



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

**Directorate of Industrial Training**



**Assessment and Training  
Package  
For a  
COMEDIAN**

**Qualification Level: 1**

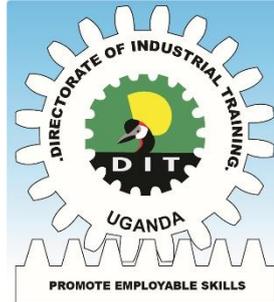
**Occupational Cluster: Performing Arts**

**September 2020**

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

**Supported by:**  
**Government of Uganda**



## **Assessment and Training Package**

**For a  
COMEDIAN**

**Qualification Level: 1**

**Occupational Cluster: Performing Arts**

Directorate of Industrial Training  
Plot 97/99 Jinja Road/ Corner 3<sup>rd</sup> Street,  
P.O Box 20050, Lugogo, Kampala, Uganda  
Tel: +256 414 253 704; +256 312 279 344  
E-mail: [uvqf.dit@gmail.com](mailto:uvqf.dit@gmail.com)  
Web: [www.dituganda.org](http://www.dituganda.org)

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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 **COMEDIAN 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 COMEDIAN.** This Occupational Profile which was reviewed by Comedians practicing in the world of work mirrors the duties and tasks that Comedians are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Comedians 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 COMEDIAN. These assessment instruments were reviewed jointly by job practitioners (Comedians) 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, Vocation, 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 programs: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
<b>Modules</b>	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
<b>Occupational Profile (OP)</b>	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.  Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

