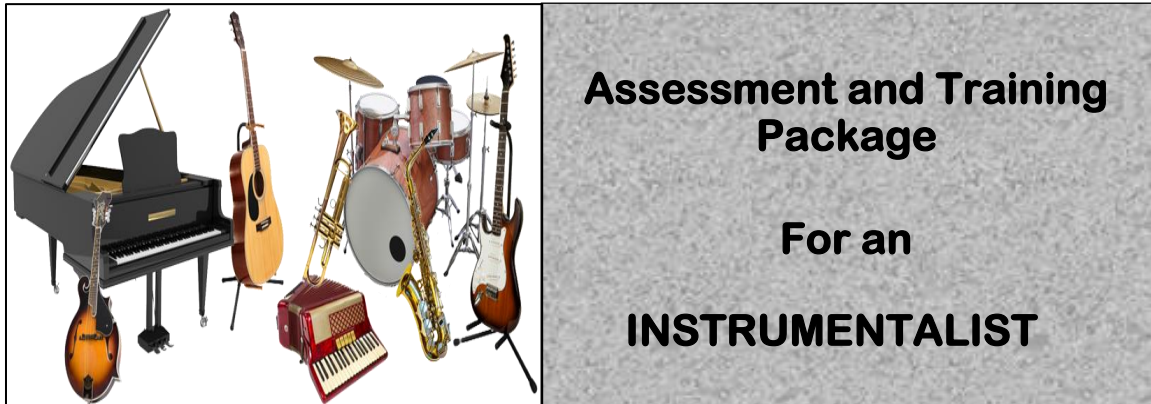




THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Qualification Level: 1

Occupational Cluster: Performing Arts

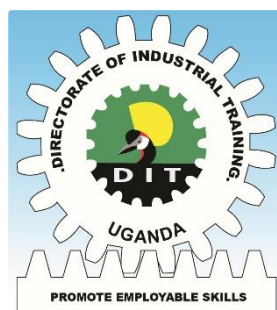
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Supported by:

Government of Uganda



Assessment and Training Package

For an INSTRUMENTALIST

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.

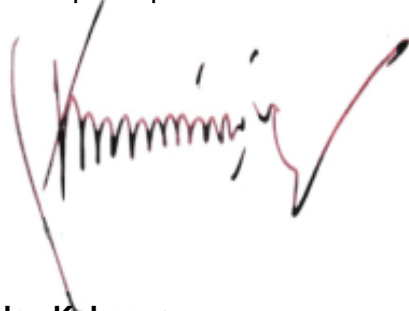
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 an Instrumentalist **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 an Instrumentalist.** This Occupational Profile which was reviewed by Instrumentalists practicing in the world of work mirrors the duties and tasks that Instrumentalists are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Instrumentalists 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 an Instrumentalist. These assessment instruments were reviewed jointly by job practitioners (Instrumentalists) 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 Performing Arts 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) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. |
| 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) | <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 an INSTRUMENTALIST

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

Job Expert Panel

Mulumba Mathias
NCDC

Alvin Abel Kazibwe
NTC Mubende

Bugagga Mutale Tendo
Kids Uganda / BBS Terefayina

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Egau Aron
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Music Teacher /Promoter & Trainer

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Coordinator
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Directorate of Industrial Training

Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For an

"INSTRUMENTALIST"

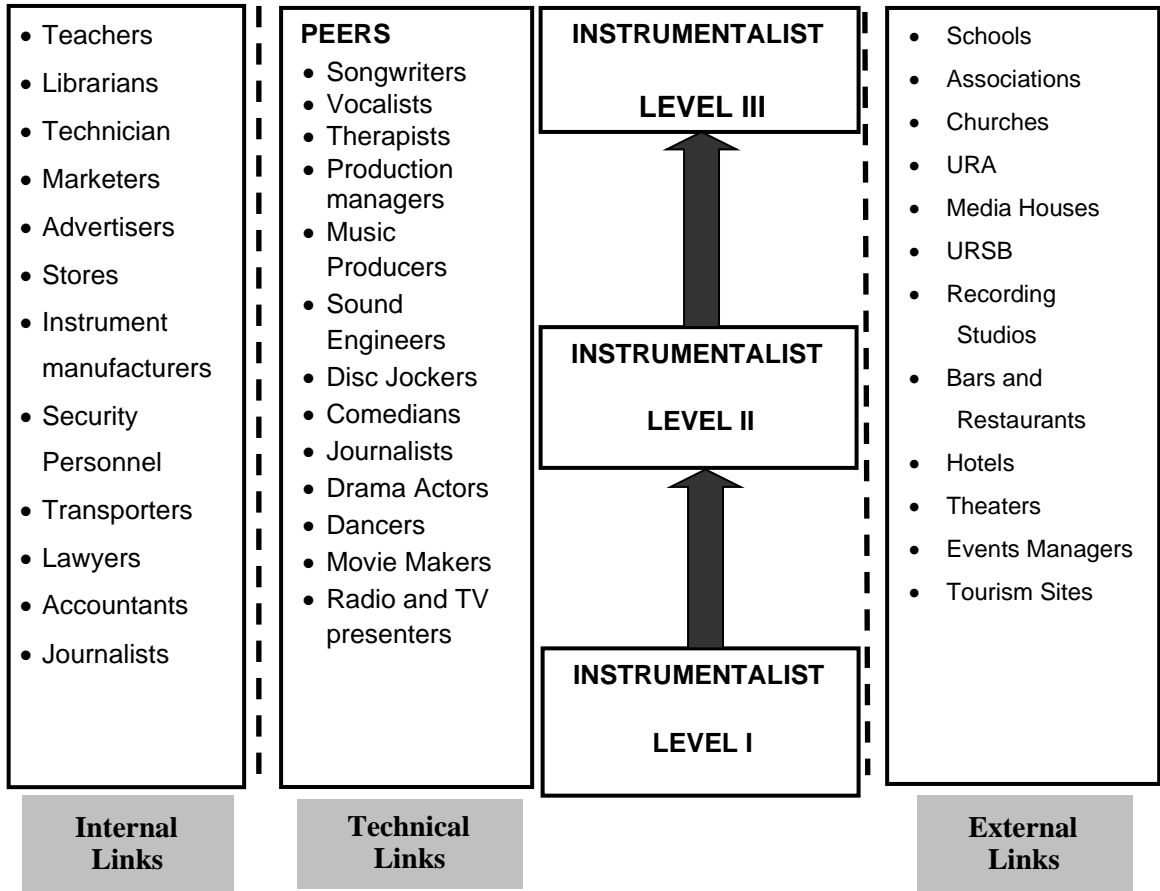
**Developed by: Qualifications Standards
Department of Directorate of Industrial Training**

