



**THE REPUBLIC OF UGANDA**

**Ministry of Education and Sports**

**Business, Technical, Vocational Education and Training [BTJET] Sub sector Reform**



**Qualification Level: 1**

**Occupational Cluster: Business Management Services  
(Art and Design)**

**January 2022**

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**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 spaced and individual learning; and working place

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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## Table of Contents

DIRECTORATE OF INDUSTRIAL TRAINING .....	i
Word from Permanent Secretary .....	iv
Executive Summary .....	v
Acknowledgement .....	Error! Bookmark not defined.
Key Definitions .....	x
ATP-PART I .....	Error! Bookmark not defined.
Occupational Profile for PHOTOGRAPHER .....	Error! Bookmark not defined.
JOB ORGANISATION CHART FOR A PHOTOGRAPHER .....	3
2.0 ATP – PART II .....	8
Training Modules for A PHOTOGRAPHER: .....	8
3.0 ATP- PART III .....	19
Assessment Instruments for PHOTOGRAPHER .....	19
Numbers included .....	Error! Bookmark not defined.

## Word from Permanent Secretary

The Ministry of Education and Sports (MoES) in co-operation with the private sector and other stakeholders embarked on reforming Business, Technical and Vocational Education and Training (BTJET) in Uganda. The reform led to the establishment of a Uganda Vocational Qualifications Framework (UVQF) based on Competence-Based Education and Training (CBET) principles.

The advantages of CBET include improved access, equity and relevance of BTJET, 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.

Further to efforts to link Education and Training to the real world of work, the Ministry through the BTJET department set up the Uganda Vocational Qualifications Framework (UVQF) Secretariat in 2004 which was main-streamed into DIT in 2008 as the Qualifications Standards Department.

To achieve the set-out targets in the reform process, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Education and Training (CBET) 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 **PHOTOGRAPHER 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:

### **PART I: The “Occupational Profile” (OP) of a photographer.**

- 0.1 This Occupational Profile which was developed by photographers practicing in the world of work mirrors the duties and tasks photographer are expected to perform.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train photographers both on the job as well as in training centers (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a photographer. These assessment instruments were developed jointly by job practitioners (PHOTOGRAPHERS) 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 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

*<sup>1</sup>In 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 developed as follows:

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

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

**Patrick Byakatonda**  
**Ag Director**



## **Acknowledgement**

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

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Art and Design Curriculum Specialists from NCDC
- Examination Specialists from UNEB
- The facilitators involved in guiding the making of panel in their activities
- The Government of Uganda for financing the making of this ATP

## Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBA	Competence Based Assessment
CBET	Competency Based Education and Training
DACUM	Develop a Curriculum
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 and 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) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<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 LWA are real work situations/assignments.
<b>Modules</b>	Modules are part(s) of a whole 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>	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/behaviour, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

**Qualification**

Occupational profiles are the reference points for developing modular curricular and assessment standards  
A qualification is a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the 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 PHOTOGRAPHER

The OCCUPATIONAL PROFILE (OP) for “Photographer” below defines the **Duties** and **Tasks** a competent Photographer is expected to perform in the world of work (on the job) in Uganda and the East African region today.

- 1.1 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.
- 1.2 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”<sup>1</sup>