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

## 1.0 ATP-PART I

### Occupational Profile for a Comedian

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

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

**Job Expert Panel**

**Namiiro Harriet Jane**  
Mityana S.S

**Mugenyi Jonathan**  
NCDC

**Kato Hillary Tusiime**  
Ntinda VTI

**Okello Oyena Joshua**  
The Comedy Black Friday

**Ssekimpi Aloysius**  
Makerere University

**Jingo George**  
St Cyprian Kyabakadde S S

**Nakacwa Jean Matovu**  
Bakayimbira Drama Actors

**Namanda Veronica Kiwanuka**  
Fun Factory (U)

**Male Moses Kiwanuka**  
Afri –Talent

**Nakalema Margret**  
Green Hill Academy

**Mpalanyi William**  
Billionaires Dynasty Ltd

**Bugingo Hannington**  
Fun Factory (U)

**Coordinator**

**Mukyala Ruth**  
Directorate of Industrial Training

**Facilitators**  
**Nampijja Janet**  
Directorate of Industrial Training

**Mutonyi Sharon**  
Directorate of Industrial Training

**Funded by**  
The Government of Uganda



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

**Directorate of Industrial Training**

**Occupational Profile**

**For a**

**"COMEDIAN"**

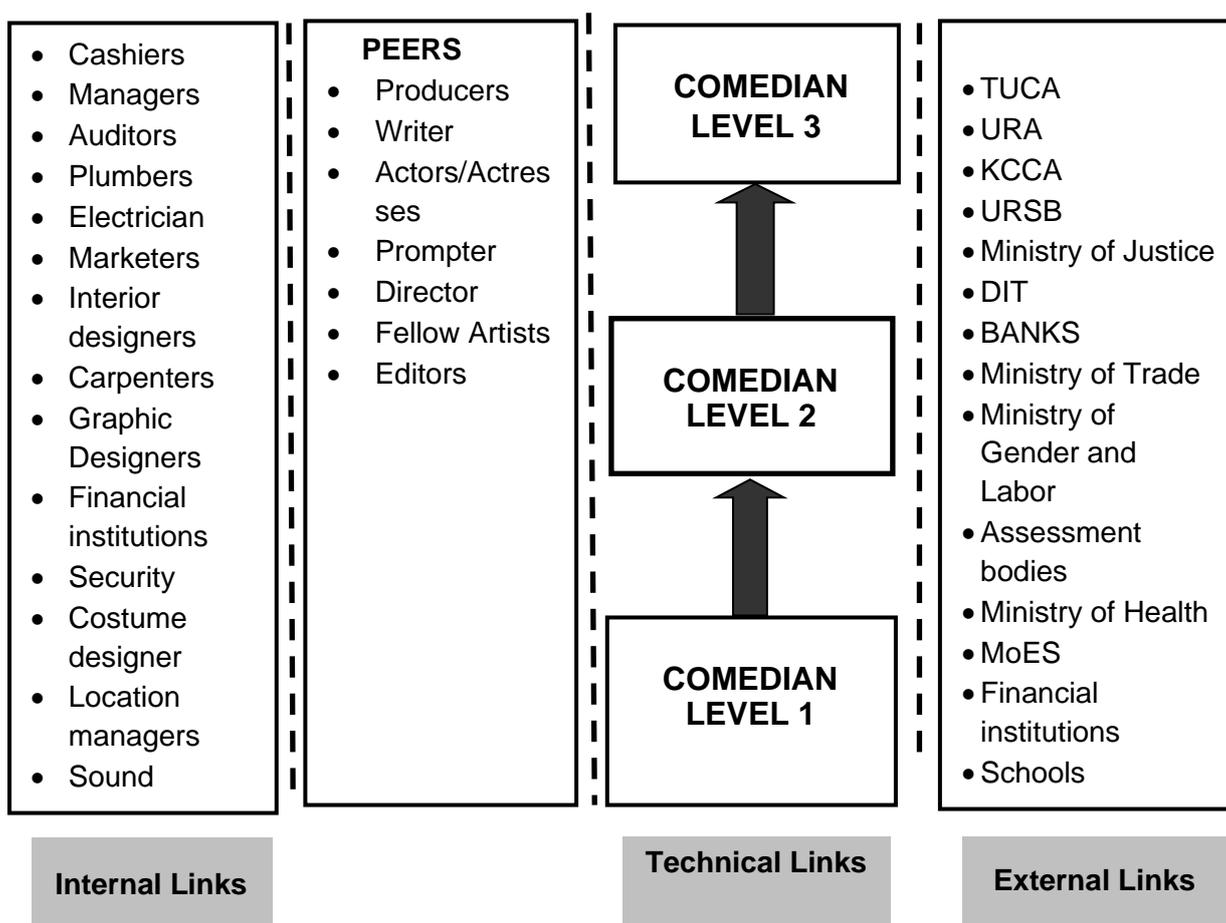
**Reviewed by: Qualifications Standards  
Department of Directorate of Industrial Training**

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

## NOMENCLATURE FOR THE OCCUPATION OF COMEDIAN

**Definition:** A **Comedian** is a creative person whose objective is to amuse through evoking laughter from an audience.

### JOB ORGANISATION CHART FOR A COMEDIAN



### Descriptions for the levels in the occupation of 'Comedian'

#### 1. A Level I Comedian

This is a person who can create, produce, perform and manage a comedy group as a business.

## Duties and Tasks

<b>A. PERFORM ADMINISTRATIVE WORK</b>	<b>A1</b> Secure premises	<b>A2</b> Obtain legal documents	<b>A3</b> Recruit workers
	<b>A4</b> Train performers	<b>A5</b> Procure props and costumes	<b>A6</b> Assign roles and duties
	<b>A7</b> Orient stage/set crew and performers	<b>A8</b> Supervise stage/set crew and performers	<b>A9</b> Acquire production equipment
	<b>A10</b> Provide welfare	<b>A11</b> Remunerate workers	<b>A12</b> Appraise workers
	<b>A13</b> Manage human resource	<b>A14</b> Provide safety of property	<b>A15</b> Market products
	<b>A16</b> Communicate to members		
<b>B. PREPARE WORK PLAN</b>	<b>B1</b> Carryout research	<b>B2</b> Prepare business plan	<b>B3</b> Locate venue
	<b>B4</b> Identify equipment and facilities	<b>B5</b> Plan for publicity and advertisement	<b>B6</b> Identify sponsorship
	<b>B7</b> Source financial resources		
<b>C. PREPARE PRODUCTION</b>	<b>C1</b> Prepare scripts	<b>C2</b> Cast roles	<b>C3</b> Read script
	<b>C4</b> Interpret roles	<b>C5</b> Rehearse roles	<b>C6</b> Join production
<b>D. MARKET PRODUCTS</b>	<b>D1</b> Survey market	<b>D2</b> Brand company	<b>D3</b> Advertise product
	<b>D4</b> Price product	<b>D5</b> Label product	
<b>E. STAGE PRODUCT</b>	<b>E1</b> Avail crew	<b>E2</b> Crosscheck performers	<b>E3</b> Liaise with production manager
	<b>E4</b> Obtain ticketing	<b>E5</b> Usher audience	<b>E6</b> Performance

