



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



**Assessment and
Training Package**

**For a
VIDEOGRAPHER**

Qualification Level: 1

Occupational Cluster: Art and Design

January 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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

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

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

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for modular training.

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

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning; and
- (f) Work place learning

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

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

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

The functions shall include:

- a) Regulating Industrial training and trainers,
- b) Developing industrial training curricula,
- c) Harmonizing curricula and certificates of competence,
- d) Assessing industrial training,
- e) Development of occupational standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work and
- f) Awarding certificates in that respect.

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

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

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

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Word from Permanent Secretary

The Ministry of Education and Sports (MoES) through the Directorate of Industrial Training Conducts Competence Based Assessment.

The foreseen advantages of CBA include improved access, equity and relevance of skills development, reduced unit costs of training, and recognition of Prior Learning (or on-the-job- training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

To achieve the set-out targets, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Assessment (CBA) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

- 1.Occupational/job Profile
- 2.Training modules and
- 3.Assessment instruments Banks

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

Herewith, the Directorate of Industrial Training presents the "Assessment & Training Package (ATP)" for training, assessment and certification of **VIDEOGRAPHER – QUALIFICATION LEVEL 1**.

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

Ketty Lamaro
Permanent Secretary

Executive Summary

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

- 0.1 **PART I: The “Occupational Profile” (OP) of a VIDEOGRAPHER.** This Occupational Profile which was reviewed by Videographers practicing in the world of work, mirrors the duties and tasks Videographers are expected to perform in the world of work.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **Videographers** 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 **Videographer**. These assessment instruments were developed jointly by job practitioners (Videographer) and teachers based on the occupational profile and training modules¹.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, -including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**

In combination, both parts -the OP and the test items- constitute the relevant ‘Assessment STANDARDS’ for competence-based assessment and certification for acquiring a credible Qualification for – Videographer Qualification Level 1.

- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more students in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all

¹In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at Directorate of Industrial Training

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

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

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

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

Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT,
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Teachers of Agriculture in various Secondary schools;
- Agriculture Curriculum Specialists from NCDC;
- Examination Specialist from UNEB;
- The facilitators involved in guiding the practitioners in their activities;
- The Government of Uganda for financing the review of this ATP;

Abbreviations and Acronyms

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

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programs: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA) Modules	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 are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a VIDEOGRAPHER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Videographer” below defines the **Duties** and **Tasks** a competent Videographer is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

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

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

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

Job Expert Panel

Gitta Eric

MoES Representative

Muganga Christopher

Curriculum Specialist

Kemigisha Merab

UNEB Representative

Kakombe Joseph

Immaculate heart Girls School

Nyakibaale

Tumwesigye Patrick

Ntare school

Nanyonga Hellen Christine

Kings college Buddo

Waako Juliet Nairuba

Busoga College Mwiri

Bbuye Isaac

Mengo Senior Secondary

School

Kiyaga Alex

Uganda National Cultural Center

Turyatunga Ivan

KCCA

Mutabazi Regan

MR Concepts

Mugenyi Fleming

Next Media Services (NBS)

Facilitators

Aheebwa Joan

Directorate of Industrial Training

Ainembabazi Faith

Directorate of Industrial Training

Co-ordinator

Mukyala Ruth Elizabeth

Directorate of Industrial Training

Funded by

Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile
For a
“VIDEOGRAPHER”

