



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**



**Assessment and Training  
Package**

**For a  
SINGER**

**Qualification Level: 1**

**Occupational Cluster: Performing Arts**

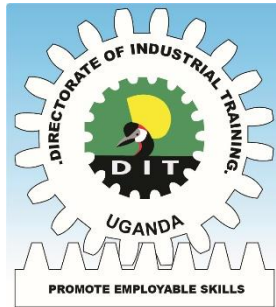
**September 2020**

**Developed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

**For a  
SINGER**

**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 **SINGER 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 SINGER.** This Occupational Profile which was reviewed by Singers practicing in the world of work mirrors the duties and tasks that Singers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Singers 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 SINGER. These assessment instruments were reviewed jointly by job practitioners (Singers) 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](mailto: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

<b>Assessment</b>	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.
<b>Certification</b>	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.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-based education and training means that programmes: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Modules</b>	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.
<b>Occupational Profile (OP)</b>	<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 SINGER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “SINGER” below defines the **Duties** and **Tasks** a competent Singer 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 15 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.

**Job Expert Panel**

**Tumwesigye Remigious**  
Royalway Media/Ganglito Ent

**Ntubiro Godfrey**  
NCDC

**Kalirebwami Mukisa Micheal**  
Ntinda Vocational Training Institute

**Kyosabira Julius**  
Mengo Senior School

**Joanita Kawalya Muganga**  
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**Ssaka Paul**  
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**Nawoova Sarah**  
National Teachers college-Kaliro

**Namakula Rebecca**  
Ministry of Education & Sports

**Kwagala Grace Lydia**  
Iganga High School

**Bolla Nobert**  
National Teachers College-Mubende

**Lwanga Sunday**  
St. Bernards' College

**Ssentuuya Alphonse**  
Bujubi SS-Mityana

**Ssenyonjo Juliet**  
Makerere College School

**Mugenyi Ronald**  
St Patrick SS-Ntete

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**Co-ordinator**

**Mukyaala Ruth Elizabeth**  
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 a**  
**"SINGER"**

**Developed by: Qualification Standards**  
**Department of Industrial Training**

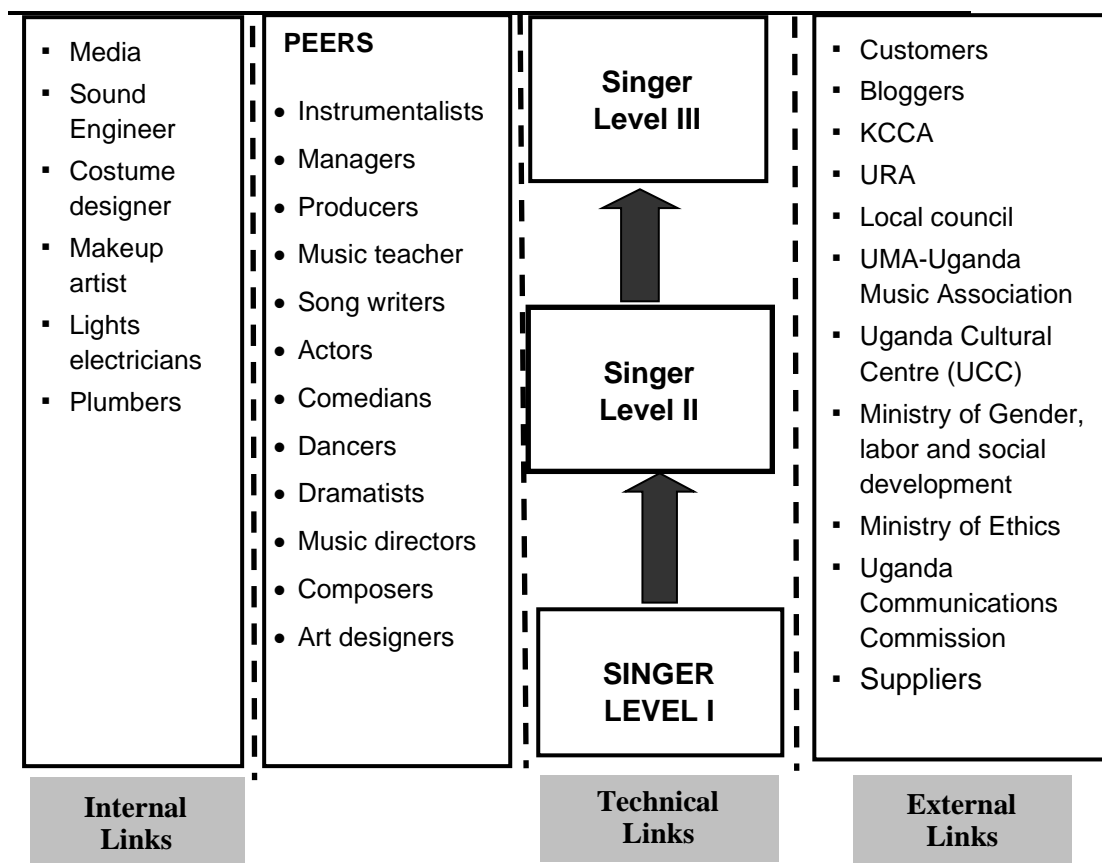
**Dates of workshop: 24<sup>th</sup>-26<sup>th</sup> August 2020**



