: Secure stretcher PEX 5.5: Sanitise work place PEX 5.6: Wear masks PEX 5.7: Secure dressing room PEX 5.8: Keep costumes PEX 5.9: Perform firefighting PEX 5.10: Rest in given room</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"> • Time management • Observe hygiene • Ensure team work • Know the meaning of genre
Average duration of learning	<p>160 hours (4 weeks) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 04 days of occupational theory and • 16 days of occupational practice

Suggestions on organisation 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 a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	script, costumes, props, music, light devices, stage decoration, make up kit, public address system, cameras, computers.
Minimum required materials and consumables or equivalent	water, food, papers, pen, pencils, rubbers, drinks.
Special notes	

Code	UE/DA/M1.2
Module title	M1.2 Act Play
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Drama Artiste UVQ1)
Qualification Level	1
Module purpose	By the end the module, the trainee shall be able to act several genres/types of stage play
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Act Monologue Play</p> <p>LWA 2/2: Musical Play</p> <p>LWA 2/3: Epic/ Melo Play</p> <p>LWA 2/4: Opera Play</p> <p>LWA 2/5: Observe Health and Safety precautions</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a 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: Act Monologue</p> <p>PEX 1.1: Get script</p> <p>PEX 1.2: Read script</p> <p>PEX 1.3: Write character background</p> <p>PEX 1.4: Write character behavior</p> <p>PEX 1.5: Deliver lines</p> <p>PEX 1.6: Rehearse role</p> <p>PEX 1.7: Act role</p> <p>LWA 2/2: Perform Musical Play</p> <p>PEX 2.1: Perform vocal drills</p> <p>PEX 2.2: Perform physical exercise</p> <p>PEX 2.3: Perform mental exercise</p> <p>PEX 2.4: Write character background</p> <p>PEX 2.5: Write behavior background</p> <p>PEX 2.6: Deliver lines</p> <p>PEX 2.7: Practice music</p> <p>PEX 2.8: Rehearse music role</p> <p>PEX 2.9: Act music role</p> <p>LWA 2/3: Epic/ Melo Play</p> <p>PEX 3.1: Perform physical exercise</p> <p>PEX 3.2: Perform mental exercise</p>

	<p>PEX 3.3: Practice lines in chorus PEX 3.4: Practice movements in chorus PEX 3.5: Practice gestures in chorus PEX 3.6: Practice posture in chorus PEX 3.7: Deliver lines in chorus PEX 3.8: Act role in chorus</p> <p>LWA 2/4: Opera Play PEX 4.1: Perform music drills PEX 4.2: Perform physical exercise PEX 4.3: Perform mental exercise PEX 4.4: Write character background PEX 4.5: Write behavior background PEX 4.6: Deliver lines PEX 4.7: Practice music PEX 4.8: Rehearse role PEX 4.9: Act role</p> <p>LWA 2/5: Perform Occupational Health and Safety PEX 5.1: Interpret safety signs PEX 5.2: Secure first aid box PEX 5.3: Administer first aid PEX 5.4: Secure stretcher PEX 5.5: Sanitise work place PEX 5.6: Wear masks PEX 5.7: Secure dressing room PEX 5.8: Keep costumes PEX 5.9: Perform firefighting PEX 5.10: Rest in given dressing room</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 a recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Get script • Stage awareness • Be audible and confident • Express emotions and gestures • Use costumes and props

	<ul style="list-style-type: none"> • Apply makeup • Engage audience • Observe morals and values
Average duration of learning	280 hours (7 weeks) of normal learning suggested to include: <ul style="list-style-type: none"> • 07 day of occupational theory and • 28 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a theatre, 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 a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	scripts, sound equipment, makeup kits, costume bag, non-consumable props (furniture etc.), cameras, computers
Minimum required materials and consumables or equivalent	costumes, make up, sound recording, papers, pencils, rubbers, rulers, food, drinks etc.
Special notes	