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

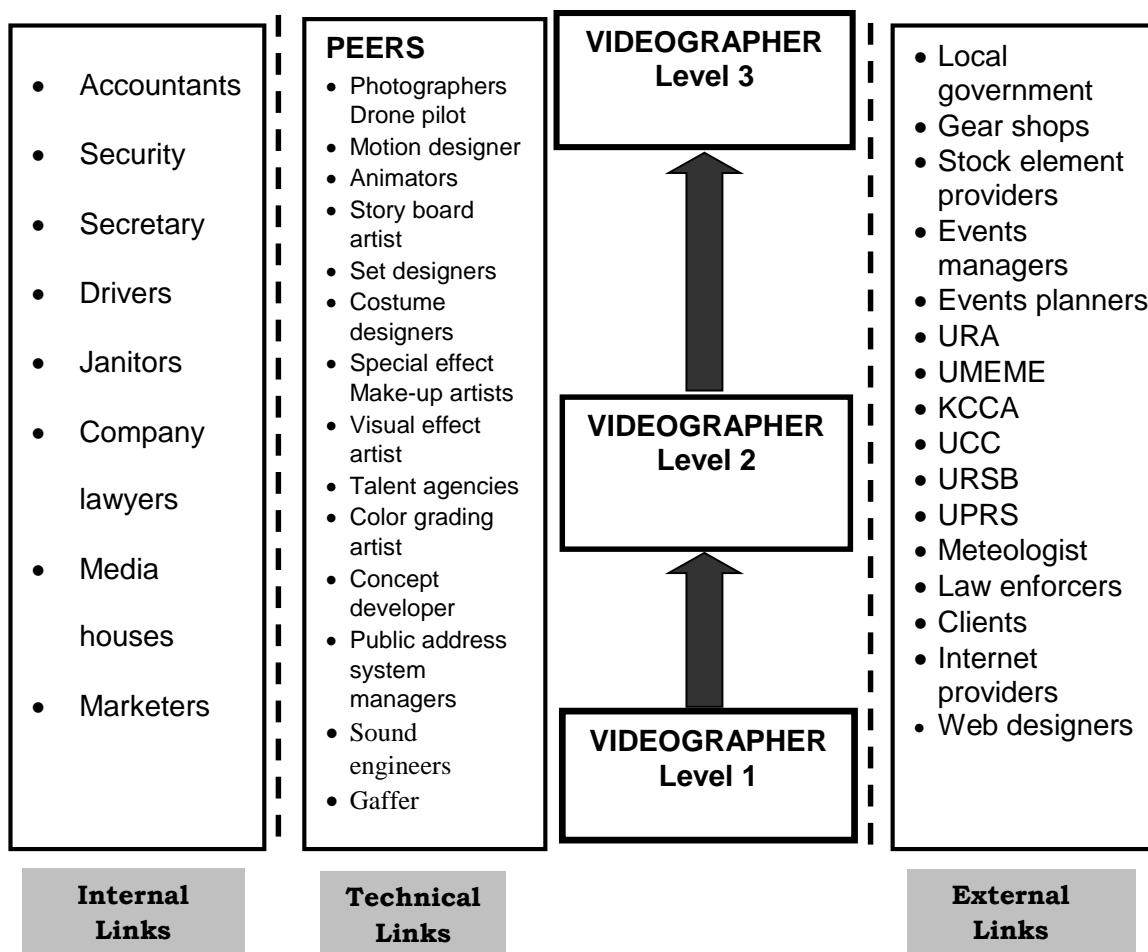
Date of workshop: 17th – 21st January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A VIDEOGRAPHER

Definition of a Videographer

Is a person who creatively uses the art of recording a series of moments using video recording devices for example a Camera and processes them to make a meaningful story.

JOB ORGANISATION CHART FOR A VIDEOGRAPHER



Descriptions for the levels in the occupation of a 'Videographer'

UVQ Level 1 Videographer: Is a person who operates a camera and has the art of recording to produce a video

UVQ Level 2 Videographer: Is a person who can do video recording, editing, (graphic, sound and stabilization) and color grading to produce a video.

UVQ Level 3 Videographer: Is a person who can do production, broadcast, interpret story boards, scripts, and understands video creation work flow.