Dates of Workshop: 21st - 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF INSTRUMENTALIST

Definition: AN INSTRUMENTALIST is a person with the ability to perform on a musical Instrument.

JOB ORGANISATIONAL CHART FOR AN INSTRUMENTALIST



Descriptions for the levels in the occupation of ‘an Instrumentalist’

1. **A Level I Instrumentalist:** Is one who can show basic performance skills on a musical instrument.
2. **A level II Instrumentalist:** Is one who has acquired moderate skills and perform a variety of items on a musical instrument
3. **A Level III Instrumentalist:** Is one who can perform a variety of items on a musical instrument with more technical skill.

Duties and Tasks

| | | | |
|---------------------|--|--|--|
| A. PLAN WORK | A1. Prepare Business plan | A2. Carryout feasibility study | A3. Determine source of human capital |
| | A4. Network with stakeholders | A5. Determine location | A6. Determine source of materials and equipment |
| | A7. Prepare budget | A8. Determine source of funding | A9. Prepare work schedule |
| | A10. Carryout cost-benefit analysis | | |

| | | | |
|------------------------|----------------------------------|------------------------------------|--------------------------------|
| B. SET UP VENUE | B1. Select venue | B2. Determine stage lay out | B3. Select instruments |
| | B4. Transport instruments | B5. Set up instruments | B6. Perform sound check |

| | | | |
|-----------------------------|-------------------------------------|-----------------------------------|---|
| C. STAGE PERFORMANCE | C1. Identify target audience | C2. Prepare items | C3. Identify duration of the performance |
| | C4. Identify costumes | C5. Wear costumes/ make up | C6. Perform warm-ups |
| | C7. Carryout rehearsals | C8. Introduce performers | C9. Execute performance |

| | | | |
|------------------------------|---------------------------------------|---------------------------------|------------------------------------|
| D. MANAGE INSTRUMENTS | D1. Clean instruments | D2. Assemble instruments | D3. Disassemble instruments |
| | D4. Pack instruments | D5. Store instruments | D6. Service instruments |
| | D7. Repair/replace instruments | D8. Test-run instruments | |

| | | | |
|------------------------|------------------------------------|--------------------------------|--------------------------|
| E. MARKET BRAND | E1. Conduct market research | E2. Build brand | E3. Process brand |
| | E4. Sell brand | E5. Carryout promotions | E6. Package brand |
| | E7. Advertise brand | | |

| | | | |
|--|--|--|---|
| F. PERFORM ADMINISTRATIVE TASKS | F1. Keep records | F2. Mobilise resources | F3. Train workers |
| | F4. Prepare for transportation | F5. Recruit workers | F6. Mobilise workers |
| | F7. Carryout stock checking | F8. Appraise workers | F9. Carryout apprenticeship programs |
| | F10. Conduct performance evaluation | F11. Supervise work | F12. Prepare inventory |
| | F13. Procure materials, tools and equipment | F14. Register with relevant authorities | F15. Obtain feedback from clients |
| | F16. Manage conflicts | F17. Manage risks | F18. Motivate workers |
| | F19. Prepare administrative reports | | |

| | | | |
|---|--|--|--|
| G. PURSUE PROFESSIONAL DEVELOPMENT | G1. Network with peers on technical matters | G2. Participate in Instrumental festivals | G3. Participate in Instrumental exhibitions |
| | G4. Participate in seminars | G5. Train interns and other stake holders | G6. Benchmark with other instrumentalists |

| | | | |
|--|--|--------------------------------------|------------------------------------|
| H. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRACTICES | H1. Manage wastes | H2. Control pests | H3. Perform security checks |
| | H4. Maintain personal hygiene | H5. Perform firefighting | H6. Perform first aid |
| | H7. Sensitise co-workers on key health issues | H8. Clean working environment | H9. Display safety signs |
| | H10. Train subordinates on safety | H11. Wear protective gear | H12. Clean work area |

