



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

**Directorate of Industrial Training**



**Assessment and Training  
Package  
For a  
DANCER**

**Qualification Level: 1**

**Occupational Cluster: Performing Arts**

**September 2020**

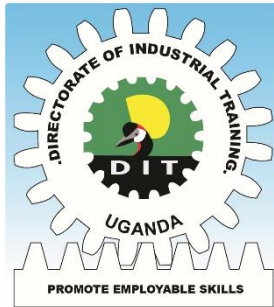
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**Reviewed by:**

**Directorate of Industrial Training  
Qualifications Standards Department**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

**For a  
DANCER**

**Qualification Level: 1**

**Occupational Cluster: Performing Arts**

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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## Word from Permanent Secretary

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

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

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

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

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

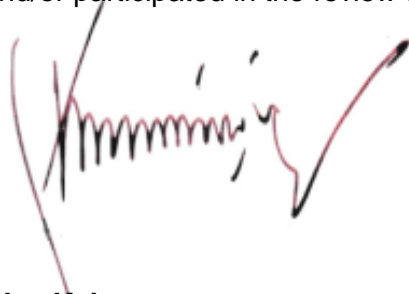
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive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

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

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

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

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



**Alex Kakooza**  
**Permanent Secretary**



## Executive Summary

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

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

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

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

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

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



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

## Acknowledgement

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

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

## Abbreviations and Acronyms

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

## Key Definitions

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
<b>CBET</b>	Competence-based education and training means that programmes: <ol style="list-style-type: none"><li>1. Have content directly related to work</li><li>2. Focus is on 'doing something well'</li><li>3. Assessment is based upon industry work standards, and</li><li>4. Curricula are developed in modular form</li></ol>
<b>Duty</b>	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	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/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</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 which define what a person is supposed to do which becomes the reference points for developing assessment standards and modular curricula.

**Qualification**

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.

**Tasks**

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

## 1.0 ATP-PART I

### Occupational Profile for a DANCER

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job. The panelists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