## **NOMENCLATURE FOR THE OCCUPATION OF SINGER**

**Definition:** A singer is a person who uses their vocal abilities to communicate through musical performance.

### **JOB ORGANISATION CHART FOR A SINGER**



### **Descriptions for the levels in the occupation of 'Singer'**

1. **A Level I Singer:** is a person who can express a musical idea vocally irrespective of the genre.
2. **A Level II Singer:** is a person who performs organised vocal sounds innovatively.
3. **A Level III Singer:** is a person with a high level of vocal skills that writes or creates, records and performs any form of music.

## Duties and Tasks

<b>A. PLAN SHOW</b>	<b>A1</b> Carryout rehearsals	<b>A2</b> Book venue	<b>A3</b> Schedule time
	<b>A4</b> Schedule date	<b>A5</b> Provide security	<b>A6</b> Prepare program
	<b>A7</b> Acquire costumes	<b>A8</b> Prepare tools and equipment	
<b>B. SING SONG</b>	<b>B1</b> Train voice	<b>B2</b> Sing lyrics	<b>B3</b> Phrase music
	<b>B4</b> Express emotion	<b>B5</b> Record song	<b>B6</b> Perform song
<b>C. STAGE PERFORMANCE</b>	<b>C1.</b> Secure venue	<b>C2.</b> Setup stage	<b>C3.</b> Set up equipment
	<b>C4.</b> Perform equipment checks	<b>C5.</b> Engage audience	<b>C6.</b> Utilise stage
<b>D.COMPOSE SONG</b>	<b>D1.</b> Identify theme	<b>D2.</b> Create story line	<b>D3.</b> Write lyrics
	<b>D4.</b> Find melody	<b>D5.</b> Add chords	<b>D6.</b> Arrange song
	<b>D7.</b> Harmonise song	<b>D8.</b> Notate song	<b>D9.</b> Record song
<b>E. MARKET PRODUCT</b>	<b>E1.</b> Advertise product	<b>E2.</b> Display posters	<b>E3.</b> Display banners
	<b>E4.</b> Make announcements	<b>E5.</b> Create partnerships	<b>E6.</b> Brand product
<b>F. PERFORM ADMINISTRATIVE TASK</b>	<b>F1</b> Implement business plan	<b>F2</b> Mobilise resources	<b>F3</b> Keep records
	<b>F4</b> Manage welfare	<b>F5</b> Pursue continuous professional development	<b>F6</b> Remunerate workers
	<b>F7</b> Follow legal guidelines		

<b>G. OBSERVE HEALTH, SAFETY AND ENVIRONMENTAL PRACTICES</b>	<b>G1</b> Sensitise on drug abuse	<b>G2</b> Manage personal hygiene	<b>G3</b> Mange waste
	<b>G4</b> Administer first aid	<b>G5</b> Undergo routine medical examinations	<b>G6</b> Sensitise on communicable diseases
	<b>G7</b> Maintain body hydration	<b>G8</b> Limit use of voice	<b>G9</b> Clean instruments
	<b>G10</b> Sensitise on non-communicable disease	<b>G11</b> Display safety signs	

## Additional Information

### Generic Knowledge and Skills

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Cultural affiliations</li><li>2. Stage discipline</li><li>3. Self-management</li><li>4. Music genres</li><li>5. Commercialisation</li><li>6. Team work</li><li>7. Instruments</li><li>8. Technology</li><li>9. Regulations</li><li>10. Copy right laws</li></ol> | <ol style="list-style-type: none"><li>11. Ethics</li><li>12. Language</li><li>13. Social trends</li><li>14. Audience preferences</li><li>15. Merging needs of the society</li><li>16. Gender issues</li><li>17. Health</li><li>18. Environmental awareness</li><li>19. Violence</li><li>20. Market dynamics on related knowledge</li></ol> |
|---|--|