Additional Information

Generic Knowledge & Skills

1. Quality of Instruments
2. Festivals
3. Industry
4. Sound equipment
5. Knowledge about technical theatre
e.g. Makeup and costumes
6. Aural skills
7. Care and maintenance of
instruments
8. Marketing skills
9. Financial management
10. Musical notations
11. Music recording
12. Pest control
13. Information and communication
technology
14. Financial literacy
15. Team work and cooperation
16. Guidance and counseling
17. Resource mobilisation
18. Interpersonal relations
19. Marketing skills
20. Negotiation skills
21. Time management
22. Types of transport
23. Staff training and mentoring skills
24. Analytical skills
25. Records keeping
26. Cleaning skills
27. A good eye for details
28. Planning skills
29. facilities
30. factors affecting performance
31. media and sponsorship
32. first aid
33. Music associations
34. events management
35. safety during performance
36. Organisational skills
37. Managerial skills.
38. tuning musical instruments
39. playing techniques
40. Electricity connections
41. fashion and design
42. Occupation hazards and safety
43. Professional ethics
44. Leadership skills
45. Scales
46. Waste disposal and
management, health and
environment
47. Music theory

| Tools, Equipment and Material | |
|--------------------------------------|--------------------------|
| 1. Drums | 30. Electronic key board |
| 2. Bow harps | 31. Accordia |
| 3. Tube fiddles | 32. Organo |
| 4. Zithers | 33. Synrasisers |
| 5. Pan pipes | 34. Glocken |
| 6. Flute | 35. Drums |
| 7. Thumb piano | 36. Marimba |
| 8. Shakers | 37. Triangle |
| 9. Xylophones | 38. Congas |
| 10. Drum sticks | 39. Cymbals |
| 11. Pedals | 40. Bassoons |
| 12. Amplifiers | 41. Piccolo |
| 13. Plectrums | 42. Clarinet |
| 14. Mulletts | 43. Flute |
| 15. Wax / raisins | 44. Saxophone |
| 16. Oil | 45. Recorder |
| 17. Music stands | 46. Oboe |
| 18. Direct box | 47. Trombone |
| 19. Cables | 48. Trumpet |
| 20. Guitar cases | 49. Tuba |
| 21. Carrier bags | 50. Horn |
| 22. Public address systems | 51. Violin |
| 23. Rosin | 52. Cello |
| 24. Mixers | 53. Double hole |
| 25. Drum | 54. Viola |
| 26. carpets | 55. Harpsichord |
| 27. Pesticides | 56. Guitar |
| 28. Electric piano | |
| 29. Acoustic piano | |

| Attitudes / Traits / Behaviour | Future Trends and Concerns |
|---------------------------------------|---|
| 1. Leadership skills | 1. Join associations |
| 2. Determination | 2. Government policies |
| 3. Social skills | 3. Drug abuse |
| 4. Committed | 4. Expansion of market |
| 5. Endurance | 5. Learn how to use advanced technology equipment |
| 6. Flexibility | 6. Learn how to repair equipment |
| 7. Agility | 7. Take the activity as a career opportunity |
| 8. Reliability | 8. Selecting appropriate equipment |
| 9. Creativity | 9. Popularising musical instruments |
| 10. Time management | 10. Self-criticism |
| 11. Self confidence | 11. Need for advanced technology |
| 12. Acceptance | 12. Skills competition in instrumental performance |
| 13. Open to criticism | 13. Customer care |
| 14. Innovative | 14. Benchmarking with instrumentalists in other countries |
| 15. Smart | 15. Public awareness on instruments |
| 16. Appealing | 16. Inadequate market |
| 17. Discipline | 17. Open line of progression/career development |
| 18. Team work | 18. Limited management skills |
| 19. Dedicated | 19. Computer literacy |
| 20. Patience | 20. Quack instruments on market |
| 21. Communication skills | 21. Price fluctuations |
| 22. Interest | 22. Seasonal markets |
| 23. Computer knowledge | 23. Inadequate networking among instrumentalists |
| 24. Interpersonal skills | 24. Cultural bias |
| 25. Co-operative | 25. Limited research |
| 26. Respect for all | 26. Politics |
| 27. Intelligence | 27. Instruments handling |
| 28. Vigilant | |
| 29. Responsible | |
| 30. Knowledgeable | |
| 31. Confident | |

2.0 ATP – PART II

Training Modules for an INSTRUMENTALIST

- 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 an INSTRUMENTALIST 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 and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS AN INSTRUMENTALIST QUALIFICATION LEVEL 1?