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

*The DACUM-method was used. DACUM is an acronym for Develop a Curriculum*

**Expert Panel**

**Nandujja Annet**  
The planets

**Aisha Kyomuhangi**  
Bakayimbira Dramactors

**Najjuma Mercy**  
NCDC Panelists

**Ssimwogere Charles**  
CBS Radio/BBS Terefayina

**Mwanguzi Moses Musasizi**  
Buddo Secondary School

**Timothy Jeremy Mwaka**  
St. Francis Chapel  
Makerere University

**Ssendowooza John Chris**  
Mwenya Performers

**Nanjonjo Mariam**  
Kids Uganda/Tola Ensemble

**Lubega Fredrick G.M**  
Ntinda Vocational Institute

**Tugume Jonah**  
Crane Performers Uganda

**Tamale Vincent**  
Kiwatule Parents

**Facilitators**

**Nakasi Aminah**  
Directorate of Industrial  
Training

**Nakato Annet**  
Directorate of Industrial  
Training

**Coordinator**

**Mukyala E. Ruth**  
Directorate of Industrial  
Training

**Funded by**  
**Government of Uganda**



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

Directorate of Industrial Training

**Occupational Profile**  
**For a**  
**"DANCER"**

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

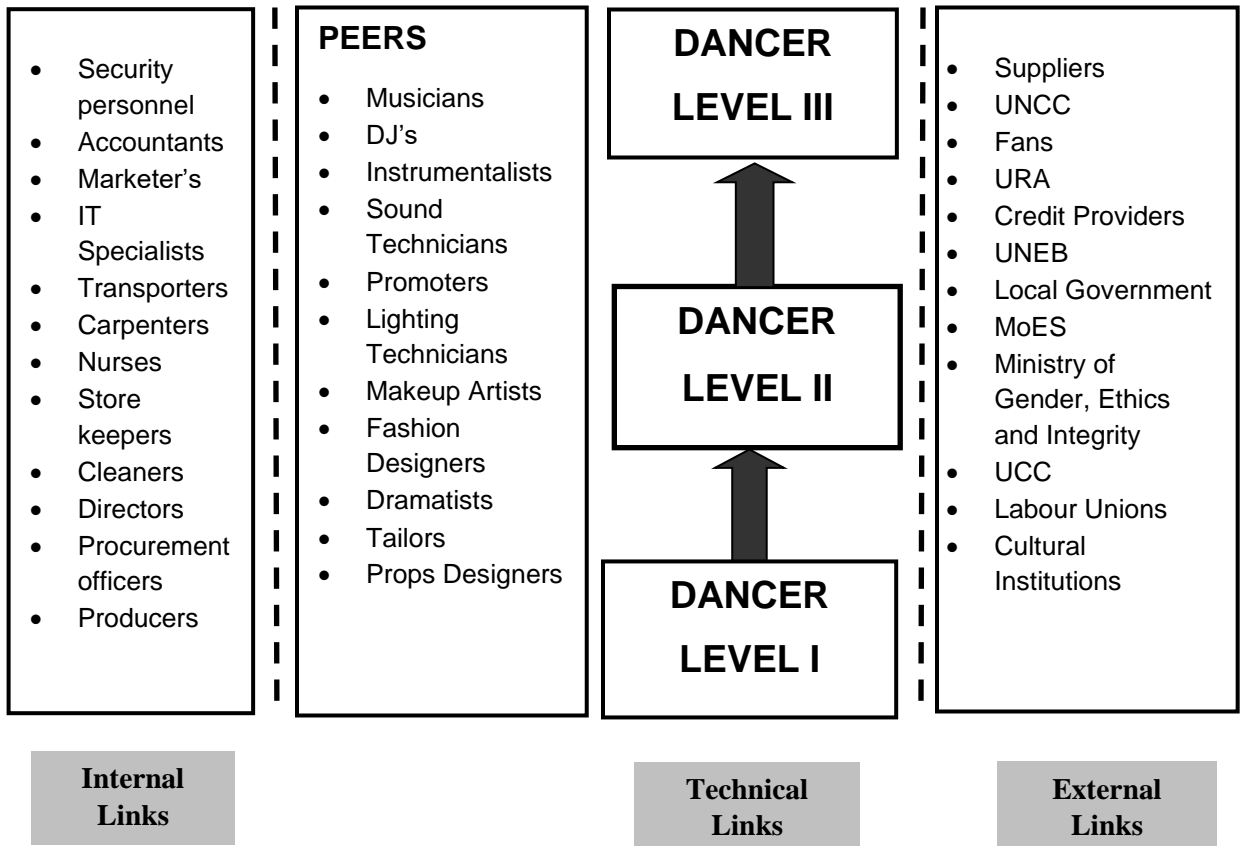
**Dates of workshop: 21<sup>st</sup> – 25<sup>th</sup> September 2020**



## NOMENCLATURE FOR THE OCCUPATION OF DANCER

**Definition: A Dancer** Is a person trained and skilled professionally in expressing the inner feeling and communicating a message through recognised sequence of body movement.

### JOB ORGANISATION CHART FOR A DANCER



#### Descriptions for the levels in the occupation of "Dancer"

- A Level I Dancer:** This is a person who performs basic existing dances.
- A Level II Dancer:** This is a person who adopts to existing dances to create new movements.
- A Level III Dancer:** This is a person who can create new dances based on the set elements.

## Duties and Tasks

<b>A. PLAN WORK</b>	<b>A1</b> Prepare budget	<b>A2</b> Identify tools and equipment	<b>A3</b> Identify resources
	<b>A4</b> Develop work schedules	<b>A5</b> Identify dance category	<b>A6</b> Determine team size
<b>B. ESTABLISH VENUE</b>	<b>B1</b> Select venue	<b>B2</b> Identify audience	<b>B3</b> Establish audience position
	<b>B4</b> Identify lights	<b>B5</b> Plan space	<b>B6</b> Choreograph dance
	<b>B7</b> Perform sound checks		
<b>C. DEVELOP THEME</b>	<b>C1</b> Establish purpose	<b>C2</b> Deliver message	<b>C3</b> Create time frame
	<b>C4</b> Select dance partners	<b>C5</b> Establish type of dance	<b>C6</b> Explore theme
	<b>C7</b> Coordinate production		
<b>D. CARRYOUT REHEARSALS</b>	<b>D1</b> Practice authenticity	<b>D2</b> Make inquiries	<b>D3</b> Warm up
	<b>D4</b> Put time scale	<b>D5</b> Achieve perfection	<b>D6</b> Physical fitness
<b>E. PERFORM DANCE</b>	<b>E1</b> Portray feeling	<b>E2</b> Identify right costume	<b>E3</b> Choose right quality of costume
	<b>E4</b> Organise costumes	<b>E5</b> Capture audience attention	<b>E6</b> Achieve uniformity
	<b>E7</b> Align dance motifs	<b>E8</b> Observe dynamics and levels	<b>E9</b> Communicate right message
	<b>E10</b> Show creativity	<b>E11</b> Create signatures	<b>E12</b> Store costumes
	<b>E13</b> Maintain costume		