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

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

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

**Expert Panel**

Kakaisusan kasadhakawo  
MEoS

Muganga christopher  
NCDC

Makanga Jacob  
UNEB

Tonny Sembajye  
Gayaza high school

Anthony Kiyaga  
Kings college Buddo

Kasuja Henry  
St. Henry's college kitovu

Lule Emmanuel Patrick  
Mengo s.s

Tasauba stone  
Stone images

Hanyerere Hattie Wright  
Dinka Media

Aine Derick  
Peak shots Media

**Facilitators**

Nampijja Janet  
Directorate of industrial  
training

Gumoshabe Annita  
Directorate of industrial  
training

**Co-ordinator**

**Elizabeth Ruth Mukyala**  
Directorate of Industrial  
Training

**Funded by**

Government of Uganda



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

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

**Occupational Profile**

**For**

**“PHOTOGRAPHER”**

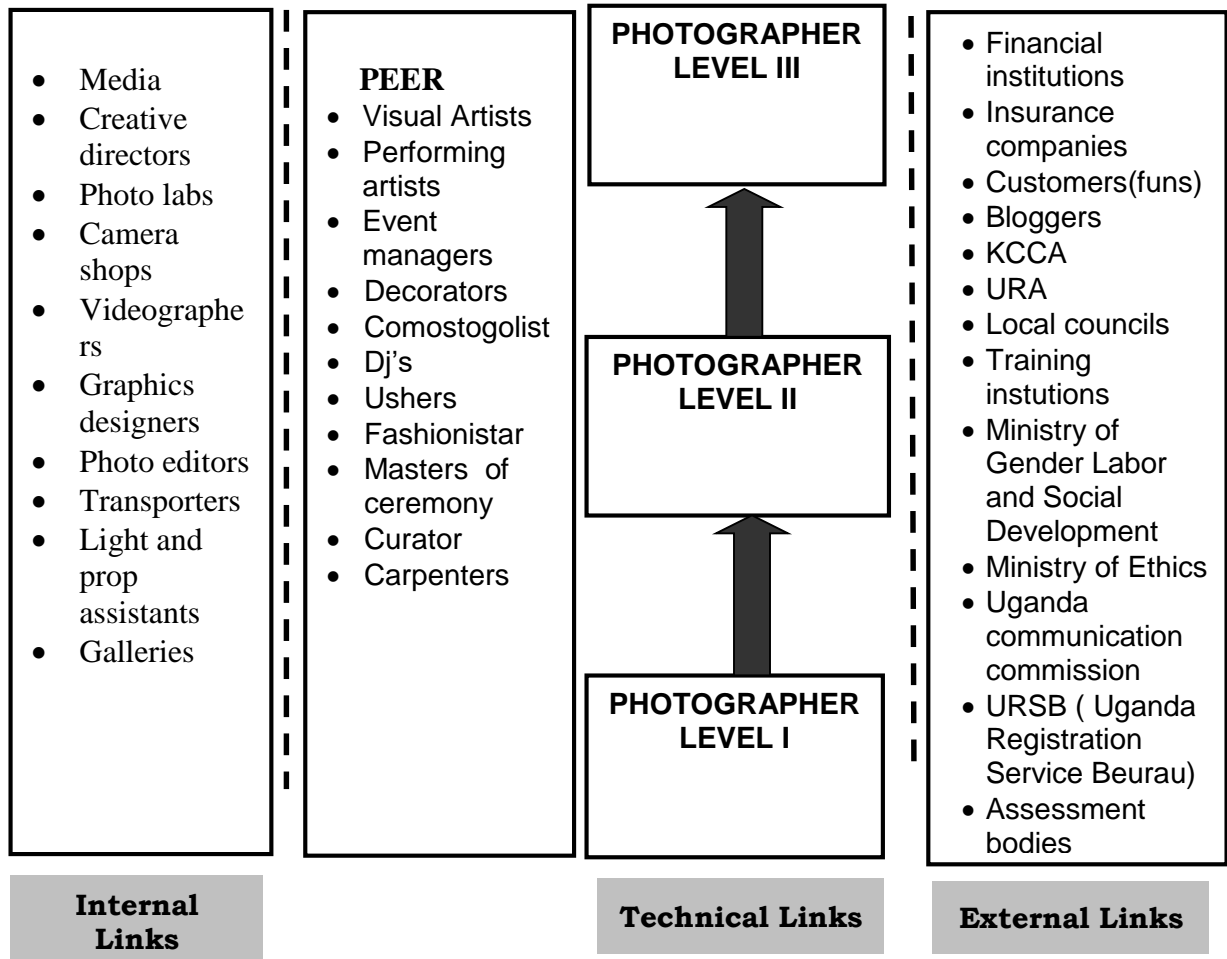
**Developed by: Directorate of Industrial Training  
(Qualifications Standards)**

**Dates of workshop: 10<sup>th</sup> - 14<sup>th</sup> January 2022**

## **NOMENCLATURE FOR THE OCCUPATION OF A PHOTOGRAPHER**

**A photographer:** Is a technical person who has the ability of capturing images using any camera device for financial purposes.