AN INSTRUMENTALIST LEVEL1: is a person who can show basic performance skills on a musical instrument.

TRAINING MODULES FOR AN INSTRUMENTALIST UVQ LEVEL 1

| Code | Module Title | Average Duration | |
|----------------|--------------------------------------|------------------|-----------------|
| | | Contact hours | Weeks |
| UE//M1.1 | Play Musical Instruments | 160 | 4 |
| UE//M1.2 | Read and Write Instrumental Music | 160 | 3 |
| UE//M1.3 | Maintain Musical Instruments | 120 | 2 |
| UE//M1.4 | Organise a Music Instrument Concert | 160 | 4 |
| UE//M1.5 | Perform Basic Entrepreneurship Tasks | 120 | 3 |
| Summary | 5 Training Modules | 680 hours | 16 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 instructions, 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/I/M1.1 |
| Module title | M1.1: Play Musical Instrument |
| Related Qualification | <u>Part of:</u> Uganda Vocational Qualification (Instrumentalist UVQ 1) |
| Qualification Level | 1 |
| Module purpose | By the end of this module, a trainee shall be able to play the musical instruments |
| Learning-Working Assignments (LWAs) | <p>LWA 1/1: Prepare the Stage</p> <p>LWA 1/2: Assemble Musical Instrument</p> <p>LWA 1/3: Perform Sound Check</p> <p>LWA 1/4: Perform Items</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <p>1. The learning exercises may be repeated until the trainee acquires 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 1/1: Prepare Stage</p> <p>PEX 1.1: Select site</p> <p>PEX 1.2: Clean site</p> <p>PEX 1.3: Set up stage</p> |
| | <p>LWA 1/2: Assemble Musical Instrument</p> <p>PEX 2.1: Identify musical instrument</p> <p>PEX 2.2: Select musical instrument</p> <p>PEX 2.3: Un-pack musical instrument</p> <p>PEX 2.4: Set-up musical instrument</p> <p>PEX 2.5: Connect musical instrument</p> |
| | <p>LWA 1/3: Perform Sound Check</p> <p>PEX 3.1: Tune instrument</p> <p>PEX 3.2: Test instrument</p> <p>PEX 3.3: Warm-up</p> |

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| | <p>LWA 1/4: Perform Items</p> <p>PEX 4.1: Introduce self PEX 4.2: Introduce item PEX 4.3: Present item PEX 4.4: Play melody on improvised chord progression PEX 4.5: Evaluate item</p> <hr/> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Dismantle instrument PEX 5.2: Clean instrument PEX 5.3: Pack instrument PEX 5.4: Store instrument PEX 5.5: Clean stage PEX 5.6: Administer first aid PEX 5.7: Manage waste PEX 5.8: Wear protective gear PEX 5.9: Sensitise worker on occupation hazards</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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Type of audience and Items list • Trending music • Time management • Melodies • Ability to classify musical instruments • Naming musical instruments • Connection of instruments • Perform aural tests • Naming parts and accessories of instruments • Body and facial expressions while playing instrument • Preparation and performance • General knowledge about instruments |

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| Average duration of learning | 160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</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 | instrument tuners, carpets, extension cables, power adapters, stool, bags, stands, cords, strings, straps, capo, plectrums, drum sticks, membranophones, connectors |
| Minimum required materials and consumables or equivalent | books, pen, paper, water, dry cells. |
| Special notes | |

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| Code | UE/I/M1.2 |
| Module title | M1.2: Read and Write Instrumental Music |
| Related Qualification | Part of Uganda Vocational Qualification (Instrumentalist UVQ1) |
| Qualification Level | 1 |
| Module purpose | By the end of this module, a trainee shall be able to read and write instrumental music |
| Learning-Working Assignments (LWAs) | <p>LWA 2/1: Read and Play Rhythm Patterns LWA 2/2: Read and Play Simple Melodies LWA 2/3: Read and Play Basic Chords Progression LWA 2/4: Transcribe Notations LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practice</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <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 2/1: Read and Play Rhythm Patterns PEX 1.1: Identify rhythms PEX 1.2: Identify instruments PEX 1.3: Read and play rhythms</p> <p>LWA 2/2: Read and Play Simple Melodies PEX 2.1: Identify pitches PEX 2.2: Identify rhythms PEX 2.3: Identify key signatures PEX 2.4: Identify time signatures PEX 2.5: Choose a suitable instrument PEX 2.6: Read and play a given melody</p> <p>LWA 2/3: Read and Play Basic Chords Progression PEX 3.1: Identify primary chords PEX 3.2: Play chord progressions</p> |

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| | <p>LWA 2/4: Transcribe Notation PEX 4.1: Identify the key PEX 4.2: Identify time signatures PEX 4.3: Re-write music to another notation</p> |
| | <p>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Administer first aid PEX 5.2: Manage waste PEX 5.3: Wear protective gear PEX 5.4: Sensitise workers on occupational hazards PEX 5.5: Clean instruments PEX 5.6: Clean work area PEX 5.7: Perform personal hygiene</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"> • Interpret rhythms and music symbols • Read and write instrumental music • Items and tools used to notate music e. g Encore finale • Areas of employment • Copyright laws • Recording devices and musical instruments • Music industry • Store management • Types of lights • Storage of machines, tools and equipment • Materials used to maintain tools and equipment |
| Average duration of learning | 160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 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. |