<b>F. MARKET SERVICES</b>	<b>F1</b> Carryout market research	<b>F2</b> Brand dancer	<b>F3</b> Promote dancer
	<b>F4</b> Advertise dancer	<b>F5</b> Maintain customer relationship	<b>F6</b> Choose marketing channels
	<b>F7</b> Price service		

<b>G. PERFORM ADMINISTRATIVE TASKS AND ACTIVITIES</b>	<b>G1</b> Recruit workers	<b>G2</b> Train workers	<b>G3</b> Supervise workers
	<b>G4</b> Appraise workers	<b>G5</b> Motivate workers	<b>G6</b> Keep financial records
	<b>G7</b> Make performance archives	<b>G8</b> Keep progressive records	<b>G9</b> Schedule meetings
	<b>G10</b> Assign duties		

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION</b>	<b>G1</b> Clean work place	<b>G2</b> Train subordinates on safety	<b>G3</b> Sensitise workers health issues
	<b>G4</b> Maintain personal hygiene	<b>G5</b> Wear protective gear	<b>G6</b> Dispose waste
	<b>G7</b> Administer first aid	<b>G10</b> Wear protective gear	

## Additional Information

### Generic Knowledge & Skills

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Qualities of a good venue</li> <li>2. Qualities of a good costume</li> <li>3. Technology</li> <li>4. Customer relations</li> <li>5. Health and safety precautions</li> <li>6. Market research</li> <li>7. Tools, equipment's and materials</li> <li>8. Sourcing of tools, equipment and materials</li> <li>9. Interpersonal relations</li> <li>10. Maintain ace of tools and materials</li> <li>11. Training skills</li> <li>12. Customer care</li> <li>13. Problem solving skills</li> <li>14. Time management</li> <li>15. Communication skills</li> </ol> | <ol style="list-style-type: none"> <li>16. Innovation skills</li> <li>17. Creativity</li> <li>18. Tool assembling</li> <li>19. Pricing</li> <li>20. Advertising</li> <li>21. Making work schedules</li> <li>22. Knowledge and skills of sourcing money capital</li> <li>23. Budgeting</li> <li>24. First aid</li> <li>25. Waste disposal</li> <li>26. Categories of traditional dance</li> <li>27. Types of traditional dance</li> <li>28. European dances</li> <li>29. Record keeping</li> </ol> |
|--|---|

### Tools, Equipment and Materials

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. Rattles</li> <li>2. Beads</li> <li>3. Skins</li> <li>4. Ankle bells</li> <li>5. Raffia skirts</li> <li>6. Banana leaves</li> <li>7. Lilly byes</li> <li>8. Shoes</li> <li>9. Headgear</li> <li>10. Agwara</li> <li>11. Kikoyi</li> <li>12. Awula</li> <li>13. Shorts</li> <li>14. Petty coats</li> <li>15. Lyre</li> <li>16. Xylophone</li> <li>17. Tube fiddle</li> <li>18. Chordophone harp wooden</li> <li>19. Berimbau bow</li> <li>20. Pan pipe</li> <li>21. Percussion gourd</li> <li>22. Ballet slipper</li> </ol> | <ol style="list-style-type: none"> <li>23. Wash room</li> <li>24. Wrappers</li> <li>25. Dancing sticks</li> <li>26. Calabashes</li> <li>27. Spears</li> <li>28. Shields</li> <li>29. Axes</li> <li>30. Pots</li> <li>31. Panga</li> <li>32. Whistle</li> <li>33. Bujwenge</li> <li>34. Skirts</li> <li>35. Shakers</li> <li>36. Face towels</li> <li>37. Timer</li> <li>38. Thumb piano</li> <li>39. Detached flute</li> <li>40. Palm leaves</li> <li>41. Bamboo flute</li> <li>42. Long drum</li> <li>43. Big drum</li> <li>44. Small drum</li> <li>45. Main drums</li> <li>46. Sansa</li> <li>47. Portable ballet barre</li> </ol> | <ol style="list-style-type: none"> <li>48. Books</li> <li>49. Pens</li> <li>50. Markers</li> <li>51. Stationery</li> <li>52. Money</li> <li>53. First aid kit</li> <li>54. Water</li> <li>55. Disposal pits</li> <li>56. Notice board</li> <li>57. Detergents</li> <li>58. Mobile phones</li> <li>59. Computer</li> <li>60. Radio</li> <li>61. Television</li> <li>62. Brochures</li> <li>63. Stores</li> </ol> |
|---|--|---|