### Tools Materials and Equipment

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Voice</li><li>2. Costume</li><li>3. Music system</li><li>4. Microphone</li><li>5. Pens</li><li>6. Paper</li><li>7. Tuber</li><li>8. Music/rehearsal room</li><li>9. Amplifier</li><li>10. Water</li><li>11. Bananas</li><li>12. Telephone</li><li>13. Song</li><li>14. Speakers</li><li>15. Equaliser</li><li>16. Stage</li><li>17. Headsets</li><li>18. Computers</li><li>19. Recorder</li><li>20. Finances</li><li>21. Studio</li></ol> | <ol style="list-style-type: none"><li>22. Flyers</li><li>23. Posters</li><li>24. Musical manual</li><li>25. Business cards</li><li>26. Make up</li><li>27. Props</li><li>28. Mirror</li><li>29. Recordings</li><li>30. Writing pad</li><li>31. Social media</li><li>32. Guitars</li><li>33. Percussion</li><li>34. Trumpets</li><li>35. Saxophone</li><li>36. Sousaphone</li><li>37. Cornets</li><li>38. Trombone</li><li>39. Euphonium</li><li>40. French horn</li><li>41. Wind instruments</li></ol> |
|--|--|

**Attitudes / Traits / Behavior**

- |                    |                      |
|--------------------|----------------------|
| 1. Smart           | 13. Creative         |
| 2. Communicator    | 14. Analytical       |
| 3. Audible         | 15. Resilient        |
| 4. Assertive       | 16. Ambitious        |
| 5. Confidence      | 17. Social           |
| 6. Sensitive       | 18. Critical thinker |
| 7. Disciplined     | 19. Respectful       |
| 8. Accommodative   | 20. Singing along    |
| 9. Loving          | 21. Oral ability     |
| 10. Decision maker | 22. Agility          |
| 11. Innovative     | 23. Live performer   |
| 12. Authentic      | 24. Empathy          |
|                    | 25. Honest           |

**Future Trends and Concerns**

1. Media
2. Digital content
3. Technological advancements
4. Copy right laws
5. Over taxation
6. Instabilities
7. Identification
8. Leadership
9. Corruption
10. Unprofessionalism
11. Violation and piracy
12. Pressure on creativity
13. Competition
14. Market pressure
15. Trending genres
16. Learner centered

## 2.0 ATP – PART II

### Training Modules for a SINGER

- 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 Music 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 A SINGER QUALIFICATION LEVEL1?**

**A Level I Singer** is a person who can express a musical idea vocally irrespective of the genre.

## **TRAINING MODULES FOR A SINGER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/M/M1.1	Sing Song	120	2
UE//M/M1.2	Compose a Song	320	8
UE/M/M1.3	Plan Show	160	4
UE/M/M1.4	Stage Performance	120	2
UE/M/M1.5	Perform Entrepreneurial Tasks	480	13
<b>Summary</b>	<b>5 Training Modules</b>	<b>1,200 hours = 29 weeks</b>	

**Note: Average duration is contact time but NOT calendar duration**

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

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

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

Prior to summative assessment by recognised agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

<b>Code</b>	<b>UE/M/S 1.1</b>
<b>Module title</b>	<b>M1.1: Sing song</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Singer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to sing song(s)
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Train voice</b>  <b>LWA 1/2: Sing Lyrics</b>  <b>LWA 1/3: Phrase Music</b>  <b>LWA 1/4: Perform Song</b>  <b>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li>2. <i>The trainer/instructor is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Train Voice</b>                  PEX 1.1: Learn and perform vocal warmups                  PEX 1.2: Do physical exercise                  PEX 1.3: Project voice                  PEX 1.4: Relax voice                  PEX 1.5: Compass voice                  PEX 1.6: Determine posture</p> <p><b>LWA 1/2: Sing Song</b>                  PEX 2.1: Pronounce words                  PEX 2.2: Articulate words                  PEX 2.3: Intone words                  PEX 2.4: Pitch music                  PEX 2.5: Follow rhythm</p> <p><b>LWA 1/3: Phrase Music</b>                  PEX 3.1: Control breath                  PEX 3.2: Join sections                  PEX 3.3: Mark entries                  PEX 3.4: Mark exits</p> <p><b>LWA 1/4: Perform Song</b>                  PEX 4.1: Select a song</p>