Code	UE/DA/M1.3
Module title	M1.3: Establish and Manage a Drama Business
Related Qualification	Part of: Uganda Vocational Qualification (Drama Artiste UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to plan, research, study the market, establish and sustain a drama business
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Develop a Business Plan</p> <p>LWA 3/2: Procure Materials, Tools and Equipment</p> <p>LWA 3/3: Manage Records</p> <p>LWA 3/4: Recruit Workers</p> <p>LWA 3/5: Perform Administrative Tasks</p> <p>LWA 3/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <p>1. The learning exercises may be repeated until the trainee acquires a targeted competence.</p> <p>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Develop a Business Plan</p> <p>PEX 1.1: Carryout research</p> <p>PEX 1.2: Develop business idea</p> <p>PEX 1.3: Prepare action plan</p> <p>PEX 1.4: Source funds</p> <p>PEX 1.5: Prepare budget</p> <p>PEX 1.6: Benchmark on other businesses</p> <p>PEX 1.7: Prepare human resource plan</p> <hr/> <p>LWA 3/2: Procure Materials, Tools and Equipment</p> <p>PEX 2.1: Determine materials, tools and equipment</p> <p>PEX 2.2: Identify suppliers</p> <p>PEX 2.3: Negotiate prices</p> <p>PEX 2.4: Buy materials, tools and equipment</p> <p>PEX 2.5: Transport materials, tools and equipment</p> <p>PEX 2.6: Store materials, tools and equipment</p>

	<p>LWA 3/3: Manage Records PEX 3.1: Keep records PEX 3.2: Carryout audits PEX 3.3: Prepare an income and expenditure statement PEX 3.4: Prepare budget projections PEX 3.5: Prepare reports PEX 3.6: Prepare quotations</p> <p>LWA 3/4: Recruit Workers PEX 4.1: Prepare a job advert PEX 4.2: Receive applications PEX 4.3: Conduct job interviews PEX 4.4: Prepare contracts PEX 4.5: Orient workers</p> <p>LWA 3/5: Perform Administrative Tasks PEX 5.1: Supervise workers PEX 5.2: Conduct meetings PEX 5.3: Pay taxes PEX 5.4: Remunerate workers PEX 5.5: Train workers PEX 5.6: Appraise workers PEX 5.7: Reward workers</p> <p>LWA 3/6: Perform Occupational Health, Safety and Environmental Protection Practices PEX 6.1: Observe health and safety policy PEX 6.2: Put on personnel protective equipment PEX 6.3: Clean workplace PEX 6.4: Administer first aid PEX 6.5: Perform firefighting PEX 6.6: Manage waste</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"> • Benchmark • Knowledge about policies & laws that govern drama business

	<ul style="list-style-type: none"> • Have partners in business • Source funds markets • Work with financial institutions • Be updated with market trends • Work with insurance companies • Public relations
Average duration of learning	120 hours (3 weeks) of normal learning suggested to include: <ul style="list-style-type: none"> • <i>03days of occupational theory and</i> • <i>12 days of occupational practices</i>
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	books, computers, acquire offices, light devices, sound devices, contracts, public address system
Minimum required materials and consumables or equivalent	costumes, make up, sound recording, papers, pencils, rubbers, rulers, food, drinks, props, pens etc.
Special notes	

3.0 ATP-PART III

Assessment Instruments for a Drama Artiste

- 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 or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, 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 Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise 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 and,
 - 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, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **DRAMA ARTISTE** are included:

3.9 Overview of Test Item Samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching item- generic	2
4.	Written (Theory)- matching item (work sequence)	2
5.	Performance (Practical) test items	1
Total		9

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No.1			
Occupational Title:	Drama Artiste			
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:	September 2020			
Related modules:	M 2			
Time allocation:	2 minutes			

Test Item	List any three equipment used by an actor
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Sound equipment (ii) Makeup kit (iii) Non consumable props (iv) consumable props (v) Writing papers (vi) Pencils (vii) Pens

DIT/ QS	Test Item Database Written (Theory) Test Item- no.2			
Occupational Title:	Drama Artiste			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M 1			
Time allocation:	2 minutes			

Test Item	List two items which an actor receives from the director before starting rehearsals.
Answer spaces	(i) (ii)
Expected Key (answers)	(i) Script (ii) Role (iii) Contract (iv) Props

DIT/ QS	Test Item Database Written (Theory) Test Item- no.3			
Occupational Title:	Drama Artiste			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M 2			
Time allocation:	2 minutes			