<b>Attitudes/Traits/Behaviour</b>	<b>Future Trends and Concerns</b>
<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. Organised</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. God fearing</li></ol>	<ol style="list-style-type: none"><li>1. Expansion of market</li><li>2. Variety improvement</li><li>3. Use of computers</li><li>4. Advanced technology i.e. internet, websites, etc.</li><li>5. Guidance and Counselling</li><li>6. Dance groups formation</li><li>7. Price fluctuations</li><li>8. Need for training dancers</li><li>9. Need for stores</li><li>10. Climate change</li><li>11. Lack of capital</li><li>12. Lack of formal curriculum on dancing.</li><li>13. Continuous professional development in dances</li><li>14. High levels of taxation</li><li>15. Unfavourable credit terms and conditions</li><li>16. Scarcity in materials used to make costumes</li></ol>

## 2.0 ATP–PART II

### Training Modules for a DANCER

- 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 DANCER to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

## **WHO IS A DANCER QUALIFICATION LEVEL 1?**

A Dancer is a person who performs basic existing dances.

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

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/D/M1.1	Carryout dance Practices	240	6
UE/D/M1.2	Prepare Dance Performance	120	3
UE/D/M1.3	Establish a Dance Business	120	3
UE/D/M1.4	Manage Dance Enterprise	120	3
<b>Summary</b>	<b>4 Training Modules</b>	<b>600 Hours</b>	<b>15 Weeks</b>

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

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 240 hours of nominal learning

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

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

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

<b>Code</b>	<b>UE/D/M1.1</b>
<b>Module title</b>	<b>M1.1: Carryout Dance Practices</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Dancer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, trainee shall be able to perform basic dance practices.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Introduce Dance</b>  <b>LWA 1/2: Perform Body Alignment</b>  <b>LWA 1/3: Perform Movement Classification</b>  <b>LWA 1/4: Perform Creative Dances</b>  <b>LWA 1/5: Perform Ugandan Traditional Dances</b>  <b>LWA 1/6: Perform Popular Word Dances</b>  <b>LWA 1/7: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>The learning exercises may be repeated until the trainee acquires targeted competence.</i></li> <li>2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Introduce Dance</b>  PEX 1.1: Perform dance elements</p>
	<p><b>LWA 1/2: Perform Body Alignment</b>  PEX 2.1: Align reference points  PEX 2.2: Posture deviations  PEX 2.3: Alignment exercises</p>
	<p><b>LWA 1/3: Perform Movement Classification</b>  PEX 3.1: Perform grounded movements  PEX 3.2: Perform trot movements  PEX 3.3: Perform arial movements  PEX 3.4: Perform swinging movements  PEX 3.5: Perform rotating movements  PEX 3.6: Perform falling/dropping movements  PEX 3.7: Perform shaking /vibrating movements  PEX 3.8: Perform bouncing movements  PEX 3.9: Perform rolling movements</p>



	<p><b>LWA 1/4: Perform Creative Dances</b></p> <p>PEX 4.1: Select a theme</p> <p>PEX 4.2: Select music/instrumentation</p> <p>PEX 4.3: Create movements</p> <p>PEX 4.4: Combine movements</p> <p>PEX 4.5: Design costumes</p> <p>PEX 4.6: Perform dance</p>
	<p><b>LWA 1/5: Perform Ugandan Traditional Dances</b></p> <p>PEX 5.1: Understand origin and background</p> <p>PEX 5.2: Perform body gestures and footwork</p> <p>PEX 5.3: Perform mortifs</p> <p>PEX 5.4: Perform accompanying song</p> <p>PEX 5.5: Perform accompanying instruments</p> <p>PEX 5.6: Prepare appropriate costumes</p> <p>PEX 5.7: Choreograph popular traditional dance</p>
	<p><b>LWA 1/6: Perform Popular Word Dances</b></p> <p>PEX 6.1: Classify word dances</p>
	<p><b>LWA1/7: Perform Occupational, Health, Safety and Environmental Protection Practices</b></p> <p>PEX 7.1: Wear personnel protective gear</p> <p>PEX 7.2: Administer first aid</p> <p>PEX 7.3: Manage waste</p> <p>PEX 7.4: Clean work area</p> <p>PEX 7.5: Perform firefighting</p> <p>PEX 7.6: Display safety signs</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs. E.g. wear protective gears
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Categories of traditional dances</li> <li>• Types of traditional dances</li> <li>• Origin of dance</li> <li>• Message of the dance</li> <li>• Costumes</li> </ul>