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| 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 | instrument tuners, carpets, extension cables, power adapters, stool, bags, stands, cords, strings, straps, capo, plectrums, drum sticks, membranophones, connectors |
| Minimum required materials and consumables or equivalent | books, pen, paper, water, dry cells. |
| Special notes | |

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| Code | UE/I/M1.3 |
| Module title | M1.3: Maintain Musical Instruments |
| Related Qualification | Part of Uganda Vocational Qualification (Instrumentalist UVQ1) |
| Qualification Level | 1 |
| Module purpose | By the end of this module, a trainee shall be able to maintain musical instruments |
| Learning-Working Assignments (LWAs) | <p>LWA 3/1: Strip Musical Instrument LWA 3/2: Clean Musical Instrument LWA 3/3: Arrange and Connect Musical Instrument LWA 3/4: Service Musical Instrument LWA 3/5: Store Musical Instrument</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <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 3/1: Strip Musical Instrument PEX 1.1: Unpack instrument PEX 1.2: Disconnect instrument PEX 1.3: Unscrew instrument PEX 1.4: Disassemble instrument</p> |
| | <p>LWA 3/2: Clean Musical Instrument PEX 2.1: Select instrument PEX 2.2: Prepare cleaning materials PEX 2.3: Dust instrument PEX 2.4: Polish instrument PEX 2.5: Dry instrument</p> |
| | <p>LWA 3/3: Arrange and Connect Musical Instrument PEX 3.1: Assemble instrument PEX 3.2: Screw parts /join parts PEX 3.3: Select instrument accessories PEX 3.4: Correct instrument</p> |

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| | <p>LWA 3/4: Service Musical Instrument</p> <p>PEX 4.1: Identify instrument</p> <p>PEX 4.2: Select servicing equipment</p> <p>PEX 4.3: Repair parts of instrument</p> <p>PEX 4.4: Replace parts of instrument</p> <p>PEX 4.5: Tune instrument</p> <p>PEX 4.6: Test-run instrument</p> |
| | <p>LWA 3/5: Store Musical Instrument</p> <p>PEX 5.1: Prepare store</p> <p>PEX 5.2: Clean store</p> <p>PEX 5.3: Disassemble instrument</p> <p>PEX 5.2: Pack instrument</p> <p>PEX 5.3: Place instrument in store</p> <p>PEX 5.4: Take records</p> |
| | <p>LWA 3/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 6.1: Control pests</p> <p>PEX 6.2: Wear protective gear</p> <p>PEX 6.3: Manage waste</p> <p>PEX 6.4: Administer first aid</p> <p>PEX 6.5: Maintain store cleanliness</p> <p>PEX 6.6: Display safety signs</p> <p>PEX 6.7: Manage waste</p> <p>PEX 6.8: Ensure bio-security</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"> • Cleanliness • Effects of weather on instruments • Effects of pests • Tools used to maintain instruments |

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| | <ul style="list-style-type: none"> • Handling of instruments • Local music stores • Rejects of instruments • Transportation of instruments • Materials for cleaning • Handling of instruments |
| Average duration of learning | 120hours (10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>3 days of occupational theory and</i> • <i>7 days of occupational practice</i> |
| Suggestions on organisation of learning | The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place. |
| Assessment | Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank. |
| Minimum required tools/ equipment/ implements or equivalent | stores, vehicles for transport, basins, soft fiber cloth, guitar strings cleaner, screw drive, cotton wool, pliers, wire cutters, measuring tool, files, tweezers, piercing saw, mallets, hammer, junior hacksaw, drills, tapes, bags/cases |
| Minimum required materials and consumables or equivalent | detergents, water, brooms, rags, hand brush, razor blades, foam |
| Special notes | |

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| Code | UE//M1.4 |
| Module title | M1.4: Organise an Instrumental Concert |
| Related Qualification | <u>Part of:</u> Uganda Vocational Qualification (Instrumentalist UVQ 1) |
| Qualification Level | 1 |
| Module purpose | By the end of this module, a trainee shall be able to organise an instrumental concert. |
| Learning-Working Assignments (LWAs) | <p>LWA 4/1: Prepare for Concert LWA 4/2: Stage Concert LWA 4/3: Carryout a Post-Performance Evaluation LWA 4/4: 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 until 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 4/1: Prepare for Concert PEX 1.1: Scout the venue PEX 1.2: Prepare instruments PEX 1.3: Source for funds PEX 1.4: Advertise concert PEX 1.5: Prepare costumes</p> <p>LWA 4/2: Stage Concert PEX 2.1: Rehearse items PEX 2.2: Transport resources PEX 2.3: Setup stage PEX 2.4: Sound check PEX 2.5: Present concert</p> <p>LWA 4/3: Carryout a Post-Performance Evaluation PEX 3.1: Obtain feedback from stakeholders PEX 3.2: Carryout stock-taking PEX 3.3: Make records PEX 3.4: Reward performers PEX 3.5: Ensure safe return of resources PEX 3.6: Compare actual performance PEX 3.7: Make report</p> |