	<p>PEX 4.2: Employ dynamics  PEX 4.3: Apply expressions  PEX 4.4: Project voice  PEX 4.5: Engage audience (customer)</p> <p><b>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices.</b></p> <p>PEX 5.1: Wear protective gear  PEX 5.2: Display safety signs  PEX 5.3: Administer first aid  PEX 5.4: Safe guard against fire  PEX 5.5: Dispose wastes  PEX 5.6: Manage personal hygiene  PEX 5.7: Practice work moral ethics  PEX 5.8: Limit use of noise  PEX 5.9: Protect ears against noise pollution</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Tools and equipment to use</li> <li>• Handling and maintenance of tools and equipment</li> <li>• Song writing</li> <li>• Rhythm and melody</li> <li>• Song arrangements</li> <li>• Harmonising a song</li> <li>• Notating songs</li> <li>• Recording a song</li> <li>• Controlling the voice</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>3 days of occupational theory and</i></li> <li>• <i>7 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

<b>Minimum required tools/ equipment/ implements or equivalent</b>	pen, book, audio player, rehearsing room, voice, sports gear, music scripts, recorded music,
<b>Minimum required materials and consumables or equivalent</b>	yellow bananas, water, honey, warm milk, cups, glasses
<b>Special notes</b>	This module can be modified to suit Special Needs/ Abilities

<b>Code</b>	<b>UE/CF/S1.2</b>
<b>Module title</b>	<b>M1.2: Compose Song</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Singer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to compose a song
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Perform a Folk Song</b>  <b>LWA 2/2: Compose along a Contemporary Song</b>  <b>LWA 2/3: Compose a New Song</b>  <b>LWA 2/4: Perform Occupational Health Safety and Environmental Protection Activities</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Perform a Folk Song</b>  PEX 1.1: Write lyrics  PEX 1.2: Write solfas to given rhythm  PEX 1.3: Write rhythms pitch to given lyrics  PEX 1.4: Write rhythm to words</p>
	<p><b>LWA 2/2: Compose along a contemporary song</b>  PEX 2.1: Identify a song  PEX 2.2: Sing along  PEX 2.3: Make your own version of the same song  PEX 2.4: Harmonise song</p>
	<p><b>LWA 2/3: Compose New Song</b>  PEX 3.1: Identify theme  PEX 3.2: Create story line  PEX 3.3: Compose lyrics  PEX 3.4: Compose melody  PEX 3.5: Arrange song  PEX 3.6: Employed dynamics  PEX 3.7: Harmonise song  PEX 3.8: Notate song  PEX 3.9: Record song</p>

	<p><b>LWA 2.4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear  PEX 4.2: Display safety signs  PEX 4.3: Administer first aid  PEX 4.4: Safe guard against fire  PEX 4.5: Dispose waste  PEX 4.6: Manage personal hygiene  PEX 4.7: Practice work moral ethics  PEX 4.8: Limit use of noise  PEX 4.9: Protect ears against noise pollution</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Tools and equipment to use</li> <li>• Handling and maintenance of tools and equipment</li> <li>• Song writing</li> <li>• Rhythm and melody</li> <li>• How to arrange a song?</li> <li>• Harmonising a song</li> <li>• Notating and recording a song</li> </ul>
<b>Average duration of learning</b>	<p>320 hours (40 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 30 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	pen, book, muse score, audio recorder, audio player, music instruments, manuscript, room, telephone

<b>Minimum required materials and consumables or equivalent</b>	water, cups, glasses
<b>Special notes</b>	This module can be modified to suit Special Needs/ Abilities

<b>Code</b>	<b>UE/CF/S 1.3 Plan Music Show</b>
<b>Module title</b>	<b>M 1.3:</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Singer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to plan a music show.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Identify Audience</b>  <b>LWA 3/2: Identify Venue</b>  <b>LWA 3/3: Create Program</b>  <b>LWA 3/4: Identify Participants</b>  <b>LWA 3/5: Create Budget</b>  <b>LWA 3/6: Identify Sponsor</b>  <b>LWA 3/7: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b>                      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.</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Identify Audience</b>                      PEX 1.1: Carryout research and benchmark                      PEX 1.2: Identify tastes and preference                      PEX 1.3: Show case                      PEX 1.4: Collaborate with singers</p> <p><b>LWA 3/2: Identify Venue</b>                      PEX 2.1: Survey venue                      PEX 2.2: Book venue                      PEX 2.3: Schedule date                      PEX 2.4: Schedule time                      PEX 2.5: Set up stage</p> <p><b>LWA 3/3: Create Program</b>                      PEX 3.1: Determine entry time                      PEX 3.2: Determine show duration                      PEX 3.3: Determine arrival of participants                      PEX 3.4: Determine order of performance                      PEX 3.5: Determine exit time</p>