	<ul style="list-style-type: none"> <li>• Props</li> <li>• Accompaniments</li> <li>• Creativity</li> <li>• Use of props</li> </ul>
<b>Average duration of learning</b>	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>9 days of occupational theory and</i></li> <li>• <i>21 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (Skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	long drum, small drum, main drum, big drum, beads, skins, ankle bells, banana leaves, kikoyi, shorts, xylophone, agwara, awula, tube fiddle, whistle, pan pipe, ballet slippers, dancing sticks, calabashes, spears, shields, axes, pots, pangas, shakers, timer, thumb piano, detached flute, palm leaves, bamboo flute
<b>Minimum required materials and consumables or equivalent</b>	water, banana leaves, banana fibres, grass, makeup, paint, cassava flour, tree branches, organic flowers, razorblades
<b>Special notes</b>	

<b>Code</b>	<b>UE/D/M1.2</b>
<b>Module title</b>	<b>M1.2: Prepare Dance Performance</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (DANCER UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to prepare for a dance performance
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Identify Dance Style Techniques</b>  <b>LWA 2/2: Perform Improvisation</b>  <b>LWA 2/3: Perform Hip-Hop Dance</b>  <b>LWA 2/4: Perform Basic Ballet</b>  <b>LWA 2/5: Prepare Dance Performance</b>  <b>LWA 2/6: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Identify Dance Style Technique</b>  PEX 1.1: Understand the origin/ background of dance</p>
	<p><b>LWA 2/2: Perform Improvisation</b>  PEX 2.1: Improvise on Ugandan traditional dance  PEX 2.2: Perform freedom of body expression in dance improvisation  PEX 2.3: Create longer routines</p>
	<p><b>LWA 2/3: Perform Hip-Hop Dance</b>  PEX 3.1: Understand the origin/background of Hip-Hop dance  PEX 3.2: Perform the elements of Hip-Hop dance  PEX 3.3: Perform sections of Hip-Hop dance  PEX 3.4: Perform freestyle  PEX 3.5: Choreograph Hip-Hop dance</p>
	<p><b>LWA 2/4: Perform Basic Ballet</b>  PEX 4.1: Perform principles of Ballet  PEX 4.2: Perform feet and hand positions  PEX 4.3: Perform Ballet movements  PEX 4.4: Combine Ballet movements</p>

	<p><b>LWA 2/5: Prepare Dance Performance</b></p> <p>PEX 5.1: Design theme and schedule</p> <p>PEX 5.2: Select performance venue</p> <p>PEX 5.3: Prepare rehearsal schedule</p> <p>PEX 5.4: Choregraph dance pieces</p> <p>PEX 5.5: Run through the production and stage the production</p> <p><b>LWA 2/6: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p>PEX 6.1: Clean tools and equipment</p> <p>PEX 6.2: Store tools and equipment</p> <p>PEX 6.3: Manage costumes</p> <p>PEX 6.4: Manage waste</p> <p>PEX 6.5: Clean working area</p> <p>PEX 6.6: Administer first aid</p> <p>PEX 6.7: Perform firefighting</p> <p>PEX 6.8: Display safety signs</p> <p>PEX 6.9: Maintain personal hygiene</p> <p>PEX 6.10: Sensitise workers on health and safety measures</p> <p>PEX 6.11: Wear protective gear</p> <p>PEX 6.12: Observe food safety regulations</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Costumes</li> <li>• Physical exercises</li> <li>• Plan space</li> <li>• Identifying a suitable venue</li> <li>• Sound</li> <li>• Dynamics</li> <li>• Formations</li> <li>• Lighting</li> <li>• Different themes</li> <li>• Time management</li> <li>• Portray feeling</li> <li>• Required makeup</li> </ul>

<b>Average duration of learning</b>	120 hours (15 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 3 days of occupational theory and</li> <li>• 12 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (Skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	exercise balls, workout mat, notice board, long drums ,big drums, small drums, main drums, spears, timer, whistle, shields, beads, bamboo flute, detached flute, music, hammer
<b>Minimum required materials and consumables or equivalent</b>	water, markers, pens, CDs, timber, nails, decoration, papers, organic flowers
<b>Special notes</b>	