Duties and Tasks

A. PLAN VIDEOGRAPHY WORK	A1 Prepare Business Plan	A2 Carry out feasibility study	A3 Determine source of human capital
	A4 Determine source of funding	A5 Determine tools equipment and materials	A6 Identify location
	A7 Determine human capital requirements	A8 Identify software	A9 Write Script

B. ESTABLISH A STUDIO	B1 Secure land/office space	B2 Prepare site	B3 Participate in construction of studio structures
	B3 Purchase tools equipment and materials	B3 Purchase Furniture	B4 Install equipment
	B5 Design studio		

C. PRODUCE VIDEO	C1 Inspect Site	C2 Create Story line	C3 Transport equipment
	C4 Set Camera	C5 Set lighting	C6 Set Sound
	C7 Adjust focus	C8 Create Rapport	C9 Record moments

D. CARRY OUT POST VIDEO PRODUCTION	D1 Edit Montage	D2 Colour grade	D3 Create rough cut
	D3 Make short clips	D4 Insert sound track	D5 Insert graphics
	D6 Backup video	D7 Audio Master	D8 Animate video
	D9 Design video	D10 Align Rhythm	D11 Create Final cut

E.DISTRIBUTE VIDEO	E1 Store on media devices	E2 Upload on social media	E3 Transcribe video
	E4 Translate video	E5 Premiere Video	E6 Obtain television time

F. BROADCAST VIDEO	F1 Set equipment	F2 Configure settings	F3 Schedule Activities
	F4 Shoot video	F5 Stream video	F6 Perform video Mixing

G. MAINTAIN EQUIPMENT AND TOOLS	G1 Take Inventory	G2 Replace old equipment	G3 Repair equipment
	G4 Clean equipment and tools	G5 Store equipment and tools	G6 Label equipment and tools
	G7 Service equipment	G8 Follow equipment Manual	

H. MARKET VIDEOGRAPHY	H1 Brand video	H2 Advertise video	H3 Create content
	H4 Promote video	H5 Create portfolio	H6 Create website
	H7 Offer Discounts	H8 Participate in Exhibitions	H9 Engage in social channels

I. PERFORM ADMINISTRATIVE WORK	I1 Register Business	I2 Prepare work schedule	I3 Orient workers
	I4 Train workers	I5 Assign work	I6 Remunerate workers
	I7 Motivate staff	I8 Supervise work	I9 License software
	I10 Pay tax	I11 Perform Benchmarking	

J. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PRACTICES	J1 Wear protective gear	J2 Perform Fire fighting	J3 Manage waste
	J4 Administer First Aid	J5 Disinfect equipment	J6 Maintain personal Hygiene
	J7 Provide Security		

Additional Information

Related Knowledge & skills

- | | |
|-------------------------------------|--|
| 1. Equipment handling | 13. Accounting |
| 1. Content quality | 14. Script writing |
| 2. Knowledge on how to setup stands | 15. Photographic skills |
| 3. Camera types | 16. Story telling |
| 4. Types of lenses | 17. Visual concept |
| 5. Customer care relations | 18. Internet use |
| 6. Establishment of a shot | 19. Electrical and electronic operations |
| 7. Camera angles | 20. Planning |
| 8. Filter application | 21. Budgeting skills |
| 9. History of film making | 22. Maintenance of tools and equipment |
| 10. Computer and IT literacy | 23. Communication skills |
| 11. Legal frameworks and policies | |

Tools equipment and Materials

- | | |
|--|---------------------------------|
| 1. Camera lights | 15. Jib |
| 2. Cameras | 16.Storage devices |
| 3. Digital audio recorders (sound recorders) | 17.Power sources |
| 4. Analog recorders | 18. Extension cables |
| 5. Batteries | 19. Drones |
| 6. Light reflectors | 20. Computers |
| 7. Tripods | 21. Shoulder mounting rig(DSLR) |
| 8. Camera shoe | 22. Camera bags |
| 9. Gimbals | 23. Video tapes |
| 10. Umbrellas | 24.Microphones |
| 11. Gumboots | 25. Motion picture equipment |
| 12. Audio cables | 26.Camera lenses and filters |
| 13. Electric cables | 27.Live stream monitors |
| 14. Dolly | 28.Video Editing programs |