### **JOB ORGANISATION CHART FOR A PHOTOGRAHER**



#### **A level I PHOTOGHAPHER**

Is one who is equipped with minimum basic knowledge and practical hands-on skill in the usage of a camera, its components and safety measures.

#### **A level II PHOTOGHAPHER**

Is one who can apply the acquired knowledge and practical skills that can enable him or her operate various components of a camera with clear understanding of the safety measures

#### **A level Level III PHOTOGRAPHER**

Is a person with advanced skills and knowledge about proper functioning of various cameras, social skills,image editing and application of various principles while preparing a photograph.

### Duties and Tasks

<b>A. SET UP STUDIO</b>	<b>A1</b> Develop a plan	<b>A2</b> Identify premises	<b>A3</b> Secure the premises
	<b>A4</b> Identify equipment	<b>A5</b> Procure equipment, tools and materials	<b>A6</b> Brand the studio
	<b>A7</b> Face lift		

<b>B. PERFORM ADMINSTRATIVE TASKS</b>	<b>B1</b> Register business	<b>B2</b> Develop terms of service	<b>B3</b> Recruit qualified human resource
	<b>B4</b> Provide security	<b>B5</b> Develop marketing procedures	<b>B6</b> Carryout research
	<b>B7</b> Supervise work	<b>B8</b> Appraise workers	<b>B9</b> Motivate workers

<b>C. MANAGE PROJECT WORK</b>	<b>C1</b> Identify project activity	<b>C2</b> Plan for customer events	<b>C3</b> Take photos
	<b>C4</b> Edit photos	<b>C5</b> Save photos	<b>C6</b> Print photos
	<b>C7</b> Create archive	<b>C8</b> Deliver product	

<b>D. MANAGE BOOKS OF ACCOUNTS</b>	<b>D1</b> Drawing budgets	<b>D2</b> Record daily income	<b>D3</b> Record daily expenses
	<b>D4</b> Manage staff salaries	<b>D5</b> Pay taxes and rent	<b>D6</b> Perform banking transactions
	<b>D7</b> Balance the books of accounts		



<b>E. MAINTAIN TOOLS AND MATERIALS</b>	<b>E1</b> Inspect equipment	<b>E2</b> Acquire software	<b>E3</b> Install and update software
	<b>E4</b> Carryout inventory	<b>E5</b> Identify faults	<b>E6</b> Perform repairs
	<b>E7</b> Service tools	<b>E8</b> Clean tools and materials	<b>E9</b> Store tools and materials
<b>F. PERFORM CAPACITY BUILDING</b>	<b>F1</b> Hire technical personel	<b>F2</b> Orient workers	<b>F3</b> Train personel
	<b>F4</b> Attend technical workshops	<b>F5</b> Mentor workers and trainees	<b>F6</b> Purse skills upgrade
	<b>F7</b> Lobby from co-workers	<b>F8</b> Raise public awareness	<b>F7</b> Lobby from co-workers
<b>G. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES.</b>	<b>G1</b> Observe personal hygiene	<b>G2</b> Secure surrounding	<b>G3</b> Sensitize co-workers on key health issues
	<b>G4</b> Take measures to protect the environment	<b>G5.</b> Manage waste	<b>G6</b> Display safety signs
	<b>G7</b> Sensitize workers		

### Additional Information

#### Generic Knowledge & Skills

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Training</li> <li>2. Counselling</li> <li>3. Marketing</li> <li>4. Sales skills</li> <li>5. Communication skills</li> <li>6. Interpersonal skills</li> <li>7. Copy right laws</li> <li>8. Regulations</li> <li>9. Literacy and numeracy</li> <li>10. Language</li> <li>11. Business management</li> <li>12. Industry trends</li> <li>13. Market demands</li> <li>14. Environmental awareness</li> <li>15. Tools, equipment and materials</li> <li>16. Culture affiliations</li> <li>17. Commercialization</li> <li>18. Entrepreneurship skills</li> </ol> | <ol style="list-style-type: none"> <li>19. Operational knowledge on tools, equipment and materials</li> <li>20. ICT</li> <li>21. Decision making skills</li> <li>22. professionalism</li> <li>23. Precision and Accuracy</li> <li>24. financial management</li> <li>25. Creativity and innovation</li> <li>26. Customer care</li> <li>27. Communication skills</li> <li>28. Documentation</li> <li>29. Patience</li> <li>30. Social skills</li> <li>31. Record keeping</li> <li>32. Team building</li> <li>33. Artistic</li> <li>34. Leadership skills</li> </ol> |
|---|---|