<b>F. PERFORM OCCUPATIONAL/ HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>F1</b> Wear protective gear	<b>F2</b> Observe general cleanliness	<b>F3</b> Observe personal hygiene
	<b>F4</b> Manage wastes	<b>F5</b> Proper disposal of waste products	<b>F6</b> Perform firefighting
	<b>F7</b> Administer first aid	<b>F8</b> Sensitise workers on health issues	<b>F9</b> Manage dangerous props

<b>G. KEEP RECORDS</b>	<b>G1</b> Prepare business portfolio	<b>G2</b> Prepare performance schedule	<b>G3</b> Prepare visitors book
	<b>G4</b> Prepare human resource records	<b>G5</b> Prepare financial records	<b>G6</b> Prepare production records
	<b>G7</b> Prepare sales records	<b>G8</b> Prepare quality assurance	<b>G9</b> Prepare inventory for costumes and props
	<b>G10</b> Prepare attendance register	<b>G11</b> Prepare appraisal forms	

## Additional Information

<b>Generic Knowledge &amp; Skills</b>	<b>Tools, Equipment and Materials</b>
1. Public relations	1. Makeup kit
2. Entrepreneurship skills	2. Stationery
3. Leadership skills	3. Furniture
4. Administrative skills	4. Tape measure
5. Knowledge of different artists	5. Computer
6. Research and developments	6. Stage Plat form
7. Integrated performing art management	7. Drapes and curtains
8. Preparing reports	8. Microphone
9. Waste management	9. Sikes
10. Creativity	10. Garments
11. Counselling workers	11. Cameras
12. Human resource management	12. Clothes
13. Equipment maintenance	13. Lights effects
14. Time management	14. Shoes
15. Behavioural management	15. Masks
16. Communication skills	16. Wigs
17. Marketing skills	17. Bags
18. Motivating schools	18. Speakers
19. Price negotiation skills	19. Note pads
	20. Utensils
	21. Music Instruments
	<i>N.B: Anything can be used on stage where necessary</i>

<b>Attitudes / Traits / Behaviour</b>	<b>Future Trends and Concerns</b>
1. Dignity and integrity	1. New forms of art
2. Honesty and transparency	2. Price fluctuation
3. Tolerant	3. Dynamics in technology
4. Hardworking	4. Lack of regulatory authority
5. Punctuality	5. Limited research in comedy
6. Passionate	6. Low technology
7. Social	7. Limited extension services
8. Able to predict	8. Negative attitude towards art
9. Organised	9. Laxity of government
10. Respectful	10. Ignorance of art
11. Confidence	11. Limited access to finance
12. Dedicated	12. Product quality issues
13. Team player	13. High taxes
14. Disciplined	14. I don't care attitude of performers
15. Enthusiastic	15. Limited Literature on comedy
16. Creative and innovative	16. Involvement of middle men
17. Resourceful	17. Art is limited to urban centers
18. A good listener	
19. Result oriented	
20. Strategic	
21. Confidence	
22. Humility	

## 2.0 ATP – PART II

### Training Modules for a Comedian

- 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 COMEDY 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 centers, 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 COMEDIAN QUALIFICATION LEVEL 1

**A COMEDIAN LEVEL 1.** Is a person who can create, produce, perform, start and manage comedy as a business.

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

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/CM 1.1	Establish and Manage comedy Business	160	4
UE/C/M 1.2	Market Product	220	8
UE/C/M 1.3	Prepare Performance	220	8
<b>Summary</b>	<b>3 Training Modules</b>	<b>600hours</b>	<b>20 weeks</b>

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

It is assumed that:

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

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

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

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

<b>Code</b>	<b>UE/C/M1.1</b>
<b>Module title</b>	<b>M1.1: Establish and Manage Comedy Business</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Comedian UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to establish and run a comedy business
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Business Plan</b>  <b>LWA 1/2: Prepare Budget</b>  <b>LWA 1/3: Source Human Capital</b>  <b>LWA 1/4: Secure Props Costumes and Equipment</b>  <b>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare Business Plan</b>  PEX 1.1: Identify genre/type  PEX 1.2: Carryout research  PEX 1.3 Secure premises  PEX 1.4: Obtain legal documents  PEX 1.5: Prepare work plan</p> <p><b>LWA 1/2: Source Human Capital</b>  PEX 2.1: Recruit workers  PEX 2.2: Assign roles  PEX 2.3: Supervise work</p> <p><b>LWA 1/3: Secure Equipment</b>  PEX 3.1: Identify props costumes and equipment  PEX 3.2: Purchase props costumes and equipment  PEX 3.3 Store and maintain props costumes and equipment</p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b>  PEX 4.1: Manage dangerous props  PEX 4.2: Wear protective gear  PEX 4.3: Observe personal hygiene  PEX 4.4: Manage wastes  PEX 4.5: Display safety notices</p>

	<p>PEX 4.6: Perform firefighting</p> <p>PEX 4.7: Administer first aid</p> <p>PEX 4.8: Sensitise workers on prevailing health issues</p> <p>PEX 4.9: Observe general cleanliness</p> <p>PEX 4.10: Proper disposal of waste products</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>• Climatic factors and trends</li> <li>• Government policies and regulations</li> <li>• Cultural dynamics</li> <li>• First aid administration</li> <li>• Entrepreneurship skills</li> <li>• Crisis management</li> <li>• Waste management</li> <li>• Tastes and preferences</li> <li>• Competing entertainment</li> <li>• Hazards and calamities</li> <li>• Videography and cinematography</li> <li>• Social media</li> <li>• Geographical setup</li> </ul>
<b>Average duration of learning</b>	<p>160 hours (22 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 08 days of occupational theory and</li> <li>• 14 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 theatres, improvised stages and training institutions or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

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<b>Minimum required tools/ equipment/ implements or equivalent</b>	furniture, stationery, phones, cameras, computers, micro phones, platform, stage
<b>Minimum required materials and consumables or equivalent</b>	costumes, props, makeup kits, curtains, drapes, lights, garments, wigs
<b>Special notes</b>	None

<b>Code</b>	<b>UE/C/M1.2</b>
<b>Module title</b>	<b>M1.2: Market Product</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Comedian UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to brand and advertise the product
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Brand Product</b></p> <p><b>LWA 2/2: Advertise Product</b></p> <p><b>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Brand Product</b></p> <p>PEX 1.1: Develop business name</p> <p>PEX 1.2: Design logo</p> <p>PEX 1.3: Create identity</p> <p>PEX 1.4: Create slogan</p>
	<p><b>LWA 2/2: Advertise Product</b></p> <p>PEX 2.1: Prepare budget</p> <p>PEX 2.2: Select target audience</p> <p>PEX 2.3: Select media outlet</p> <p>PEX 2.4: Create promotional strategy</p>
	<p><b>LWA 2/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Man–age dangerous props</p> <p>PEX 3.2: Wear protective gear</p> <p>PEX 3.3: Observe personal hygiene</p> <p>PEX 3.4: Manage wastes</p> <p>PEX 3.5: Display safety notices</p> <p>PEX 3.6: Perform firefighting</p> <p>PEX 3.7: Administer first aid</p> <p>PEX 3.8: Sensitise workers on prevailing health issues</p> <p>PEX 3.9: Observe general cleanliness</p> <p>PEX3.10: Disposal of waste products</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>• Increased confidence</li> <li>• Authoritative answers</li> <li>• Effective communication (interpersonal)</li> <li>• Computer skills</li> <li>• Good oral and written communication skills</li> <li>• Analytical ability</li> <li>• Creative and imagination</li> <li>• Influencing and imagination</li> <li>• Team work</li> <li>• Organisational ability</li> <li>• Public speaking skills</li> <li>• Lifelong learning skills</li> <li>• Research skills</li> <li>• Be well read</li> <li>• Content writing skills</li> <li>• Active listener</li> <li>• Cross team collaboration</li> </ul>
<b>Average duration of learning</b>	<p>220 hours (52days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 15 days of occupational theory and</li> <li>• 37 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 theatres, improvised stages and training institutions or equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	speakers, amplifiers, computers, post cards, brochures, calendars, pens, menus, event tickets, key chains,

<b>Minimum required materials and consumables or equivalent</b>	Banners and signs, t-shirts
<b>Special notes</b>	None