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| | <p>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Check for damages PEX 4.2: Administer first aid PEX 4.3: Perform firefighting PEX 4.4: Practice prevention of prevailing health issues PEX 4.5: Manage wastes</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"> • Venues and theatres • Advertisement channels • Sponsorships • Accounting and Finance • Government policies • Security service providers • Appropriate transport facilities • Local council policies • Basic music theory • Copyright and neighboring rights |
| Average duration of learning | <p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>10 days of occupational practice</i> |
| Suggestions on organisation of learning | The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place. |
| Assessment | Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank |
| Minimum required tools/ equipment/ implements or equivalent | power amplifiers, equaliser, mixing desk, snake cables, public address system, microphones, instrument tuners, carpets, phone, microphone stands, speaker stands, lights, lighting controllers, lighting software, extension cables, |

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| Minimum required materials and consumables or equivalent | books, pen, paper, water, dry cells |
| Special notes | |

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| Code | UE//M1.5 |
| Module title | M1.5: Perform Basic Entrepreneurship Tasks |
| Related Qualification | Part of: Uganda Vocational Qualification (Instrumentalist UVQ 1) |
| Qualification Level | 1 |
| Module purpose | By the end of this module, a trainee shall be able to perform market the instrumental enterprise |
| Learning-Working Assignments (LWAs) | <p>LWA 5/1: Market Troupe LWA 5/2: Generate Entrepreneurship Records LWA 5/3: Communicate with Stakeholders LWA 5/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <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 5/1: Market troupe PEX 1.1: Cost resources PEX 1.2: Price troupe PEX 1.3: Brand troupe PEX 1.4: Sell troupe PEX 1.5: Promote troupe PEX 1.6: Advertise troupe</p> |
| | <p>LWA 5/2: Generate Troupe Records PEX 2.1: Prepare budget PEX 2.2: Prepare service sales records PEX 2.3: Prepare service production records (e.g. Performance dates) PEX 2.4: Generate income and expenditure records PEX 2.5: Prepare inventory records PEX 2.6: Keep performance portfolios</p> |
| | <p>LWA 5/3: Manage Troupe PEX 3.1: Recruit instrumentalist PEX 3.2: Orient instrumentalist PEX 3.3: Train instrumentalist</p> |

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| | <p>PEX 3.4: Register troupe</p> <p>PEX 3.5: Network with peers on service matters</p> <p>PEX 3.6: Review business development</p> <p>PEX 3.7: Evaluate key performance indicators</p> <p>LWA 5/4: Communicate with Stakeholders</p> <p>PEX 4.1: Advise clients on instrumental services</p> <p>PEX 4.2: Give feedback to Instrument suppliers and other stake holders</p> <p>PEX 4.3: Obtain feedback from clients</p> <p>LWA 5/5: Perform Value Addition to Service</p> <p>PEX 5.1: Benchmark other troupes</p> <p>PEX 5.2: Network with stakeholders</p> <p>PEX 5.3: Attend instrumentalist trainings and workshop (especially on capacity building)</p> <p>LWA 5/6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 6.1: Administer first aid</p> <p>PEX 6.2: Display safety signs</p> <p>PEX 6.3: Manage waste</p> <p>PEX 6.4: Sensitise instrumentalists on communicable and non-communicable diseases</p> <p>PEX 6.5 Maintain personal hygiene</p> <p>PEX 6.6 Perform bio-security</p> <p>PEX 6.7 Wear protective gear</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"> • Areas of employment and Plagiarism • Different music genres • Advertisement channels • Sponsorships • Accounting and Finance • Government policies |

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| | <ul style="list-style-type: none"> • Security service providers • Appropriate transport facilities • Local council policies • Environmental protection policies • Sound equipment and management • Event organizers • Human resource management • Employment laws |
| Average duration of learning | 120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>10 days of occupational practice</i> |
| Suggestions on organisation of learning | The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided all equipment and materials required for training are in place. |
| Assessment | Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank |
| Minimum required tools/ equipment/ implements or equivalent | computer, printer, stapling machine, files, punching machine, mobile phones, camera, public address system. |
| Minimum required materials and consumables or equivalent | books, pen, paper |
| Special notes | |

3.0 ATP- PART III

Assessment Instruments for an INSTRUMENTALIST

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of an INSTRUMENTALIST are included.

