



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For

BOXING PRACTITIONER

Qualification Level: 1
Occupational Cluster: Physical Education

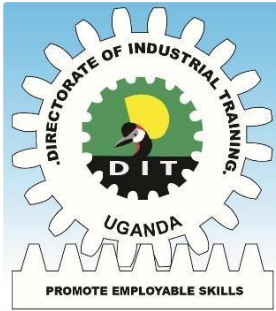
January 2022

Developed by:

**Qualifications Standards Department
Directorate Of Industrial Training**

Funded by:

Government of Uganda



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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 recognized in the Uganda education system and by the labour market.

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

The functions shall include:

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

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

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

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

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Word from Permanent Secretary

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

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

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

Ketty Lamaro
Permanent Secretary

Executive Summary

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

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

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

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

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

Patrick Byakatonda
Ag. Director DIT

Acknowledgement

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

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- Physical Education teachers and instructors of Boxing from various secondary schools
- Physical Education Curriculum Specialists from NCDC
- Examination Specialists from UNEB
- The facilitators involved in guiding the development panel in their activities
- The Government of Uganda for financing the development of this ATP

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages

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

Key Definitions

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

Occupational Profiles define WHAT a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behaviour, 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 reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.

Task

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

1.0 ATP-PART I

Occupational Profile for BOXING PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “**Boxing Practitioner**” below defines the **Duties** and **Tasks** a competent **Boxing Practitioner** 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 panellists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panellists, facilitators and coordinators who participated in developing this Occupational Profile for **Boxing Practitioners** are listed on the following page.

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

Expert Panel

Mrs.Ddembe Nakiyaga Hajarah
MoES

Wandera Besweri
NCDC

Auma Josephine
UNEB

Ssekandi Bashir
Kyambogo University-Lecturer

Byarugaba Vicky
Club Coach-Former NBF
President

Bwogi Shadiri
National Team Captain-Bombers

Mugerwa Stanley
Practitioner-A&B Boxing Club

Mayanja Twaib
Coach Zebra Boxing Club

Magezi Robert
Coach-Bombo Army S.S

Kalungi Herbert
Coach- Bweyogerere High School
(Defending Champions-2019)

Facilitators

Agnes Kusasira
Directorate of Industrial Training

Jonan Tushabe
Directorate of Industrial Training

IT Support
Otaremwa Vinan

Co-ordinator
Elizabeth Ruth Mukyala
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile

For a

“BOXING PRACTITIONER”

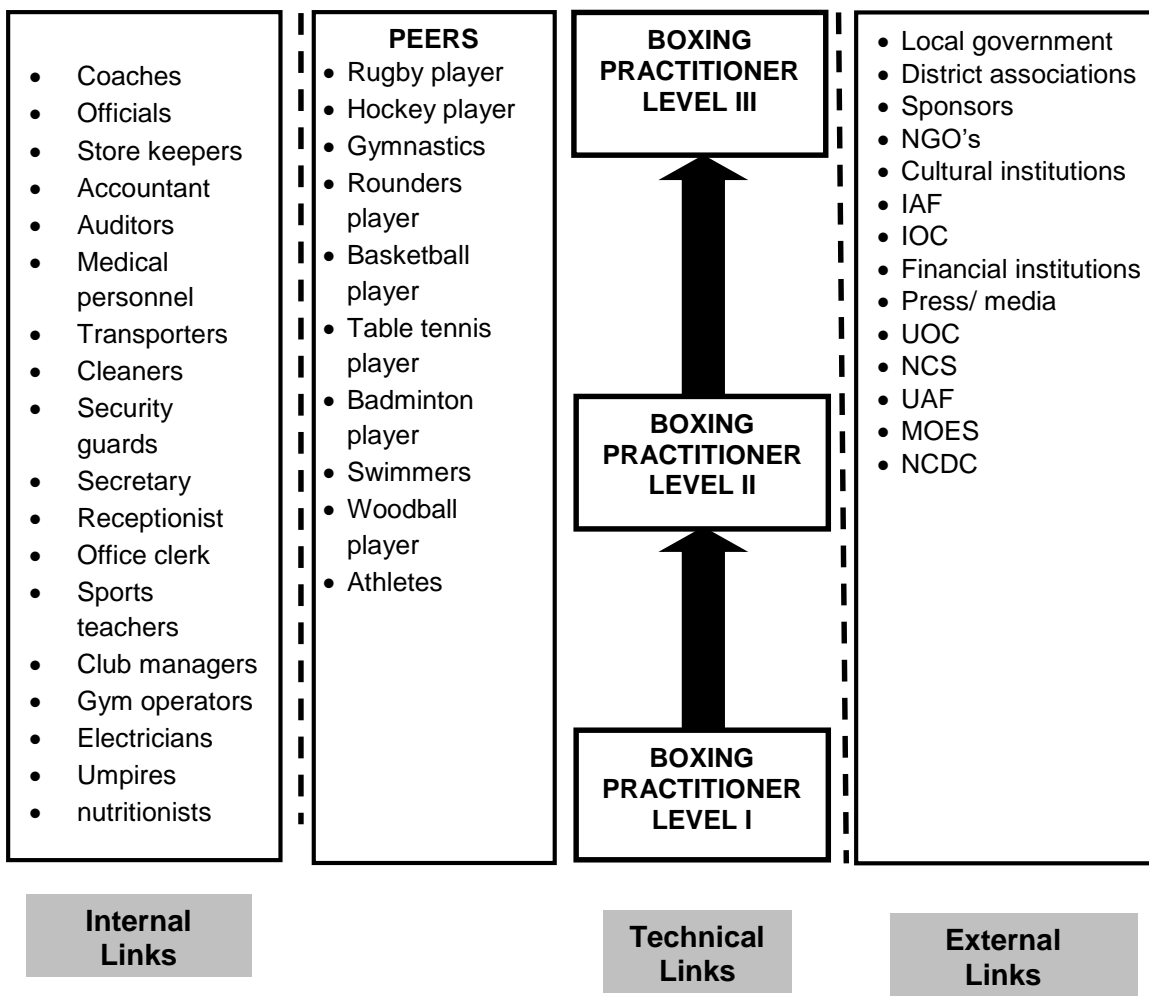
Developed by: Directorate of Industrial Training
(Qualifications Standards)