<b>Code</b>	<b>UE/C/M1.3</b>
<b>Module title</b>	<b>M1.3: Prepare Performance</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Comedian UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module the trainee shall be able to prepare a performance
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Create a Script</b>  <b>LWA 3/2: Rehearsal Play</b>  <b>LWA 3/3: Perform on Stage</b>  <b>LWA 3/4: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p><b>Note:</b>                      1. The learning exercises may be repeated until the trainee acquires targeted competence;                      2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Create a Script</b>                      PEX 1.1: Create a theme                      PEX 1.2: Write the script                      PEX 1.3: Edit the script                      PEX 1.4: Review the script</p> <p><b>LWA 3/2: Rehearse Play</b>                      PEX 2.1: Give out roles(cast)                      PEX 2.2: Read the script                      PEX 2.3: Master roles                      PEX 2.4: Design costumes and props                      PEX 2.5: Perform technical rehearsal</p> <p><b>LWA 3/3: Perform</b>                      PEX 3.1: Set up stage                      PEX 3.2: Set up equipment                      PEX 3.3: Perform equipment check                      PEX 3.4: Dress up                      PEX 3.5: Warm up                      PEX 3.6: Act on stage</p>

	<p><b>LWA3/4: Perform Occupational Safety, Health and Environmental Protection Practices</b></p> <p>PEX 4.1: Manage dangerous props                  PEX 4.2: Wear protective gear                  PEX 4.3: Observe personal hygiene                  PEX 4.4: Manage wastes                  PEX 4.5: Display safety notices                  PEX 4.6: Perform firefighting                  PEX 4.7: Administer first aid                  PEX 4.8: Sensitise workers on prevailing health issues                  PEX 4.9: Observe general cleanliness                  PEX4.10: Proper disposal of waste products</p>
<p><b>Occupational health and safety</b></p>	<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>
<p><b>Pre-requisite modules</b></p>	<p>None</p>
<p><b>Related knowledge/ theory</b></p>	<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 material appropriately:</i></p> <ul style="list-style-type: none"> <li>• Entrepreneurship skills</li> <li>• Waste management</li> <li>• Administering first aid</li> <li>• Government policies</li> <li>• Measurement and dimensions</li> <li>• Administrative skills</li> <li>• Conflict resolution</li> <li>• Legal guiding tools</li> <li>• Interpersonal skills</li> <li>• Creative artists</li> <li>• Climatic factors</li> <li>• Training producing skills</li> <li>• Transport</li> <li>• Stylistic</li> <li>• Technicians</li> <li>• Electricity</li> </ul>
<p><b>Average duration of learning</b></p>	<p>220 hours (52days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 15 days of occupational theory and</li> <li>• 37 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 theatres, improvised stages and training institutions or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	cameras, microphones, brochures, fliers, posters, tickets, pen, stationery, computers, televisions, radios, platform
<b>Minimum required materials and consumables or equivalent</b>	Makeup, recordings, smearing substances, food, drinks
<b>Special notes</b>	None

## 3.0 ATP- PART III

### Assessment Instruments for a Comedian

- 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) 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 troubleshooting 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 Comedian are included.

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice	3
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- cause and effect	2
4.	Written (Theory)- matching work sequence	3
5.	Performance (Practical) test items	1
<b>Total</b>		<b>13</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
<b>Occupational Title:</b>	Comedian			
<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 modules:</b>	M.1			
<b>Time allocation:</b>	3 minutes			

Test Item	Write down four types of comedy
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) .....
<b>Expected key (answers)</b>	(i) Stand-up comedy/ single character (ii) Sketch (iii) Sit com (iv) Prop/puppet (v) Physical/ clownism (vi) Music comedy (vii) Insult comedy (viii) Parody (ix) Inside(wit) comedy (x) Anti- humour (xi) Dark comedy (deals with disturbing subjects e.g. death) (xii) Blue comedy (dealing with love and sex)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Comedian			
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:	M.3			
Time allocation:	2 minutes			

Test Item	List five important tools in a comedy
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) ..... (v) .....
Expected key (answers)	(i) Furniture (ii) Cameras (iii) Computer (iv) Costumes and props (v) Make-up kits (vi) Stationery (vii) Curtains and drapes (viii) Microphones (ix) Stages (x) Plat forms (xi) Wigs (xii) Light