	<p><b>LWA 4/4: Identify Participants</b>  PEX 4.1: Carry out networking  PEX 4.2: Make contracts</p> <p><b>LWA 3/5: Create Budget</b>  PEX 5.1: Estimate transport costs  PEX 5.2: Estimate advertising costs  PEX 5.3: Determine welfare costs  PEX 5.4: Determine security costs  PEX 5.5: Estimate miscellaneous costs</p> <p><b>LW 3/6: Identify Sponsor</b>  PEX 6.1: Language practice  PEX 6.2: Mock demonstration speech  PEX 6.3: Convince relatives, friends for support  PEX 6.4: Search for manager</p> <p><b>LWA 3/7: Perform Occupational Health Safety and Environmental Protection Practices</b>  PEX 7.1: Wear protective gear  PEX 7.2: Display safety signs  PEX 7.3: Administer first aid  PEX 7.4: Safe guard against fire  PEX 7.5: Dispose waste  PEX 7.6: Manage personal hygiene  PEX 7.7: Practice work moral ethics</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Cooperation with other stake holders</li> <li>• Conflict resolution</li> <li>• Market demand</li> <li>• Key actors in music</li> <li>• Climate change</li> <li>• Problem solving</li> <li>• Team work</li> </ul>
<b>Average duration of learning</b>	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 7 days of occupational theory and</li> <li>• 13days of occupational practice</li> </ul>

<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	pen, book, recorded music, audio recorder, audio player, music instruments, manuscript, room, telephone, microphone,
<b>Minimum required materials and consumables or equivalent</b>	yellow bananas, water, warm milk, cups, glasses
<b>Special notes</b>	This module can be modified to suit Special Needs/ Abilities



<b>Code</b>	<b>UE/CF/S 1.4</b>
<b>Module title</b>	<b>M 1.4: Stage Performance</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Singer UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of the training, the trainee shall be able to perform a song on stage
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Manage Stage</b>  <b>LWA 4/2: Engage Audience</b>  <b>LWA 4/3: Manage Appearance</b>  <b>LWA 4/4: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Manage Stage</b>                  PEX 1.1: Explore stage direction                  PEX 1.2: Coordinate participants                  PEX 1.3: Manage equipment</p> <p><b>LWA 4/2: Engage Audience</b>                  PEX 2.1: Manage audience                  PEX 2.2: Observe intros                  PEX 2.3: Observe outros</p> <p><b>LWA 4/3: Manage Appearance</b>                  PEX 3.1: Identify makeup artist                  PEX 3.2: Apply make up                  PEX 3.3: Wear appropriate costume                  PEX 3.4: Assume character                  PEX 3.5: Manage emotions</p> <p><b>LWA 4/4: Perform Occupational Health Safety and Environmental Protection Practices</b>                  PEX 4.1: Wear protective gear                  PEX 4.2: Display safety signs                  PEX 4.3: Administer first aid                  PEX 4.4: Safe guard against fire                  PEX 4.5: Dispose waste</p>

	<p>PEX 4.6: Manage personal hygiene</p> <p>PEX 4.7: Practice work moral ethics</p>
<b>Occupational health and safety</b>	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
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Self esteem</li> <li>• Stage utilisation</li> <li>• Know audience preferences</li> <li>• Use of equipment</li> <li>• Trendy costumes</li> <li>• Employing appropriate expressions</li> <li>• Song structure</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 10 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	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
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	book, pen, telephone, video recorder, video player, music instruments, manuscript, room, telephone
<b>Minimum required materials and consumables or equivalent</b>	makeup, costumes
<b>Special notes</b>	This module can be modified to suit Special Needs/ Abilities

<b>Code</b>	<b>UE/FF/S 1.5</b>
<b>Module title</b>	<b>M 1.5: Carryout Basic Entrepreneurship Skills</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Builder UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to perform entrepreneurial and administrative tasks
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 5/1: Identify Music Business</b>  <b>LWA 5/2: Manage Basic Singer Business</b>  <b>LWA 5/3: Perform Basic Pricing</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 5/1: Identify Music Business</b>  PEX 1.1: Singer  PEX 1.2: Composer  PEX 1.3: Music critic  PEX 1.4: Adjudicator</p>
	<p><b>LWA 5/2: Manage Basic Singer Business</b>  PEX 2.1: Perform basic book keeping tasks  PEX 2.2: Participate in basic music sales  PEX 2.3: Record workers' attendance  PEX 2.4: Provide customer services  PEX 2.5: Market and advertise singer business  PEX 2.6: Communicate effectively  PEX 2.7: Bench mark shows</p>
	<p><b>LWA 5/3: Perform Basic Pricing</b>  PEX 3.1: Create business proposals  PEX 3.2: Establish cost of materials  PEX 3.3: Establish cost of tools and equipment  PEX 3.4: Establish cost of labour  PEX 3.5: Establish cost of shows</p>
<b>Occupational health and safety</b>	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