Attitudes / Traits / Behaviour	Future Trends and Concerns
<ol style="list-style-type: none">1. Proactive2. Team player3. Inspirational4. Innovative5. Inventive6. Creative7. Ethical8. Time conscious9. Honesty10. Literate11. Artistic12. Positive13. Humble14. Good communicator15. Respectful16. Funny17. Critical and observant18. Flexible19. Patient20. Selective21. Neat22. Assertive23. Efficient24. Resourceful	<ol style="list-style-type: none">1. Current affairs2. Advanced technology3. Cultural and social dynamics4. Political and economic environment5. Health hazards6. Job hazards7. Environmental hazards8. High taxes9. Price fluctuations10. Delayed payments11. Competition12. Unfavorable government policies13. Non considerate clientele

2.0 ATP – PART II

Training Modules for a VIDEOGRAPHER

- 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 Videographer to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

WHO IS A VIDEOGRAPHER QUALIFICATION LEVEL 1?

A Videographer Level 1 Is a person who operates a camera and has the art of recording to produce a video.

TRAINING MODULES FOR VIDEOGRAPHER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/VG/M1.1	Produce video	480 hours	12 weeks
UE/VG/M1.2	Establish studio	160 hours	4 weeks
UE/VG/M1.3	Manage tools, equipment an studio	160 hours	4 weeks
Summary		800 hours	20 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/VG/M1.1
Module title	M1.1: Establish Studio Enterprise
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Videographer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to set up a studio and market videography work
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Set up studio LWA 1/2: Design studio LWA 1/3: Market Videography LWA 1/4: Perform Administrative work LWA 1/5: Perform occupational health, safety and environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Set up Studio enterprise PEX 1.1: Prepare business plan PEX 1.2: Mobilize resources PEX 1.3: Acquire land/Office Space PEX 1.4: Erect structures PEX 1.5: Purchase tools equipment and materials</p>
	<p>LWA 1/2: Design studio PEX 2.1: Select tools equipment and material PEX 2.2: Install ceiling PEX 2.3: Paint space PEX 2.4: Partition office space PEX 2.5: Install equipment PEX 2.6: Install acoustics and sound proof PEX 2.7: Furnish space PEX 2.8: Brand office space</p>
	<p>LWA 1/3: Perform Administrative work PEX 3.1: Register business PEX 3.2: Recruit workers PEX 3.3: Schedule work</p>

	PEX 3.4: Assign work PEX 3.5: Set Ethos PEX 3.6: Make budgets PEX 3.7: Supervise work PEX 3.8: Pay taxes PEX 3.9: Make reports PEX 3.10: License software PEX 3.11: Conduct meetings PEX 3.12: Manage Finances PEX 3.13: Motivate workers
	LWA 1/4: Market Videography PEX 4.1: Advertise Studio and Services PEX 4.2: Brand Video PEX 4.3: Promote Video PEX 4.4: Premiere video PEX 4.5: Buy Television Airtime PEX 4.6: Upload on social Media platforms
	LWA 1/5: Perform occupational health, safety and environmental protection practices PEX 5.1: Manage waste PEX 5.2: Wear protective gears PEX 5.3: Administer first aid PEX 5.4: Display safety signs PEX 5.5: Observe hygiene and sanitation PEX 5.6: Insure business PEX 5.7: Perform fire fighting
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	<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> <ul style="list-style-type: none"> • Knowledge on different ways of marketing • Knowledge on how to run different social media platforms • Knowledge on business promotions • Knowledge on market pricing • Knowledge about competitors • Knowledge of prevailing market conditions

	<ul style="list-style-type: none"> • Knowledge on communications skills • Knowledge about interior designing • Knowledge about different market platforms • Knowledge on studio workflow • Knowledge on human resource
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 • 15 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank
Minimum required tools/ equipment/ implements or equivalent	camera stands, gimbals, camera, lenses, computer, power, audio and video cables, storage devices back drop, Light reflectors
Minimum required materials and consumables or equivalent	Paint, furniture, acoustic foams, nails, lights, Stationery
Special notes	The theory must be integrated into the practice during training.