3.9 Overview of Test Item Samples Included

| No | Type of test Items | Numbers included |
|--------------|---|------------------|
| 1 | Written (Theory)- short answer | 3 |
| 2. | Written (Theory)- multiple choice | 1 |
| 3. | Written (Theory)- matching with generic | 1 |
| 4. | Written (Theory)- matching cause and effect | 0 |
| 5. | Written (Theory)- matching work sequence | 0 |
| 6. | Performance (Practical) test items | 1 |
| Total | | 06 |

WRITTEN TEST ITEMS (SAMPLES)

| DIT/ QS | Test Item Database Written (Theory) Test Item- no. 01 | | | |
|----------------------------|--|---------|---------------|---------------|
| Occupational Title: | Instrumentalist | | | |
| 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: | M1.4 | | | |
| Time allocation: | 2 minutes | | | |

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| Test Item | Name any four (4) steps taken to stage an instrumental music concert |
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| Answer spaces | (i) (ii) (iii) (iv) |
| Expected key (answers) | (i) Clean stage (ii) Transport resources (iii) Make a budget (iv) Set up equipment (v) Sound check (vi) Advertise (vii) Make a list of items (viii) Rehearsals (ix) Assemble instrument (x) Tune instrument |

| DIT/ QS | Test Item Database Written (Theory) Test Item- no. 02 | | | | | | | | | | | | | | | | | | |
|----------------------------|--|---------------|---------------|--------------|---|--|--|-----------------|--|--|--|---------------|---------|---------------|---------------|--|--|--|--|
| Occupational Title: | Instrumentalist | | | | | | | | | | | | | | | | | | |
| Competence level: | Level 1 | | | | | | | | | | | | | | | | | | |
| Code no. | | | | | | | | | | | | | | | | | | | |
| Test Item type: | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <td style="width: 15%; padding: 2px;">Short answer</td> <td colspan="3" style="padding: 2px; text-align: center;">√</td> </tr> <tr> <td style="padding: 2px;">Multiple choice</td> <td colspan="3" style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Matching item</td> <td style="padding: 2px;">Generic</td> <td style="padding: 2px;">Cause- Effect</td> <td style="padding: 2px;">Work-sequence</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table> | | | Short answer | √ | | | Multiple choice | | | | Matching item | Generic | Cause- Effect | Work-sequence | | | | |
| Short answer | √ | | | | | | | | | | | | | | | | | | |
| Multiple choice | | | | | | | | | | | | | | | | | | | |
| Matching item | Generic | Cause- Effect | Work-sequence | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Complexity level: | C1 | | | | | | | | | | | | | | | | | | |
| Date of OP: | September 2020 | | | | | | | | | | | | | | | | | | |
| Related modules: | M1.2, M1.4 | | | | | | | | | | | | | | | | | | |
| Time allocation: | 2 minutes | | | | | | | | | | | | | | | | | | |

| Test Item | Name any three (3) qualities of a good instrumentalist |
|-------------------------------|--|
| Answer spaces | (i) (ii) (iii) |
| Expected key (answers) | (i) Smart (ii) Confident (iii) Good musical ear (iv) Creative (v) Entertaining (vi) Disciplined (vii) Good time keeper (viii) Integrity (ix) Good communicator |

| DIT/ QS | Test Item Database Written (Theory) Test Item- No. 03 | | | |
|---------------------|--|---------|--------------|---------------|
| Occupational Title: | Instrumentalist | | | |
| 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: | M1.1 | | | |
| Time allocation: | 2 minutes | | | |

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|-------------------------------|---|
| Test Item | Preparing the stage is one of the requirements of playing an instrument, name other three (3) |
| Answer spaces | (i) (ii) (iii) |
| Expected key (answers) | (i) Select musical instrument (ii) Assemble musical instrument (iii) Perform a sound check (iv) Identify musical instrument (v) Purchase musical instrument |

| DIT/ QS | Test Item Database Written (Theory) Test Item- No. 04 | | | |
|---------------------|--|---------|------------------|-------------------|
| Occupational Title: | Instrumentalist | | | |
| 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: | M1.3 | | | |
| Time allocation: | 2 minutes | | | |

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| Test Item | Choose the most appropriate tool that can be used to clean an instrument? |
| Distracters and correct answer | <ul style="list-style-type: none"> A. A paper B. Spray C. Cloth D. Broom |

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

| | | | | |
|----------------------------|--|---------|---------------|-------------------|
| DIT/QS | Test Item Database Written (Theory) Test Item- No. 05 | | | |
| Occupational Title: | Instrumentalist | | | |
| 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: | September 2020 | | | |
| Related Modules: | M1.1 | | | |
| Time allocation: | 2 minutes | | | |

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| Test Item | Match the following instruments in column A to their respective classes in column B |
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| Column A (Instruments) | |
|------------------------|-------------|
| 1 | Tube fiddle |
| 2 | Xylophone |
| 3 | Drum |
| 4 | Pan pipes |
| | |
| | |

| Column B (Classes) | |
|--------------------|----------------|
| A | Aero phones |
| B | Membranophones |
| C | Chordophones |
| D | Idiophones |
| E | Brass |
| F | Woodwind |