<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Types of records used by a singer</li> <li>• Definition of different types of documents used by Singer</li> <li>• Starting a music business</li> <li>• Components of different types of documents used by singer</li> <li>• Methods of marketing music products</li> <li>• Explain marketing</li> <li>• Definition of terms and symbols in music</li> <li>• Record keeping</li> <li>• Marketing</li> <li>• Pricing</li> <li>• Communication</li> <li>• Knowledge on seasons</li> <li>• Knowledge on government regulations</li> <li>• Computer knowledge</li> <li>• Policy regulations</li> </ul>
<b>Average duration of learning</b>	<p>480 hours (60 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 20days of occupational theory and</li> <li>• 40 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place on the job with related learning of theory through off-the-job instructions at training centers or at a training center only, provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank (Refer to Part II of the ATP (Singer) for samples labeled related Duty/Task “A”, “D” and “E”).
<b>Minimum required tools/ equipment/ implements or equivalent</b>	calculator, telephone set/mobile phone, electrical tools and equipment, files
<b>Minimum required materials and consumables or equivalent</b>	pens, pencil, paper, rubbers, ruler, reference, textbooks
<b>Special notes</b>	This module can be modified to suit Special Needs/ Abilities

## **3.0 ATP-PART III**

### **Assessment Instruments for a SINGER**

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

### 3.9 Overview of Test Item Samples Included

No	Type of test items	Numbers included
1.	Written (Theory) – short answer	4
2.	Written (Theory) - multiple choice	4
3.	Written (Theory) - matching with generic	3
4.	Written (Theory) - cause effect	1
5.	Written (Theory) - work sequence	2
6.	Performance (Practical) test items	2
<b>Total</b>		<b>16</b>

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Singer			
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:	M2.			
Time allocation:	2 minutes			

Test Item	List down three(3) music themes
Answer spaces	(i) ..... (ii) ..... (iii) .....
Expected key (answers)	(i) Love (ii) Religion (iii) Poverty (iv) Peace (v) Corruption (vi) Disease (vii) Environment

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

Test Item	Name three music equipment
Answer spaces	(i) ..... (ii) ..... (iii) .....
Expected key (answers)	(i) Microphone (ii) Audio recorder (iii) Speakers (iv) Audio player (v) Mixer



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

Test Item	Give four components of a song
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Lyrics (ii) Melody (iii) Rhythm (iv) Pitch (v) Theme (vi) Structure

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

Test Item	Identify two businesses for a Singer
Answer spaces	(i) ..... (ii) .....
Expected key (answers)	(i) Composing (ii) Singing (iii) Pruning (iv) Music analysis (v) Music promotion

DIT/QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Singer			
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 module:	M4			
Time allocation:	2 minutes			

Test Item	The following are important for a music show EXCEPT
Distractors and correct answer	A. Performers B. Audience C. Phone D. Instruments

Key (answer)	C
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Singer			
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 module:	M1			
Time allocation:	2 minutes			

Test Item	The following are important in training a voice EXCEPT
Distractors and correct answer	A. Vocal warm ups B. Sleeping C. Physical exercise D. Voice projection

Key (answer)	B
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<b>DIT/QS</b>	<b>Test Item Database Written (Theory) Test Item- no. 7</b>			
<b>Occupational Title:</b>	Singer			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
<b>Complexity level:</b>	C3			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M5			
<b>Time allocation:</b>	4 minutes			

<b>Test Item</b>	Why are collaborations important in music?
<b>Distractors and correct answer</b>	<ul style="list-style-type: none"> <li>A. Keep looks</li> <li>B. Make friends</li> <li>C. Make variety</li> <li>D. Music promotion</li> </ul>

<b>Key (answer)</b>	D
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Singer			
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 module:	M5			
Time allocation:	2 minutes			

Test Item	.....is a promotional item.
Distractors and correct answer	A. Venue B. Posters C. Guitar D. Rehearsals

Key (answer)	B
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DIT/QS	Test Item Database Written (Theory) Test Item- no.9			
Occupational Title:	Singer			
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 module:	M1/2/5			
Time allocation:	3 minutes			

<b>Test Item</b>	Match the following actions and the tools
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Activity	
A	Promoting
B	Composing
C	Singing
D	Physical exercise