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

Test Item	Write down five advertising channels which you can use to advertise your product		
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) ..... (v) .....		
Expected key (answers)	(i) Radio (ii) Social media (iii) Telephone (iv) Fliers (v) Brochures (vi) Drives (vii) News paper (viii) Bill boards (ix) One on one (x) Invitations		

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

Test Item	The following are stages of branding <u>EXCEPT</u>
Distracters and correct answer	A. Design a logo B. Create identity C. Tests and preferences D. Developing business name

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 5			
Occupational Title:	Comedian			
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:	M.1			
Time allocation:	2 minutes			

Test Item	Which of the following best defines a comedian
Distracters and correct answer	A. Makes people forget problems B. Makes people pay C. Make people laugh D. Makes people run away

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 6			
Occupational Title:	Comedian			
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:	M.3			
Time allocation:	3 minutes			

Test Item	To have a good performance an actor needs to;
Distracters and correct answer	A. Warm-up B. Create a budget C. Perform equipment check D. Act

Key (answer)	B
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<b>DIT/QS</b>	<b>Test Item Database Written (Theory) Test Item- no. 7</b>			
<b>Occupational Title:</b>	Comedian			
<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>	September 2020			
<b>Related Modules:</b>	M.3			
<b>Time allocation:</b>	5 minutes			

<b>Test Item</b>	Match the following items to their functions
------------------	--

Column A	
1	Make up
2	Costume
3	Camera
4	Microphone

Column B	
A	Amplifies voice
B	Recording video
C	Enhance appearances
D	Identify character

<b>Key (answer)</b>	1:C: 2:D, 3:B 4:A
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Comedian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			✓	
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M.2			
Time allocation:	2 minutes			

<b>Test Item</b>	Match the following items to their functions
------------------	--

Column A	
1	Computer
2	TV
3	Public Address system
4	Radios

B	
A	Visual information
B	Amplifies sound
C	Audio information
D	Design Graphics

<b>Key (answer)</b>	1:D, 2:A, 3:B, 4:C
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Comedian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			✓	
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M.1			
Time allocation:	3 minutes			

<b>Test Item</b>	Match the following effects with their causes
------------------	---

Column A	
1	Poor performance
2	Low audience turn up
3	Wrong costume
4	Collapse of Business

B	
A	Poor management
B	Wrong character interpretation
C	Poor planning
D	Poor marketing

<b>Key (answer)</b>	1:C, 2:D, 3:B, 4:A
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 10			
Occupational Title:	Comedian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				✓
Complexity level:	C3			
Date of OP:	September 2020			
Related modules:	M.3			
Time allocation:	3 minutes			

<b>Test Item</b>	Arrange the following practical exercises in order while creating a script
------------------	--

Column A (chronology)	Column B (Work steps) in wrong chronological order	
1 <sup>st</sup>	A	Edit the script
2 <sup>nd</sup>	B	Review the script
3 <sup>rd</sup>	C	Create a theme
4 <sup>th</sup>	D	Write the script
5 <sup>th</sup>	E	Write a final copy

<b>Key (answer)</b>	1:C, 2: D, 3: A, 4: B, 5: E
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DIT/QS	<b>Test Item Database Written (Theory) Test Item- no. 11</b>			
Occupational Title:	Comedian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related Modules:	M.2			
Time allocation:	10 minutes			

<b>Test Item</b>	Arrange the following in correct sequence when marketing product
------------------	--

Column A (chronology)	Column B (Work steps) in wrong chronological order	
1	A	Create slogan
2	B	Develop business name
3	C	Design logo
4	D	Create identity
5	E	Prepare budget
6	F	Select target audience
7	G	Select media outlet
8	H	Create promotional strategy

<b>Key (answer)</b>	1:B, 2:C, 3:D, 4:A, 5:E,6:F,7:G, 8:H
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 12			
Occupational Title:	Comedian			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related Modules:	M.3			
Time allocation:	5 minutes			

<b>Test Item</b>	Arrange the following in correct order when preparing a performance
------------------	---