Test Item	Choose the most important tool used by an actor.
Distracters and correct answer	A. Microphone B. Costume C. Script D. Prop

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Drama Artiste			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M 1			
Time allocation:	1 minutes			

Test Item	Choose the first aspect considered to set up a stage
Distracters and correct answer	A. Design stage B. Acquire space C. Clear space D. Demarcate stage

Key (answer)	B
--------------	---

DIT/QS	Test Item Database Written (Theory) Test Item- no.5			
Occupational Title:	Drama Artiste			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C 3			
Date of OP:	September 2020			
Related Modules:	M 2			
Time allocation:	15 minutes			

Test Item	State the procedure followed when preparing to act a musical play.
------------------	--------------------------------------------------------------------

Column A (Chronology)	Column B (Work step) in wrong chronological order	
1 st	A	Write character background
2 nd	B	Practice music
3 rd	C	Perform physical exercise
4 th	D	Act role
5 th	E	Perform vocal drills
6 th	F	Deliver lines
7 th	G	Perform mental exercise
8 th	H	Write behavior background
9 th	I	Rehearse role

Key (answer)	1-E, 2-C, 3-G, 4-A, 5-H, 6-F, 7-B, 8-I, 9-D
---------------------	---------------------------------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no.6			
Occupational Title:	Drama Artiste			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C 2			
Date of OP:	September 2020			
Related Modules:	M 1			
Time allocation:	15 minutes			

Test Item	State the procedure observed when performing a play
------------------	-----------------------------------------------------

Column A (Chronology)	Column B (Work step) in wrong chronological order	
1 st	A	Write character background
2 nd	B	Practice music
3 rd	C	Perform physical exercise
4 th	D	Act role
5 th	E	Perform vocal drills
6 th	F	Deliver lines
7 th	G	Perform mental exercise
8 th	H	Write behavior background
9 th	I	Rehearse role

Key (answer)	1-E, 2-C, 3-G, 4-A, 5-H, 6-F, 7-B, 8-I, 9-D
---------------------	---------------------------------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no.7				
Occupational Title:	Drama Artiste				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work- sequence	
				√	
Complexity level:	C 2				
Date of OP:	September 2020				
Related Modules:	M 1				
Time allocation:	15 minutes				

Test Item	State the procedure observed when performing a play
------------------	-----------------------------------------------------

Column A (Chronology)	Column B (Work step) in wrong chronological order	
1 st	A	Wear costume
2 nd	B	Apply makeup
3 rd	C	Get on cue
4 th	D	Observe cue
5 th	E	Cooperate with prompter
6 th	F	Apply directions
7 th	G	Apply gestures
8 th	H	Express emotions
9 th	I	Present play

Key (answer)	1-B, 2-D, 3-C, 4-A, 5-E, 6-G, 7-F, 8-H,9-I
---------------------	--------------------------------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no.8			
Occupational Title:	Drama Artiste			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C 2			
Date of OP:	September 2020			
Related Modules:	M 1			
Time allocation:	2 minutes			

Test Item	Match the following items to their related purposes
------------------	-----------------------------------------------------

Tools	
1	Lipstick
2	Costume
3	Microphone
4	Props

Uses	
A	Amplifies sound
B	Enhances facial appearance
C	Enhances scene activity
D	Defines character

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

DIT/QS		Test Item Database Written (Theory) Test Item- no.9			
Occupational Title:	Drama Artiste				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C 1				
Date of OP:	September 2020				
Related Modules:	M 1				
Time allocation:	1 minute				

Test Item	Match the following characters against the appropriate props.
------------------	---------------------------------------------------------------

Character	
1	King
2	Soldier
3	Accountant
4	Old man
5	Doctor

Props	
A	Pistol
B	Thermometer
C	Walking stick
D	File
E	Crown

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Drama Artiste			
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:	September 2020			
Related module:				
Time allocation:	5 minutes			

Test Item	Match the following mistakes with their causes in creating a character
------------------	------------------------------------------------------------------------

Cause	
1	Not following directions
2	Wearing wrong costumes
3	Failure to coordinate with fellow actors
4	Not understanding emotions

Effect	
A	Overlapping of dialogue
B	Depict wrong mood
C	Portray unbelievable character
D	Distort characters