Tools	
1	Microphone
2	Drum
3	Audio recorder
4	Banner
5	Rope

<b>Key (answer)</b>	A: 4, B:3, C:1, D:5
---------------------	---------------------

DIT/QS	Test Item Database Written (Theory) Test Item- no.10			
<b>Occupational Title:</b>	Singer			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
<b>Complexity level:</b>	C3			
<b>Date of OP:</b>	September, 2020			
<b>Related module:</b>	M5			
<b>Time allocation:</b>	4 minutes			

<b>Test Item</b>	Match one following advertising tools with their characteristics
------------------	--

Advertising Tool	
1	Television
2	Radio
3	Banner
4	Flyer

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

<b>Key (answer)</b>	1:D, 2:C, 3:B, 4:A
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<b>DIT/QS</b>	<b>Test Item Database Written (Theory) Test Item- no.11</b>			
<b>Occupational Title:</b>	Singer			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
<b>Complexity level:</b>	C3			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M1/2/3			
<b>Time allocation:</b>	4 minutes			

<b>Test Item</b>	Match the following music personnel to their roles
------------------	--

Music personnel	
1	Adjudicator
2	Composer
3	Vocalist
4	Music analyst

Role	
A	Singing
B	Critique music
C	Conduct music
D	Judges music
E	Write songs
F	Judges music performance

<b>Key (answer)</b>	1:F, 2:E, 3:A, 4:B
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DIT/QS	Test Item Database Written (Theory) Test Item- no.12			
Occupational Title:	Singer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C			
Date of OP:	September 2020			
Related module:	M1			
Time allocation:	4 minutes			

<b>Test Item</b>	Match the following faults to their causes in music
------------------	---

Fault	
1	Blocked pitch
2	No product exposure
3	Disorganised storyline
4	Poor tones

Cause	
A	Unarranged song
B	Missed rehearsals
C	Lack of voice training
D	Lack of marketing

<b>Key (answer)</b>	1:C, 2:D, 3:A, 4:B
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DIT/QS	Test Item Database Written (Theory) Test Item- no.13			
Occupational Title:	Singer			
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 tasks:	M2			
Time allocation:	4 minutes			

<b>Test Item</b>	Sequence the correct order in song composition
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Choose a structure
2 <sup>nd</sup>	B	Find melody
3 <sup>rd</sup>	C	Identify theme
4 <sup>th</sup>	D	Add chords
5 <sup>th</sup>	E	Create song line
6 <sup>th</sup>	F	Harmonise song
7 <sup>th</sup>	G	Notate song
8 <sup>th</sup>	H	Arrange song
9 <sup>th</sup>	I	Record song
10 <sup>th</sup>	J	Write lyrics

<b>Key (answer)</b>	1-C; 2-E; 3- J; 4-A; 5- B; 6- D; 7-H, 8-G, 9-F, 10-I
---------------------	--

DIT/QS	Test Item Database Written (Theory) Test Item- no.14			
Occupational Title:	Singer			
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 tasks:	M1			
Time allocation:	3 minutes			

Test Item	Re-arrange the following in the correct order
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Column A (chronology)	Column B in wrong chronological order	
1 <sup>st</sup>	A	Phrase song
2 <sup>nd</sup>	B	Sing lyrics
3 <sup>rd</sup>	C	Record song
4 <sup>th</sup>	D	Perform song
5 <sup>th</sup>	E	Train voice
6 <sup>th</sup>	F	Express emotion

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

DIT/ QS	Test Item Database Performance Test Item No.15
<b>Occupational Title:</b>	Singer
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Perform a song of choice on stage
<b>Complexity level:</b>	C3
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Manage stage fright</li> <li>• Exhibit stage discipline</li> <li>• Use of instruments</li> <li>• Utilisation of stage</li> <li>• Suitable costumes</li> <li>• Following stage directions</li> <li>• Expressing emotions</li> <li>• Proper use of equipment</li> </ul>
<b>Required tools, Equipment, and Materials:</b>	Music instruments, voice, instrumental, audio player, microphone, speaker, costumes, props
<b>Time allocation:</b>	3 Hours
<b>Preferred venue:</b>	Stage, open space or room
<b>Remarks for candidates</b>	Candidates must have proper working equipment
<b>Remarks for assessors</b>	Provide all required resources for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Selected right equipment	<u><b>Equipment and materials</b></u> Keyboard Microphone Drums Guitar Speaker Audio player Tube fiddle Mixer		2
2	Rehearsals	Individual		4
3	Manage appearance	Wore make up		2
		Wore appropriate costume		2
4	Stage management	Managed equipment	2	
		Utilised stage	2	
		Proper stage coordination	2	
		Proper stage management observed		2
5	Perform song	Sang lyrics	2	
		Ensured audibility	3	
		Managed emotions	2	
		Exhibited expressions	2	
6	Engaging audience	Involved audience	4	
<b>Total</b>			<b>19</b>	<b>12</b>
<b>Maximum Score</b>		$\frac{x}{y} \times 100$	<b>31</b>	