#### Tools, Equipment and materials

<ol style="list-style-type: none"> <li>1. Tripod Stands</li> <li>2. Lenses</li> <li>3. Camera</li> <li>4. Holders</li> <li>5. Bag</li> <li>6. Memory cards</li> <li>7. Cleaning kits</li> <li>8. Computer</li> <li>9. Lighting stands</li> <li>10. Shade</li> <li>11. Light reflectors</li> <li>12. External storage for soft copy archives</li> </ol>	<ol style="list-style-type: none"> <li>13. Editing software</li> <li>14. Camera strap</li> <li>15. Memory card holder</li> <li>16. Rubber lense cap</li> <li>17. printer ink</li> <li>18. photo scanner</li> <li>19. photo paper</li> <li>20. shutter release cables</li> <li>21. Memory card reader</li> </ol>	<ol style="list-style-type: none"> <li>22. Filters</li> <li>23. Collapsible reflector</li> <li>24. printers</li> <li>25. Special Umbrellas</li> <li>26. Rechargeable batteries</li> <li>27. Color checker</li> <li>28. Speed light</li> <li>29. power extensions</li> <li>30. Back drops</li> <li>31. Mat cutter</li> </ol>
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Attitudes/Traits/Behaviour	Future Trends and Concerns
<ol style="list-style-type: none"><li>1. Honest and transparent</li><li>2. Tolerant</li><li>3. Active</li><li>4. Hard working</li><li>5. Punctual</li><li>6. Realistic</li><li>7. Social</li><li>8. Able to predict</li><li>9. Organized</li><li>10. Respectful</li><li>11. Confident</li><li>12. Trustworthy</li><li>13. Dedicated</li><li>14. Team player</li><li>15. Disciplined</li><li>16. Enthusiastic</li><li>17. Creative and innovative</li><li>18. Resourceful</li><li>19. A good listener</li><li>20. Result oriented</li><li>21. Trainable</li><li>22. Strategic</li><li>23. Researcher</li><li>24. caring</li><li>25. cooperative</li><li>26. committed</li></ol>	<ol style="list-style-type: none"><li>1. Expansion of market</li><li>2. Advanced technology i.e. internet, websites, etc.</li><li>3. Need for refresher courses</li><li>4. Environmental degradation</li><li>5. Inadquate capital</li><li>6. Increased Taxes</li><li>7. Pandemics</li><li>8. Reliable man power</li><li>9. competition</li><li>10. Personal growth</li></ol>

## **2.0 ATP – PART II**

### **Training Modules for A PHOTOGRAPHER:**

- 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 PHOTOGRAPHER to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were formed jointly by both instructors and job practitioners. They were reviewed 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
- 2.5 PEXs are therefore sub-sets of a LWA.  
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 PHOTOGRAPHER LEVEL 1?**

**A PHOTOGRAPHER LEVEL 1:** Is one who is equipped with minimum basic knowledge and practical hands-on skill in the usage of a camera, its components and safety measures.

### **OVERVIEW MODULES FOR A PHOTOGRAPHER UVQF LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/IE/M 1	Set up studio	80	2
UE/IE/M 2	Manage studio	80	2
UE/IE/M 3	Conduct shoot	80	2
Summary	3	6 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 240hours 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 **A PHOTOGRAPHER**

<b>Code</b>	<b>UE/P/M.1</b>
<b>Module title</b>	<b>M1.1: set up studio</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (photographer UVQF1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module the trainee will be able to set up a studio.
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 1/1: Plan work</b> <b>LWA 1/2: Identify site</b> <b>LWA 1/3: Identify equipment</b> <b>LWA 1/4: Perform Occupational health, safety and environmental protection practices</b>  <u><b>Note:</b></u> 1. The learning exercises may be repeated till the trainee acquires targeted competences. 2. The trainer is advised to deliver relevant theoretical instructions with
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 1/1: Plan work</b> PEX 1.1: Prepare a budget PEX 1.2: Source funds PEX 1.3: Perform feasibility study PEX 1.4: Prepare work schedule PEX 1.5: Assign duties PEX 1.6: Prepare site plan  <b>LWA 1/2: Identify site</b> PEX 2.1: Perform a pilot study PEX 2.2: Select site PEX 2.3: Acquire funds PEX 2.4: Procure site PEX 2.5: Establish site boundaries  <b>LWA1/3: Identify equipment</b> PEX 3.1: Source equipment and materials PEX 3.2: Select equipment and materials PEX 3.3: Inspect equipment PEX 3.4: Procure equipment PEX 3.5: Acquire equipment PEX3.6: Store equipment