Code	UE/VG/M1.2
Module title	M 1.2: Produce Video
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Videographer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee will be able to operate a camera and Produce a video
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Set up camera</p> <p>LWA 2/2: Operate camera</p> <p>LWA 2/3: Carry out post production activities</p> <p>LWA 2/4: Perform occupational health, safety and environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment. 3. Order of execution may vary.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Set up Camera</p> <p>PEX 1.1: Identify equipment</p> <p>PEX 1.2: Select camera</p> <p>PEX 1.3: Set frame rates</p> <p>PEX 1.4: Set shutter speeds</p> <p>PEX 1.5: Set white balance</p> <p>PEX 1.6: Set resolution</p> <p>PEX 1.7: Set colour profile</p>
	<p>LWA 2/2: Operate camera</p> <p>PEX 2.1: Identify equipment</p> <p>PEX 2.2: Select equipment</p> <p>PEX 2.3: Place camera</p> <p>PEX 2.4: Adjust lenses</p> <p>PEX 2.5: Expose scene</p> <p>PEX 2.6: Compose frame</p> <p>PEX 2.7: Shoot video</p> <p>PEX 2.8: Backup footage</p>
	LWA 2/3: Carry out post production activities

	PEX 3.1: Arrange work PEX 3.2: Select Software PEX 3.3: Select resolution PEX 3.4: Import video PEX 3.5: Create Montage PEX 3.6: Assemble video PEX 3.7: Create sequence PEX 3.8: Stabilize video PEX 3.9: Create fine cuts PEX 3.10: Put video effects and Transitions PEX 3.11: Insert sound
	LWA 2/4: Perform occupational health, safety and environmental protection practices PEX 4.1: Wear protective gears PEX 4.2: Manage waste PEX 4.3: Set up safety regulations PEX 4.4: Obtain security Clearance PEX 4.5: Train workers PEX 4.6: Maintain general hygiene and sanitation PEX 4.7: Disinfect equipment PEX 4.8: Perform fire fighting
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"> • Types of cameras • Types of Lenses • Knowledge of security awareness • Types of stands • Types of lighting • Knowledge on assembling equipment • Knowledge on Firefighting • Knowledge on composition • Knowledge on Editing software • Knowledge on computer • Knowledge on Current trends • Knowledge on different editing techniques • Knowledge on technology advancements

	<ul style="list-style-type: none"> Knowledge about visual communications
Average duration of learning	480 hours (60 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <i>10 days of occupational theory</i> <i>50 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	computer, camera, storage devices, headphones, Play back devices, camera stands, camera lights, Power cables, camera bags, batteries, lenses and filters, camera microphone.
Minimum required materials and consumables or equivalent	books, pens, software
Special notes	The theory must be integrated into the practice during training.

Code	UE/VG/M1.3
Module title	M1.3: Manage tools equipment and studio
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Videographer UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee will be able to manage tools equipment and the studio
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Maintain equipment and tools</p> <p>LWA 3/2: Store tools and equipment</p> <p>LWA 3/3: Maintain studio</p> <p>LWA 3/4: Perform Record keeping</p> <p>LWA 3/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Maintain equipment and tools</p> <p>PEX 1.1: Quality check equipment</p> <p>PEX 1.2: Repair tools and equipment</p> <p>PEX 1.3: Service equipment</p> <p>PEX 1.4: Replace old tools and equipment</p> <p>PEX 1.5: Install antivirus software</p> <p>PEX 1.6: Update firmware and software</p> <p>PEX 1.7: Assign support men</p> <p>LWA 3/2: Store tools and equipment</p> <p>PEX 2.1: Install shelves and Cabinets</p> <p>PEX 2.2: Label tools and equipment</p> <p>PEX 2.3: Keep Inventory</p> <p>PEX 2.4: Place tools equipment and materials</p> <p>LWA 3/3: Maintain Studio</p> <p>PEX 3.1: Clean studio</p> <p>PEX 3.2: Set rules and regulations</p> <p>PEX 3.3: Renovate studio</p> <p>PEX 3.4: Set up data tracking system</p> <p>PEX 3.5: Provide security</p>