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

DIT/QS	Test Item Database Written (Theory) Test Item- no.11			
Occupational Title:	Drama Artiste			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C 2			
Date of OP:	September 2020			
Related Modules:	M 1			
Time allocation:	2 minutes			

Test Item	Match the following weakness with their causes while acting the play
------------------	----------------------------------------------------------------------

Causes	
1	Drunkardness
2	Carelessness
3	Poor time management
4	Illiterate actor
5	Shabbiness
6	Rigidity

Effects	
A	Delays progress
B	Wastes time
C	Forgets lines
D	Inconvenience others
E	Delays programs
F	Destroys property

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

DIT/ QS	Test Item Database Performance Test Item- no.1
Occupational Title:	Drama Artiste
Competence level:	Level 1
Code no.	
Test Item:	Act a sad old person with epilepsy stuck in a forest.
Complexity level:	P3
Date of OP:	September 2020
Related modules:	M1.1
Related skills and knowledge:	Get script(s), stage awareness ,be audible, express emotions, apply gestures, apply makeup, use costumes, use props, have confidence, observe morals and values
Required tools, Materials and Equipment:	scripts, sound equipment, make up kit, costume bag, sword, gun, panga ,walking sticks, baskets, bicycle, trees fruits, leaves, grass
Time allocation:	2 hours
Preferred venue:	Theatre
Remarks for candidates	<ul style="list-style-type: none"> ▪ Costumes, makeup, and props should be appropriately used ▪ Follow the script observing the following: <ul style="list-style-type: none"> ➤ Directions ➤ Moods ➤ Lines
Remarks for assessors	<ul style="list-style-type: none"> ▪ Provide all equipment tools, and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for character	Cleaned stage	2	
		No dirt/ mud observed		3
		Set up stage	3	
		Dim light and sound observed		3
		Presented costumes	2	
		Right type observed		3
		Presented props	3	
		Right props observed		3

		Applied makeup	3	
		Defined face observed		3
2	Acting role	Presented script		1
		Right directions observed		2
		Performed gestures	2	
		Rights movements observed		2
		Followed moods in script	2	
		Sad mood observed		3
		Delivered lines articulately	3	
		Proper lines observed		3
		Used props	2	
		Proper usage observed		3
		Used stage	2	
		Stage balance observed		3
		Maintained pace	2	
		Right pace observed		2
		Displayed character	2	
		Believable character observed		4
3	Demobilization of resources	Cleaned costumes	2	
		No stains observed		1
		Cleaned work area (stage)	2	
		No litters observed		2
		Stored costumes and props	2	
		Right costumes and props stored		2
			34	43
	TOTAL			77

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (September 2020)

The Occupational Profile was exclusively developed by job practitioners who were working in the Drama Artiste 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 (September 2020)

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

4.3 Test Item Development (September 2020)

Based on the Occupational Profile for Drama Artiste of September 2020, and Training Modules, Test Items were development by combined panels of instructors 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 instructors and job practitioners' panels consolidated the development philosophy.

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

4.5 Developing Panel

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

No.	Name	Institution/ Organisation
1	Ndagire Mariam .k	Trends Studio
2	Andrew Benon Kibuuka	Bakayimbira Dramactors
3	Kintu Martin	CBS FM
4	Acer Anthony	Kyoto Productions
5	Ssali Damascus	CBS FM
6	Oyire Deogratus	NCDC
7	Mulindwa James	Kings College Buddo
8	Ssembajwe Deric Nsaale	Buddo SS
9	Muganga Edward	Ntinda VTI
10	Kayizzi Arthur Colin	Bishop Cypriano S.S

4.6 Facilitator team

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

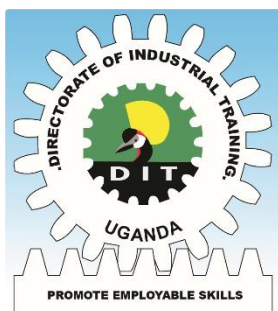
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators:** Ms. Asiimwe Janet, Ms. Nabankema Milly, DIT
3. **Data Entrants:** Mr. Najoma Kaamu Pius, Nalubwama Joan DIT
4. **Compiled:** Ms. Nalubwama Joan
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

4.7 Reference time:

This Assessment and Training Package was compiled in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions:

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