<b>Code</b>	<b>UE/D/M1.3</b>
<b>Module title</b>	<b>M1.3: Establish Dance Business</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Dancer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to establish and market service
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Establish a Dance Business</b></p> <p><b>LWA 3/2: Market Service</b></p> <p><b>LWA 3/3: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Establish a Dance Business</b></p> <p>PEX 1.1: Prepare a business plan</p> <p>PEX 1.2: Select dance business</p> <p>PEX 1.3: Set goals and objectives</p> <p>PEX 1.4: Identify source of funds</p> <p>PEX 1.5: Prepare budget</p> <p>PEX 1.6: Buy requirements</p> <p><b>LWA 3/2: Market Service</b></p> <p>PEX 2.1: Carryout market survey</p> <p>PEX 2.2: Advertise services</p> <p>PEX 2.3: Price services</p> <p>PEX 2.4: Communicate with clients</p> <p><b>LWA 3/3: Perform Occupational Health Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Administer first aid</p> <p>PEX 3.2: Train other workers on health and safety issues</p> <p>PEX 3.3: Wear protective gear</p> <p>PEX 3.4: Observe health and safety regulations</p> <p>PEX 3.5: Manage waste</p> <p>PEX 3.6: Store tools and equipment</p>

	<p>PEX 3.7: Clean work area                  PEX 3.8: Practice firefighting                  PEX 3.9: Sensitise workers on occupational hazards</p>
<b>Occupational health and safety</b>	<p>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.</p>
<b>Pre-requisite modules</b>	<p>None</p>
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/ theory may be obtained from various recognised reference materials as appropriate</i></p> <ul style="list-style-type: none"> <li>• Market prices</li> <li>• Branding</li> <li>• Means of advertisements</li> <li>• Existing competitors</li> <li>• Forms of taxes</li> <li>• Developing a business plan</li> <li>• Environmental protection</li> <li>• Computer literacy</li> <li>• Office practice</li> <li>• Communication skills</li> <li>• Financial literacy</li> <li>• Characteristics of a successful business</li> <li>• Price negotiations</li> </ul>
<b>Average duration of learning</b>	<p>120hours (15days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 10 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	<p>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.</p>
<b>Assessment</b>	<p>Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank</p>

UVQF: Assessment Training Packages (ATP) for a DANCER

QUALIFICATION: LEVEL 1

September 2020

<b>Minimum required tools/ equipment/ implements or equivalent</b>	camera, computer, calculator, telephone, white/black board, printers
<b>Minimum required materials and consumables or equivalent</b>	stationery, airtime, internet, cleaning materials, water,
<b>Special notes</b>	



<b>Code</b>	<b>UE/D/M1.4</b>
<b>Module title</b>	<b>M1.4: Manage Dance Enterprise</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Dancer UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, a trainee shall be able to manage human resources as well as a dance enterprise
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Manage Human Resource</b></p> <p><b>LWA 4/2: Manage Business Records</b></p> <p><b>LWA 4/3: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence.</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Manage Human Resources</b></p> <p>PEX 1.1: Recruit workers</p> <p>PEX 1.2: Train workers</p> <p>PEX 1.3: Assign work</p> <p>PEX 1.4: Appraise workers</p> <p>PEX 1.5: Supervise work</p> <p>PEX 1.6: Manage conflicts</p> <p>PEX 1.7: Organise meetings</p> <p>PEX 1.8: Motivate workers</p> <hr/> <p><b>LWA 4/2: Manage Business Records</b></p> <p>PEX 2.1: Keep financial records</p> <p>PEX 2.2: keep records of tools and equipment</p> <p>PEX 2.3: Keep employee's database</p> <p>PEX 2.4: Keep meeting minutes</p> <p>PEX 2.5: Make progress reports</p> <p>PEX 2.6: Keep business plan records</p> <p>PEX 2.7: Keep records of materials</p>

	<p><b>LWA 4/3: Perform Occupational Health Safety and Environmental Protection Practises</b></p> <p>PEX 3.1: Administer first aid  PEX 3.2: Train other workers on health and safety issues  PEX 3.3: Wear protective gear  PEX 3.4: Observe health and safety regulations  PEX 3.5: Manage waste  PEX 3.6: Store tools and equipment  PEX 3.7: Clean work area  PEX 3.8: Practice firefighting  PEX 3.9: Sensitise workers on occupational hazards</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/ theory may be obtained from various recognised reference materials as appropriate</i></p> <ul style="list-style-type: none"> <li>• Record keeping</li> <li>• Market prices</li> <li>• Existing competitors</li> <li>• Record management</li> <li>• Environmental protection</li> <li>• Computer literacy</li> <li>• Office practice</li> <li>• Communication skills</li> <li>• Financial literacy</li> <li>• Characteristics of a successful business</li> <li>• Qualities of an entrepreneur</li> </ul>
<b>Average duration of learning</b>	<p>120hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>10 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank

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QUALIFICATION: LEVEL 1

September 2020

<b>Minimum required tools/ equipment/ implements or equivalent</b>	camera, computer, calculator, telephone, white/black board, printers,
<b>Minimum required materials and consumables or equivalent</b>	stationery, airtime, Internet, cleaning materials, water, papers, pens, rulers, markers
<b>Special Notes</b>	

## 3.0 ATP-PART III

### Assessment Instruments for a DANCER

- 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 DANCER are included.

### 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	1
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>		<b>8</b>

## WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Dancer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.2			
Time allocation:	3 minutes			

Test Item	State any 4 formations in a dance
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Mass formation (ii) Linear formation (iii) Serpentine formation (iv) Circular formation (v) Zig-zag formation (vi) Pairing (vii) Semi-circular

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 02			
<b>Occupational Title:</b>	Dancer			
<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>	September 2020			
<b>Related Module:</b>	M1.2			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	List any 2 forms of physical exercises carried out before dance performance
<b>Answer spaces</b>	(i) ..... (ii) .....
<b>Key (answers)</b>	(i) Meditation (ii) Worm up (iii) Body relaxation (iv) Breath control exercises

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 03			
Occupational Title:	Dancer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related Module:	M1.1			
Time allocation:	2 minutes			

Test Item	All the following are classifications of dance except;
Distractors and correct answer	A. Chest dance B. Kizino dance C. Head dance D. Waist dance

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 04			
Occupational Title:	Dancer			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work-Sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related Module:	M1.2			
Time allocation:	2 minutes			

Test Item	The movements of a dance from the beginning to the end considering the formations, levels and directions is called
Distractors and correct answer	A. Motif B. Choreography C. Dynamics D. Dimensions

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 05			
Occupational Title:	Dancer			
Qualification level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related tasks:	M1.1			
Time allocation:	5 minutes			

<b>Test Item</b>	Match the following tools in column A with their dances in column B
------------------	---

Column (A)[Tools]	
1	Dancing stick
2	Side blown horn
3	Axe
4	Lilly bye

Column (B)[Uses]	
A	Kiganda dance
B	Agwara dance
C	Otwaro dance
D	Imbalu dance
E	Tamenaibuka dance
F	Rakaraka dance
G	Ekitagururo
H	Otore

<b>Key (answer)</b>	1-G, 2-B, 3-H, 4-D
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<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- No. 06</b>			
<b>Occupational Title:</b>	Dancer			
<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>	September 2020			
<b>Related tasks:</b>	M1.3, 1.2			
<b>Time allocation:</b>	5 minutes			

<b>Test Item</b>	March the following causes with their effects in dance
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<b>Column (A)[Causes]</b>	
1	Inadequate exercise
2	Less rehearsals
3	Poor advertisement
4	Little facilitation
5	Poor hygiene
6	No market survey
7	Poor budgeting

<b>Column (B)[Effects]</b>	
A	Low turn up
B	Low morale
C	Mild performance
D	Poor stage performance

<b>Key (answer)</b>	1-C, 2-D, 3-A, 4-B
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DIT/ QS		Test Item Database Written (Theory) Test Item- No. 07			
Occupational Title:	Dancer				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-Sequence	
Complexity level:	C2				
Date of OP:	September 2020				
Related Module:	M1.2				
Time allocation:	5 minutes				

<b>Test Item</b>	Arrange the steps (in column B) taken before performing a dance, in their chronological order
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Perform dance
2 <sup>nd</sup>	B	Stretching
3 <sup>rd</sup>	C	Jogging
4 <sup>th</sup>	D	Identify dance
5 <sup>th</sup>	E	Prepare costume
6 <sup>th</sup>	F	Apply make up
7 <sup>th</sup>	G	Wear costume