	LWA 3/4: Perform record keeping PEX 4.1: Generate production records PEX 4.2: Generate sales records PEX 4.3: Generate human resource records PEX 4.4: Generate a list of Clientele PEX 4.5: Make a Portfolio
	LWA 3/5: Perform occupational health, safety and environmental protection practices PEX 5.1: Wear protective gear PEX 5.2: Maintain hygiene and sanitation PEX 5.3: Manage waste PEX 5.4: Perform fire fighting PEX 5.5: Display safety notes
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	<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> <ul style="list-style-type: none"> • Equipment and tool handling • Knowledge about storage • Knowledge about safety box handling • Knowledge about book keeping • Knowledge on documentation • Knowledge on office practice • Knowledge on taking inventory • Knowledge on store management • Knowledge on security and safety • Knowledge on software trouble shooting • Knowledge on equipment firmware update
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 • 15 days of occupational practice
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank

Minimum required tools/ equipment/ implements or equivalent	Safety box, nails, shelves, cabinets, storage box, storage bags, pallets.
Minimum required materials and consumables or equivalent	Internet, fire extinguishers, internet hardware, cleaning tools, antivirus software, stationery
Special notes	The theory must be integrated into the practice during training.

3.0 ATP- PART III

Assessment Instruments for VIDEOGRAPHER

- 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 **VIDEOGRAPHER** 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)- Matching with Cause and effect	2
5.	Written (Theory)- Matching with work-sequence	3
6.	Performance(Practical)Test Items	1
	Total	17

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	✓		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M1.3			
Time allocation:	2 minutes			

Test Item	List 2 camera features that affect the exposure of an image
Answer spaces	i ii iii iv
Expected key (answers)	i ISO ii Shutter speed iii Aperture

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	State any four elements that make a good shot?
Answer spaces	i ii iii iv
Expected key (answers)	i Good lighting ii Sharp focus iii Good composition iv Stable camera v Location of site vi Camera angle

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M1.3			
Time allocation:	2 minutes			

Test Item	Outline any three main features on a camera
Answer spaces	i ii iii iv
Expected key (answers)	i Camera monitor ii Power button iii Portable Lights iv Lens v Sensor vi Mode ring

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	List any three equipment needed to operate a camera
Answer spaces	i ii iii iv
Expected key (answers)	i SD memory cards ii Camera light iii Camera stand iv Boom mics/ sound recorders

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	4 minutes			

Test Item	Which of these is video editing software?
-----------	---

Distractors and correct answer	A. Adobe Photoshop B. Adobe Premiere Pro C. Adobe in Design D. Adobe Media Encoder
--------------------------------	---

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	3 minutes			

Test Item	Which of the following activities is not done in post-production?
-----------	---

Distractors and correct answer	A. Adding transitions B. Sound design C. Adjusting Focus D. Colour Grading
--------------------------------	---

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	4 minutes			

Test Item	Which of the following camera gears is used for backing up footage?
-----------	---

Distractors and correct answer	<p>A. Drone</p> <p>B. External drive</p> <p>C. Card reader</p> <p>D. Camera</p>
--------------------------------	---

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.2			
Time allocation:	3 minutes			

Test Item	Which one of the following allows light to enter or hit the camera sensors?
-----------	---

Distractors and correct answer	A. ISO B. Aperture C. Shutter speed D. White balance
--------------------------------	---

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	3 minutes			

Test item	Match the following equipment to their relevant uses
-----------	--

Column (A) (equipment)	
A	Boom Microphone
B	Tripod Stand
C	Telephoto Lens
D	SD Card
E	ND Filter