	<b>LWA1.4: Perform Occupational health, safety and environment protection practices.</b> PEX 4.1: Manage waste PEX4.2: Wear protective gears PEX 4.3: Manage security PEX 4.4: Sensitize workers on health issues PEX 4.5: Display safety signs PEX 4.6: Maintain personal hygiene PEX 4.7: Provide fire fighting gear
<b>Occupational health and safety</b>	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• ICT knowledge</li> <li>• Decision making</li> <li>• Art and design</li> <li>• Budgeting</li> <li>• Administrative skills</li> <li>• Security</li> <li>• Studio maintenance</li> <li>• Studio equipment</li> <li>• Technicians</li> <li>• Electrical knowledge</li> </ul>
<b>Average duration of learning</b>	480 hours (60 days) of nominal learning suggested o include; <ul style="list-style-type: none"> <li>• 10 days of occupational theory.</li> <li>• 50 days of occupational practice.</li> </ul>
<b>Suggestions on organization 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 recognized assessment body using related Practical and Written Test Items from Item bank

<b>Minimum required tools/ equipment/ implements or equivalent</b>	Table, chair, , computer, wire, cables,external hard drives, Flash disks, camera bags, camera, printer, passport cutter, furniture, background, branding,tripod stand,batteries,memory cards, speed light, strobe, softbox,trigger, Cleaning kit,reflectors.
<b>minimum required materials and consumables or equivalent</b>	books. Compact disks, brooms, detergent, water, books, pens, sprays,non rechargeable batteries,cleaning towels,printer ink,photo papers,photo frames,receipt
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Focus on quality</li> <li>• Focus on market standards</li> <li>• Customer care</li> <li>• Feedback</li> <li>• Sitaution analysis</li> <li>• Flexibility</li> <li>• Transprancy</li> </ul>



<b>Code</b>	<b>UE/P/M.2</b>
<b>Module title</b>	<b>M1.2: Manage studio</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (photographer)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, a trainee will be able to Manage studio
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Install equipment</b></p> <p><b>LWA 2/2: Train personel</b></p> <p><b>LWA 2/3: Perform occupational health safety and environmental protection practices</b></p> <p><b><u>Note:</u></b></p> <p>1. The learning exercises may be repeated till the Trainee acquires targeted competence;</p> <p>2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Install equipment</b></p> <p>PEX 1.1: Assemble equipment</p> <p>PEX 1.2: Position equipment</p> <p>PEX 1.3: Connect equipment</p> <p>PEX 1.4: Configure equipment</p> <p>PEX 1.5 : Test compatibility of hardware</p> <p>PEX 1.6 : Install compatible software</p> <p>PEX 1.7: Make a dry run of equipment</p> <p><b>LWA 2/2: Train personel</b></p> <p>PEX 2.1: Handle machines</p> <p>PEX 2.2: Connect machines</p> <p>PEX 2.3: Operate machines</p> <p>PEX 2.4: Trouble shoot machines</p> <p>PEX 2.5: Turn off machines</p> <p><b>LWA2/3: Perform occupational health, safety and Environment protection Practises.</b></p> <p>PEX 3.1: Wear Protective gears</p> <p>PEX 3.2: Manage wastes</p> <p>PEX 3.3: Display safety signs</p> <p>PEX 3.4: Sensitize worker on health and safety measures</p> <p>PEX 3.5: Maintain personal hygiene</p>

<b>Occupational health and safety</b>	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Perform 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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• ICT</li> <li>• Electrical knowledge</li> <li>• Types of hardware</li> <li>• Types of soft ware</li> <li>• Cleaning materials</li> <li>• Health and safety</li> <li>• Hardware and software usage</li> </ul>
<b>Average duration of learning</b>	<p>480 hours (60 days) of nominal learning suggested o include;</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory</li> <li>• 50days Occupational practice</li> </ul>
<b>Suggestions on organization 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 recognized assessment body using related Practical and Written Test Items from Item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Computer, cleaning materials, storage devices, recording soft ware,
<b>Minimum required materials and consumables or equivalent</b>	Internet, sprayers, detergents, chemicals, power source, stationary
<b>Special notes</b>	Be strict on machine usage and safety precautions.