DIT/ QS	Test Item Database Performance Test Item No.16
Occupational Title:	Singer
Competence level:	Level 1
Code no.	
Test Item:	Compose a song about COVID 19
Complexity level:	C3
Date of OP:	September 2020
Related module:	M2
Related skills and knowledge:	<ul style="list-style-type: none"> <li>• Identifying a theme</li> <li>• Adding chords</li> <li>• Harmonising a song</li> <li>• Notating a song</li> <li>• Recording a song</li> </ul>
Required tools, Equipment, and Materials:	Manuscript paper, paper, pen, studio equipment, microphone
Time allocation:	5 Hours
Preferred venue:	Quiet room
Remarks for candidates	Candidates must have convenient place for writing and composing song
Remarks for assessors	Provide all the required resources for assessment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Song message	<u>Message</u> Developed appropriate message		2
		<u>Clear components</u> Rhythm Melodic flow	3	
2	Create melody	Suitable melody created		2
3	Write lyrics	Choice of words Story line		4
4	Arrange song	Introduction Chorus Verse Song ending	3	
5	Employ dynamics	Soft Loud Expansion		2

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6	Notate song	Solfas Keys	3	
7	Harmonize song	Blended song Balanced song Chorded song		2
8	Recorded song	Accompaniments (Demos) Voices Mood		4
	<b>Total</b>	<b>(Process + Results)</b>	<b>9</b>	<b>16</b>
	<b>Maximum Score</b>	$\frac{x}{y} \times 100$	<b>25</b>	



## **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 Singer 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 Singer 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 Singer 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 Development Panels

The participating panels of Job Practitioners required at different stages were constituted by members from the following organisations:

	Name	Institution/ Organisation
1.	Tumwesigye Remigious	Royal way Media/ Ganglito Entertainment
2.	Ntubiro Godfrey	National Curriculum Development Center (NCDC)
3.	Kalirebwami Mukisa Michael	Ntinda Vocational Training Institute (NVTI)
4.	Kyosabira Julius	Mengo Senior School
5.	Saaka Paul	Buddo Secondary School
6.	Nawoova Sarah	National Teacher's college-Kaliro
7.	Namakula Rebecca	Ministry of Education & Sports
8.	Kwagala Grace Lydia	Iganga High School
9.	Bolla Nobert	National Teachers college-Mubende
10.	Lwanga Sunday	St. Bernard's College
11.	Ssentuuya Alphonse	Bujubi Secondary School-Mityana
12.	Ssenyonjo Juliet	Makerere College School
13.	Mugenyi Ronald	St Patrick SS-Ntete
14.	Joanita Kawalya Muganga	Afrigo Band-Performing Artist

### Facilitator team

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

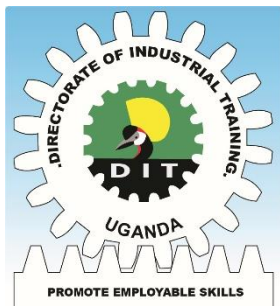
<b>Team Leader:</b>	Ms Mukyala Ruth Ag. Deputy Director, DIT
<b>Facilitators:</b>	Ms. Tukundane Bonnie DIT, Mr. Nkalangikwe Ivan, DIT
<b>DIT Data Entrants:</b>	Ms. Atukwase Esther, Ms. Nambuya Sheila
<b>Compiled by:</b>	Ms. Atukwase Esther, Data Entrant DIT
<b>Edited by:</b>	Ms. Mukyala Ruth Ag. DD QS Dept. DIT
<b>Coordinated by:</b>	Mr. Byakatonda Patrick, Ag. Director, DIT;

### Reference time:

The 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.

### References

- *Beginning to compose Book two, John Stephen Davies (1976). Publisher Oxford University Press*
- *ABC of music; Imogen Hoist (1986)*
- *The Music of Africa; J.H Kwabena Nketia(1974)*
- *Principles and Practice of Marketing; David Jobber and Fiona Ellis-Chadwick*
- *Music Made Easy; Jake Jackson (2013)*
- *Music from Scratch; Tony Attwood (2000)*
- *The Music Shop: Racheal Joyce (2017)*



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