Column (B) (uses)	
1	Store recorded footage
2	Control light intensity
3	Capture Sound
4	Stabilise Camera
5	Focus on further objects
6	Record aerial footage
7	Set white balance

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	3 minutes			

Test item	Match the following activities to their relevant production stage
-----------	---

Column (A)	
A	Pre-Production
B	Production
C	Post production
D	Marketing

Column (B)	
1	Editing
2	Location Scouting
3	Video Shooting
4	Setting up studio
5	Setting up ethos
6	Branding

Key (answer)	1:B, 2:C, 3:A, 4:F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	3 minutes			

Test item	Match the following with their roles in operating a camera
-----------	--

Column (A)	
A	Power Button
B	Camera Stand
C	Camera Light
D	Microphone
E	Sound recorder

Column (B)	
1	Exposure
2	Sound Recording
3	Stabilization
4	Backing up
5	Power source
6	Switch on and off
7	Capturing sound

Key (answer)	1:F,2:C, 3:A,4:G, 5:B
--------------	-----------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 12			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	3 minutes			

Test item	Match the following effects with their causes in video production stage
-----------	---

Column (A) (equipment)	
A	Grainy Video
B	Blurry image
C	Slow motion
D	Data loss

Column (B) (uses)	
1	Higher frame rates
2	Virus attack
3	Low Light
4	Distorted sound
5	Slower Shutter speed
6	Weak camera stand

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 13			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			√	
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	3 minutes			

Test item	Match the following safety hazards with their causes in video production
-----------	--

Column (A) (hazards)	
A	Tripping accidents
B	Computer crashes
C	Electrocution
D	Broken equipment

Column (B) (causes)	
1	Poor storage
2	Irregular maintenance
3	Loose cables
4	Absence of fire extinguishers
5	High ISO
6	Faulty power systems

Key (answer)	1:C, 2:B, 3:F, 4:A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.14			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.2, M1.3			
Time allocation:	5 minutes			

Test Item	Sequence the following procedures of video production.
-----------	--

Column A chronology)	Column B (work steps) in wrong chronology order	
1	A	Set up equipment
2	B	Edit video
3	C	Scout location
4	D	Export video
5	E	Film video

Key (answer)	1:C, 2:A, 3:E, 4:B, 5:D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.15			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				✓
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.3			
Time allocation:	5 minutes			

Test Item	Outline the steps taken to establish a video studio
-----------	---

Column A chronology)	Column B (work steps) in wrong chronology order	
1	A	Advertise studio
2	B	Furnish studio
3	C	install equipment
4	D	Register business
5	E	Identify space

Key (answer)	1:E,2:D, 3:B,4:C,5:A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.16			
Occupational Title:	Videographer			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	January 2022			
Related modules:	M1.2, M1.3			
Time allocation:	5 minutes			

Test Item	What are the main steps followed while operating a camera? (C2, 2mins)
-----------	---

Column A chronology)	Column B (work steps) in wrong chronology order	
1	A	Setting Color profiles
2	B	Backing up footage
3	C	Shooting Video
4	D	Setting up light
5	E	Positioning camera
	F	Powering Camera