<b>Code</b>	<b>UE/P/M.3</b>
<b>Module title</b>	<b>M.3: Conduct shoot</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (photographer)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee will be able to conduct a shoot
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Manage light</b>  <b>LWA 3/2: Set camera</b>  <b>LWA 3/3: Take photos</b>  <b>LWA 3/4: Re-touch photos</b>  <b>LWA 3/5: Print photos</b>  <b>LWA 3/6: Occupational health, safety and environmental protection practices</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i></li> <li><i>The Trainer 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 3/1: Manage light</b>  PEX 1.1: Survey scene  PEX 1.2: Select equipment  PEX 1.3: Choose vantage positions  PEX 1.4: Control light  PEX 1.5: Test equipment</p> <p><b>LWA 3/2: Set camera</b>  PEX 2.1: Connect camera components  PEX 2.2: Clean camera components  PEX 2.3: Start camera  PEX 2.4: Determine surrounding  PEX 2.5: Set camera modes  PEX 2.6: Test camera  PEX 2.7: Make adjustments</p>

	<b>LWA 3/3: Take photos</b> PEX 3.1: Position camera PEX 3.2: Determine surrounding PEX 3.3: Control focus PEX 3.4: Determine lense PEX 3.5: Adjust settings PEX3.6: Shoot photos PEX3.7: S
	<b>LWA 3/4: Re-touch photos</b> PEX 4.1: Start computer PEX 4.2: Copy photos PEX 4.3: Select photos PEX 4.4: Determine editng software PEX 4.5: Run editing software PEX 4.6: Import photos PEX 4.5: Edit photos PEX 4.6: Export photos PEX 4.7: Create archive PEX 4.8: Deliver photos
	<b>LWA 3/5: Print photos</b> PEX 5.1: Start printer PEX 5.2: set printer PEX 5.3: Configure printer to computer PEX 5.4: Select photo PEX 5.5: select paper type PEX 5.6: Command to print PEX 5.7 : Check product PEX 5.8 : Receive product PEX 5.9 : Deliver photos
	<b>LWA 3/6: Perform Occupational health, safety and environment protection practices.</b> PEX6.1:Wear protective gears PEX 6.2: Perform fire fighting PEX 6.3: Sensitize workers on health issues PEX 6.4:Administer first aid PEX 6.5: Manage waste
<b>Occupational health and safety</b>	Practices, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be Performed and demonstrated during LWAs and PEXs

<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 recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Sense of tone</li> <li>• Artistic</li> <li>• Camera knowledge</li> <li>• Editing knowledge</li> <li>• Lense types</li> <li>• Types of lighting</li> <li>• Types of photography</li> <li>• ICT</li> <li>• Electrical knowledge</li> <li>• Technical knowledge</li> <li>• Safety and health</li> <li>• Artistic knowledge</li> <li>•</li> </ul>
<b>Average duration of learning</b>	<p>320 hours (40 days) of nominal learning suggested to include:</p> <p><i>10 days of occupational theory and 30 days of occupational practice</i></p>
<b>Suggestions on organization 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 recognized assessment body using related Practical and Written Test Items from Item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	Computers, camera, tripod stands, lenses, reflectors, bags, batteries, battery chargers, flask disk, memory cards, power extensions, external hard disks, card readers, speed lights, light modifiers, triggers
<b>Minimum required materials and consumables or equivalent</b>	Electricity, pens, books, paper sanitizers, rechargeable batteries, photo paper, art boards, cartridge

<b>Special notes</b>	<ul style="list-style-type: none"><li>• Creativity</li><li>• Open minded</li><li>• Benckmarking</li><li>• Research</li><li>• Time management</li><li>• Patience</li><li>• Smartness</li><li>• Good communication skills</li><li>• Networking</li><li>• Customer care</li><li>• Feedback</li></ul>
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## 3.0 ATP- PART III