Column A (chronology)	Column B (Work steps) in wrong chronological order	
1 <sup>st</sup>	A	Prepare costume and props
2 <sup>nd</sup>	B	Set-up stage
3 <sup>rd</sup>	C	Act
4 <sup>th</sup>	D	Perform a technical rehearsal
5 <sup>th</sup>	E	Cast
6 <sup>th</sup>	F	Read the script
7 <sup>th</sup>	G	Warm-up
8 <sup>th</sup>	H	Perform equipment check
9 <sup>th</sup>	I	Edit script
10 <sup>th</sup>	J	Create script
11 <sup>th</sup>	K	Review script
12 <sup>th</sup>	L	Set-up equipment

<b>Key (answer)</b>	1:J, 2:I, 3:K, 4:E, 5:F, 6:D, 7:B, 8:G, 9:L, 10:H, 11:A,12:C
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### PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 13
Occupational Title:	Comedian
Competence level:	Level 1
Code no.	
Test Item:	Prepare and perform a ten minute comedy skit about child abuse
Complexity level:	P1
Date of OP:	September 2020
Related module:	M I.3
Related skills and knowledge:	<ul style="list-style-type: none"> <li>• Acting skills</li> <li>• Stage-set skills</li> <li>• Script writing</li> <li>• Production</li> <li>• Communication</li> <li>• speech</li> <li>• Stage awareness</li> <li>• Entertaining skills</li> <li>• Observation skills</li> <li>• Improvisation</li> <li>• Stage support</li> <li>• Character maintenance</li> <li>• Stage presence</li> </ul>
Required tools, Materials and Equipment:	Costumes, props, make up kits, wigs, stage, stationery, P.A System(microphones, speakers)
Time allocation:	3 hours
Preferred venue:	Theatre space
Remarks for candidates	◆ Observe Health, safety and environmental protection
Remarks for assessors	◆ Provide all costumes and all technical equipment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Script Writing	Selected theme and interpreted		4
		Title selected		2
		Story lined		2
		Dialogue/monologue		3
		Presented Story		4
2	Story Direction	Performed Character	2	
		stage setup	3	
		story sequenced		2
		casting role observed	4	
		sound utilised		4
		light utilised		4
		blocking role observed	2	
3	Acting	Audibility	3	
		words articulated	3	
		Expression	4	
		body language observed	2	
		stage used	2	
		stage supported	2	
		Emotions observed	2	
4	Costumes and Props for Make-Up	Appropriateness		3
		Dressing observed		3
		Design observed		4
		Stage used		3
5	General Presentation	message delivered	4	
		humour observed		4
		Entertainment verified		4
<b>Total</b>			33	46
<b>Maximum Score (Y)</b>		<b>(X/Y) x 100</b>	79	

## **4.0 ATP- PART IV**

### **INFORMATION ON REVIEW PROCESS**

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

The Occupational Profile was exclusively developed by job practitioners of Comedian occupation, Secondary School Teachers who double as examiners of Performing Arts with the Uganda National Examination Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

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

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

Based on the Occupational Profile for Comedian 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 Comedian 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 Development Panel**

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

Development Panel		
Name	Name	Institution/ Organisation
1.	Nakacwa Jean Matovu	Bakayimbira Drama Actors
2.	Bugingo Hannington	Fun Factory Uganda
3.	Namanda Veronica Kiwanuka	Fun Factory Uganda
4.	Okello Oyena Joshua	The Comedy Black Friday
5.	Mpalanyi William	Billionaires' Dynasty Ltd
6.	Jingo George	St. Cyprian Kyabakadde Sec
7.	Nakalema Margret	Greenhill Academy
8.	Ssekimpi Aloysious	Makerere University
9.	Namiiro Harriet Jane	Mityana S.S
10.	Male Moses Kiwanuka	Afri-Talent
11.	Mugenyi Jonathan	NCDC
12.	Kato Hillary Tusiime	Ntinda V.T.I

#### 4.6 Facilitator team

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

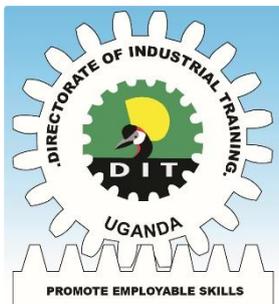
1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept., DIT
2. **Facilitators:** Ms. Nampijja Janet DIT, Ms. Mutonyi Sharon DIT.
3. **DIT Data Entrants:** Ms. Weere Joan Brenda, Ms. Oundo Dorothy
4. **Compiled by:** Ms. Mutonyi Sharon QS/DIT
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT; and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT

#### 4.7 Reference time:

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

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