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

PERFORMANCE TEST ITEMS (SAMPLES)

| DIT/ QS | Test Item Database Performance Test Item- No. 06 |
|--|--|
| Occupational Title: | Instrumentalist |
| Competence level: | Level 1 |
| Code no. | |
| Test Item: | Make a stage performance with a xylophone |
| Complexity level: | C 2 |
| Date of OP: | September 2020 |
| Related module: | M1.1 |
| Related skills and knowledge: | Playing an instrument, setting up a stage and aural skills, Name parts of the instrument, Origin of instrument, Ethnic function Norms and taboos of the instrument and Time management |
| Required tools, Materials and Equipment: | Xylophone, Costumes and props |
| Time allocation: | 20 minutes |
| Preferred venue: | Stage |
| Remarks for candidates | Provide instrument and stage |
| Remarks for assessors | Allowance for reputations when assessing |

| # | Assessment criteria | Scoring guide | Max. Score | |
|---|----------------------|----------------------------------|------------|--------|
| | | | Process | Result |
| 1 | Prepare for the task | Selected instrument | | 2 |
| | | Good quality instrument observed | | 1 |
| | | Tuned instrument | | 3 |
| | | Cleaned stage | 3 | |
| | | Clean stage observed | | 2 |
| | | Assembled instrument | 2 | |
| | | Clean instrument observed | | 2 |

| # | Assessment criteria | Scoring guide | Max. Score | |
|-------------------------------|--|--|--------------------------------------|-----------|
| | | | Process | Result |
| | | Setup instrument observed | | 2 |
| | | Appropriate costume observed | | 2 |
| | | Appropriate Costuming observed | | 3 |
| 2 | Present item | Introduced self | 1 | |
| | | Introduced item | 2 | |
| | | Performed facing the audience observed | | 2 |
| | | Good posture of performer observed | | 3 |
| | | Proper instrument handling observed | | 2 |
| | | Confidence observed | | 3 |
| | | Quality tone produced | 3 | |
| | | Quality tone heard | | 2 |
| | | Good body expression observed | | 2 |
| | | Dynamics observed | | 4 |
| | | Playing techniques observed | 4 | |
| | | Controlled performance observed | 2 | |
| | | Audience – performer engagement observed | | 3 |
| | | Tempo variations observed | 2 | |
| Accurate performance observed | | 4 | | |
| 3 | Carry out Post-performance activities | Disassembled instrument | 2 | |
| | | Packed instrument observed | | 2 |
| | | Cleared working area | 2 | |
| | | Clean stage observed | | 2 |
| | Maximum Score | | 26 | 46 |
| | TOTAL SCORE (Process + Result) 100% | | <u>72</u> | |
| | | | <u>(X)</u> x100% 70 | |

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 INSTRUMENTALIST 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 an Instrumentalist of September 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (September 2020)

Based on the Occupational Profile for an Instrumentalist of September 2020, and Training Modules, Test Items were developed 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 at different stages were constituted by members from the following organisations.

| | Name | Institution/ Organisation |
|-----|-------------------------|---|
| 1. | Kaabunga Richard | Ggaba Teachers' College |
| 2. | Lwanga Herbert | Kiira College-Butiki, Jinja |
| 3. | Egau Aron | Ntinda VTI |
| 4. | Ssendikwanawa Raymond | Music Friend |
| 5. | Daniel Kiyega | Esom School of Music |
| 6. | Nsumba Bernard | Music and Cultural Arts Promotions |
| 7. | Mulumba Mutema Mathias | National Curriculum Development Centre |
| 8. | Kibirango Rennie | Lubiri High School-Mengo |
| 9. | Ddamba Andrew Kibuuka | CBS/ BBS TV |
| 10. | Bugagga Mutale Ttendo | Kids Uganda / BBS TV |
| 11. | Kazibwe Alvin Abel | National Teachers' College-Mubende |
| 12. | Kwagala Joseph Kaziimba | St. Paul's Cathedral- Namirembe |
| 13. | Kevin Muyinza | St. Phillip's & Andrew's Cathedral-Mukono |

4.6 Facilitator team

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

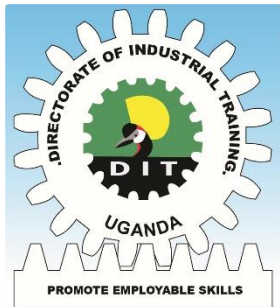
1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** Ms. Nabimanya Sharon-Data Entrant DIT, Mr. Tumusiime Edward-Data Entrant DIT
3. **DIT Data Entrants:** Ms. Namale Sheila and Ms. Nawaggi Desire Esther
4. **Compiled by:** Ms. Nabimanya Sharon-Data Entrant DIT and Mr. Tumusiime Edward-Data Entrant DIT
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director-QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

4.7 Reference time:

The Assessment and Training Package was developed in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References

1. *Jake Jackson (2013) Guitar chords made easy*
2. *Mark Philips (2009) Guitar exercises for dummies*
3. *Jim Blythe (2008) Essentials of marketing*
4. *Annie O' Warbirton (2006) Basic music knowledge*
5. *Imogen Holst (2000) ABC of Music*
6. *C.H. Kitson (2002) Elementary Harmony*
7. *Daniel Scott (2001) Absolute beginners' keyboard*
8. *Gabriel Musungu (2015) Foundation music*
9. *Tony Attwood (2000) Music from scratch*
10. *Jake Jackson (2013) Recording music made easy*



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