### **Assessment Instruments for PHOTOGRAPHER**

- 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 reviewed 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) TestItems (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 PHOTOGRAPHER

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- Short Answer	2
2.	Written (Theory)- Multiple Choice	2
3.	Written (Theory)- Matching with generic	2
4.	Written (Theory)- Matching with cause effect	1
5	Written(theory)-Matching with work-sequence	1
6.	Performance (Practical)Test Items	1
<b>Total</b>		9



DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
<b>Occupational Title:</b>	Photographer			
<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>	C1			
<b>Date of OP:</b>	January 2022			
<b>Related modules:</b>	M.1			
<b>Time allocation:</b>	3 Minutes			

Test Item	Mention five equipment used while setting up a studio
<b>Answer spaces</b>	i. .... ii. .... iii. .... iv. .... v. ....
<b>Expected key (answers)</b>	1. Camera 2. Lense 3. Light modifier 4. Computer 5. Printer 6. strobe 7. Trigger 8. storage devices

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
<b>Occupational Title:</b>	Photographer			
<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>	C1			
<b>Date of OP:</b>	January 2022			
<b>Related modules:</b>	M.3			
<b>Time allocation:</b>	2minutes			

<b>Test Item</b>	..... Is a device used for taking photos in a studio
<b>Answer spaces</b>	.....
<b>Expected key (answers)</b>	1. Camera

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 03			
Occupational Title:	photographer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related Module:	M.3			
Time allocation:	2 minutes			

Test Item	what is the <b>main</b> activity done in the studio ?
Distracters and correct answer	A. printing B. Shooting C. Editing D. posing
Key (answer)	B

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 04			
Occupational Title:	Photographer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Match ng item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	January 2022			
Related Module:	M.3			
Time allocation:	2 minutes			

Test Item	To produce a finished photograph one should use a.....
Distracters and correct answer	A. Lense B. Reflector C. Printer D. photo booth
Key (answer)	C

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 05			
<b>Occupational Title:</b>	Photographer			
<b>Qualification 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>	C2			
<b>Date of OP:</b>	January 2022			
<b>Related Module:</b>	M.1,M.2,M.3			
<b>Time allocation:</b>	3 Minutes			

<b>Test Item</b>	Match the following equipment with their uses
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Column (A)[equipment]	
A	memory card
B	Trigger
C	Reflector
D	camera
E	Printer

Column (B)[use]	
1	Modifies light
2	Edit Photos
3	Storage
4	Synchronization of light equipment
5	Develop Photos
6	Takes pictures
7	Stablises photos

<b>Key (answer)</b>	A-3, B-4, C-1, D-6, E-5
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 06			
<b>Occupational Title:</b>	Photographer			
<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>	January 2022			
<b>Related Module:</b>	M.3,M.2			
<b>Time allocation:</b>	3Minutes			

<b>Test Item</b>	Match the following faults with their respective causes
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Column (A) ( Faults )	
A	Blurry photos
B	Over exposed photos
C	Unclear photos
D	Corrupted files

Column (B) (causes)	
1	Uncontrolled light
2	faulty storage device
3	Poor studio setting
4	Low shutter speed
5	Dirty lense
6	Too much sun
7	Change in weather

<b>Key (answer)</b>	A-4, B-1, C-5, D-2
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 07			
<b>Occupational Title:</b>	Photographer			
<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>	C2			
<b>Date of OP:</b>	January 2022			
<b>Related Module:</b>	M.3			
<b>Time allocation:</b>	10Minutes			

<b>Test Item</b>	Arrange the following steps in conducting a shoot in a chronological order.
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Column A (Order)		Column B (Steps in wrong order)
1 <sup>st</sup>	A	Select equipment
2 <sup>nd</sup>	B	Test equipment
3 <sup>rd</sup>	C	Select location
4 <sup>th</sup>	D	Save photos
5 <sup>th</sup>	E	Determine vantage positions
6 <sup>th</sup>	F	Take photo
7 <sup>th</sup>	E	Set up equipment
8 <sup>th</sup>	G	Edit photos