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

DIT/ QS	Test Item Database Performance Test Item- no.1
Occupational Title:	Videographer
Competence level:	1
Code no.	VG
Test Item:	Shoot and Edit a 30 minute Video about nature
Complexity level:	P2
Date of OP:	
Related Module:	M2
Related skills and knowledge:	<ul style="list-style-type: none"> • Camera assembling and rigging • Editing • Shooting skills
Required tools, materials and equipment:	Camera, Batteries, Lens, Microphone, storage device, Cables, camera bag, lights, protective gear, computer, editing software, reflector kit, Notebook, Sound kit.
Time allocation:	3hrs
Preferred venue:	Open environment
Remarks for candidates	<ul style="list-style-type: none"> ❖ Avail protective wear ❖ Observe health, safety and environmental precautions
Remarks for assessors	<ul style="list-style-type: none"> ❖ Provide the tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation before task	Wore protective gear		4
		All necessary materials, tools and equipment observed at the work area		4
		Selected tools equipment and material		2
		Inspected location		1
		Transported tools equipment and materials	2	
		Well packed equipment and tools observed		1
		No damage on the equipment and tools observed		1
2	Preparing Camera	Assembled camera equipment	3	
		Lens, microphone, battery pack observed		2
		Inserted storage device		1
		Mounted camera to a tripod	2	
		Firmly levelled camera observed		2
		Set up camera	3	
		Switched on camera		1
		Clear exposure observed		3
		Set frames and composition	2	
		Checked sound		1
3	Shooting	Racked focus	3	
		Sharp focus observed		2
		Established a shot	2	
		Used different types of shots		1
		Used camera angels		1
		Camera movements observed		1
		Monitored audio		1
		Captured subject matter	2	
		Right subject matter capture		3
		Backed up footage		3
4	Editing	Identified software		2
		Imported footage		3
		Previewed and logged footage		2
		Created sequence		2
		Used the right sequence setting		1
		Placed footage on timeline		1
		Made a rough cut	2	
		Coherent rough cut observed		4

UVQF: Assessment and Training Package (ATP) for a VIDEOGRAPHER

QUALIFICATION LEVEL: 1

January 2022

		Inserted sound	3	
		Synchronized sound achieved		2
		Added effects and transitions	2	
		Synchronized effects and transitions achieved		1
		Inserted Graphics	1	
		titling's observed		2
		Lower thirds observed		1
		Made a preview		2
		Made a final cut	2	
		Video duration of 30mins observed		3
		Well shot and edited video observed		4
		Exported to storage device		3
5		Gathered tools, equipment and material		1
		Dissembled tools and equipment	1	
		No damage observed		2
		Cleaned tools and equipment	2	
		Clean tools and equipment observed		2
		Packed tools equipment and material		2
		Cleaned work area	1	
		Dirt free work area observed		2
		Disposed waste		2
	TOTAL		33	78
	Maximum score (y)			
	Total Score	X/Y*100		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The Assessment and Training Package was exclusively developed by job practitioners of the Videographer occupation, Secondary School Teachers who double as examiners of Agriculture with the Uganda National Examinations Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF Facilitators reviewed duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (January 2022)

Based on the developed Occupational Profile for Videographer of January 2022, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2022)

Based on the reviewed Occupational Profile for Videographer of January 2022, and Training Modules of January 2022, Test Items were developed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both teachers and job practitioners' panels consolidated the development philosophy.

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

4.5 Development Panels

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

Development Panel			
No.	Name	Institution/Organization	Contact
1.	Gitta Eric	MoES	0772054509
2.	Muganga Christopher	NCDC	0772551433
3.	Kemigisha Merab	UNEB	0779657060
4.	Kakombe Joseph	Immaculate Heart Girls Nyakibaale	0772606758
5.	Tumwesigye Patrick	Ntare School	0772858109/0702858109
6.	Nanyonga Hellen Christine	Kings College Buddo	0772375566
7.	Waako Juliet Nairuba	Busoga College Mwiri	0786409727
8.	Bbuye Isaac	Mengo Secondary School	0758618428
9.	Kiyaga Alex	UNCC	0772397418/0758508047
10.	Turyatunga Ivan	Kampala City Council Authority (KCCA)	0773028500
11.	Mutabazi Regan	MR Concepts	0753271625
12.	Mugenyi Fleming	Next Media Services (NBS)	0703269365

4.6 Facilitator team

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

1. **Team Leader** –Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators** –Ms. Aheebwa Joan DIT; Ms. Ainembabazi Faith DIT.
3. **Compiled by** Ms. Kudizza Pauline, and Mr. John Fisher Nyanja Data Entrants, DIT and edited by Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
4. **Coordinated by** – Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT

4.7 Reference time:

The Assessment and Training Package was compiled in January 2022 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

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