<b>Key (answer)</b>	1-C, 2-B, 3-D, 4-E, 5-G, 6-F, 7-A
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## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- No.08
Occupational Title:	Dancer
Competence level:	P2
Code no.	
Test Item:	Perform a kiganda traditional folk dance (Nankasa, bakisimba, muwogola)
Complexity level:	P2
Date of OP:	September 2020
Related Module:	M1.1
Related skills and knowledge:	Time keeping, listener, creative, decency, prop use, hard work, commitment, attentiveness, conversant with dance choice
Required tools, materials and equipment:	Drums, ankle bells, xylophones, shoes, bikoyi, petty coats, kanzu, tops, skin, costume, makeup, flute, tube fiddle, shakers, bujwenge, towels, thread
Time allocation:	2 Hours
Preferred venue:	Dance floor/stage
Remarks for candidates	Avail protective gear Observe health safety and environment
Remarks for assessors	Provide necessary tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
1	Preparation for task	Wore appropriate costumes <ul style="list-style-type: none"> <li>- Tops/shorts</li> <li>- Kikooyi</li> <li>- Petty coat</li> <li>- Skin</li> <li>- Ankle bells</li> <li>- Bijwenge</li> <li>- Skirts</li> </ul>		4
		Applied the right make-up		2

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
		Chose appropriate accompaniments		2
		Assembled tools, materials and equipment	2	
		Arranged tools, materials and equipment observed		2
		Cleaned tools, materials and equipment	2	
		Clean tools, materials and equipment observed		2
2	Stage performance	Dancers and accompaniments well-positioned		3
		Greeted audience	2	
		Safety precautions considered	2	
		Stage balanced	2	
		Stage balance observed		2
3	Techniques	Made variety of formations (linear, Sc pontine, circular, zigzag, mass, pairing, semi-circular)	3	
		Made various levels (high, medium, low)	3	
		various levels observed		3
		Dance variations observed	2	
		Dynamics observed		3
		Dance levels observed		4
		Footwork for every dance style observed	4	
4	Body expression	Various motifs used	4	
		Movement and co-ordination observed		3
		Body flexibility shown	3	
		Fault expressions and gestures applied appropriately	3	
		Freedom	2	
5	Grand	Theme explored	2	
		Uniformity observed	2	

UVQF: Assessment Training Packages (ATP) for a DANCER

QUALIFICATION: LEVEL 1

September 2020

#	Assessment criteria	Scoring guide	Max. score	
			Process	Result
	interpretation	Communication with audience established	3	
		Time management	3	
		Effective performance observed		4
		Bowed for audience	2	
		Closed curtains	1	
<b>TOTAL (Y)</b>		<b>Process + Results</b>	<b>47</b>	<b>34</b>
			<b>81</b>	
<b>MAXIMUM SCORE</b>		$\frac{X}{y} \times 100$	$\frac{x}{99} \times 100$	

## 4.0 ATP- PART IV

### **INFORMATION ON THE DEVELOPMENT PROCESS**

#### **4.1 Occupational Profile Developed (September 2020)**

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

#### **4.2 Training Module Developed (September 2020)**

Based on the Occupational Profile for a Dancer of September 2020, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

#### **4.3 Test Item Development (September 2020)**

Based on the Occupational Profile for a Dancer of September 2020, and Training Modules, Test Items were developed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

#### **4.4 Methodology**

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

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

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



#### 4.5 Review Panels

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

No.	Name	Institution/ Organisation
1.	Nandujja Annet	The Planets
2.	Aisha Kyomuhangi	Bakayimbira Dramactors
3.	Ssimwogerere Charles	CBS Radio/ BBS Terefayina
4.	Tugume Jonah	Crane Performers
5.	Ssendowooza John Chris	Mwenya Performers
6.	Muwanguzi Moses Musasizi	Buddo Sec. School
7.	Lubega Fredrick G.M	Ntinda Vocational Institute
8.	Najjuma Mercy	NCDC
9.	Nanyonjo Mariam	Kids Uganda/ Tola Ensemble
10.	Timothy Jeremy Mwaka	St. Francis Chapel, Makerere University
11.	Tamale Vicent	Kiwatule Parents

#### 4.6 Facilitator Team

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

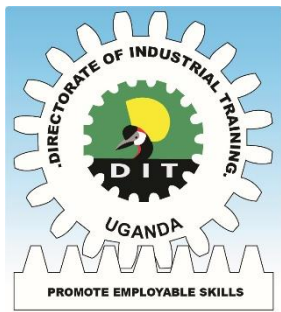
1. **Team Leader:** Mr. Byakatonda Patrick, Ag Deputy Director, DIT
2. **Facilitators:** Ms. Nakasi Aminah-Data Entrant DIT, Ms. Nakato Annet, Data Entrant-DIT
3. **DIT Data Entrants:** Ms. Nanyonjo Christine
4. **Compiled by:** Ms. Nakasi Aminah-Data Entrant, DIT
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

#### 4.7 Reference time:

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

#### References

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