<b>Key (answer)</b>	A 3 , B5, C1, D7, E2, F6, G4,
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<b>DIT/ QS</b>	<b>Test Item Database Performance Test Item- no.08.</b>
<b>Occupational Title:</b>	Photographer
<b>Competence level:</b>	1
<b>Code no.</b>	
<b>Test Item:</b>	In a space 15 by 10ft show how one can make a temporary studio at a given function.
<b>Complexity level:</b>	P3
<b>Date of OP:</b>	JANUARY 2022
<b>Related Module:</b>	M1
<b>Related skills and knowledge:</b>	Environmental settings, construction knowledge, designing skills, decoration skills,
<b>Required tools, materials and equipment:</b>	Computer, hammer, strings, poles, camera, fabric materials, furniture flowers, canvass, backdrops, mirrors, lighting, props, reflectors, tripod stands, batteries, flashes,
<b>Time allocation:</b>	3 Hours
<b>Preferred venue:</b>	Wedding venue
<b>Remarks for candidates</b>	Avail protective gear Observe health safety and environment
<b>Remarks for assessors</b>	Provide all the tools equipment and materials listed above provide enough space for each candidate



#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Decently dressed		2
		Assembled tools and equipments		2
		Assembled materials		3
2	Set up a studio	Accuracy of measurements observed(15by10ft)	2	
		A Studio structure set up	3	4
		Relevant backdrops applied	2	3
		Safety precautions adhered to		2
3	Installation of equipment	Camera installed	3	
		Light modifiers put in place		3
		Relevant Software installed	3	
		Relevant props availed		2
		Equipment tested	2	
		A dry run made	2	
		Equipment assembled	3	
		Photo studio set	4	4
		<b>TOTAL</b>	24	25
		$\frac{x}{\text{Total}} \times 100$		

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

#### **4.1 Occupational Profile Development (January 2022)**

The Occupational Profile was developed in January 2022 by job practitioners who were working in the photographer occupation. The job expert panel, guided by DIT Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

#### **4.2 Training Module Development (January 2022)**

Based on the Occupational Profile for photographer level 1 Training Modules were developed in January by photography practitioners, guided by DIT Facilitators.

#### **4.3 Test Item Development (January 2022)**

Based on the Occupational Profile for photographer, Training Modules, Test Items were developed by different panels of instructors and job practitioners, guided by DIT 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 review activities including international benchmarking.

#### 4.5 Development Panel of occupational Profile

The participating panels of job practitioners required at different stages were constituted by members from the following organizations

Development Panel		
No	Name	Organization
1.	Kakayi Susan kasadhakawo	MoES
2.	Muganga Christopher	NCDC
3.	Makanga Jacob	UNEB
4.	Tonny Sembajwe	Gayaza High School
5.	Anthony kiyaga	Kings college Buddo
6.	Kasuja Henry	St. Henrys college kitovu
7.	Lule Emmanuel Patrick	Mengo Secondary school
8.	Tasauba Stone	Stone Imagez
9.	Hanyerere Hattie Wright	Dinka Media
10.	Aine Derrick	Peak Shots Media

#### 4.7 Facilitator team

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

1. **Team Leader** – Ms. Mukyala Ruth Ag. Deputy Director/QS Department, DIT
2. **Facilitators** - DIT; Ms. Nampijja Janet, and Ms. Gumoshabe Annita all from qualification standards DIT.

**Data Entrants** – Mr.Wafula Daniel and Ms. Nuwayongyera Phionah

**IT support** - Mr. Nyanja John Fisher

3. **Compiled by** Ms. Nampijja Janet from qualification standards DIT.
4. **Edited by** – Ms. Mukyala Ruth Ag. Deputy Director/QS Department, DIT
5. **Coordinated by** – Mr. Byakatonda Patrick, Ag. Director, DIT;

#### **4.8 Reference:**

The Assessment and Training Package was developed in November 2021 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

#### **References**

- Edwards Gary (1988 ) International guide to Nineteenth – Century photographers and Their works: Based on Catalogues of Auction Houses and Dealers.
- Turner, Browne and Elaine partnow (1983) : Macmillian Biographical Encyclopedia of photographic Artists and innovators.
- Auer, Michele and Micheal Auer (1839): Encyclopedia international of photographers.