Dates of workshop: 17th January – 21st January 2022

NOMENCLATURE – BOXING PRACTITIONER

Definition: A Boxing Practitioner is a person who competently performs boxing, coaches, manages and officiates boxing activities.

JOB ORGANISATION CHART FOR A BOXING PRACTITIONER



UVQ Level I Boxing Practitioner; Is a person who competently engages in Boxing and performs other Boxing supporting activities.

UVQ Level II Boxing Practitioner; Is a person who has the competency of organising and officiating Boxing competitions.

UVQ Level III Boxing Practitioner; is a person who has the competences of coaching athletes (Boxers) and managing the sport.

Duties and Tasks

A. PLAN BOXING ACTIVITIES	A1. Develop work schedule	A2. Prepare procurement plan	A3. Prepare financial plan
	A4. Prepare budget	A5. Prepare training plan	A6. Prepare work match making plan

B. MANAGE BOXING TEAM	B1. Recruit participants	B2. Confirm participants	B3. Participate in competition
	B4. Evaluate performance	B5. Provide feedback	B6. Provide team kit
	B7. Provide welfare	B8. Manage discipline	B9. Appoint captain
	B10. Transfer participants		

C. PERFORM BOXING	C1. Prepare boxing kit	C2. Perform warm up exercise	C3. Face opponent
	C4. Perform fair play	C5. Perform punches	C6. Take stance
	C7. Execute footwork	C8. Support teammate	C9. Communicate with teammate

D. PERFORM ADMINISTRATIVE TASKS	D1. Recruit workers	D2. Conduct meetings	D3. Assign roles
	D4. Supervise works	D5. Train workers	D6. Manage records
	D7. Communicate to stakeholders	D8. Reward workers	D9. Pursue continuous occupation development
	D10. Manage finances	D11. Motivate workers	D12. Coordinate activities

	D13. Mobilize resources
--	--------------------------------

E. COACH PLAYERS	E1. Design training schedule	E2. Prepare training sessions	E3. Organise activity area
	E4. Brief boxers	E5. Train boxers	E6. Manage boxer's discipline
	E7. Assess boxers	E8. Appraise boxer	E9. Prepare performance report
	E10. Promote boxer		

F. ESTABLISH THE BOXING AREA	F1. Survey area	F2. Select suitable site	F3. Secure site
	F4. Plan boxing activity area.	F5. Procure tools, equipment and materials	F6. Organise playing area
	F7. Demarcate boxing area		

G. OFFICIATE BOXING EVENTS	G1. Inspect activity area	G2. Inspect boxers	G3. Inspect equipment
	G4. Manage time	G5. Manage bout	G6. Monitor safety
	G7. Score bout	G8. Announce results	G9. Communicate technical decisions
	G10. Prepare competition reports		

H. PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES	H1. Sensitize workers on key health issues	H2. Perform medical check ups	H3. Remove obstacles
	H4. Administer first aid	H5. Wear protective gear	H6. Display safety signs
	H7. Manage waste	H8. Perform fire fighting	H9. Maintain hygiene

I. MAINTAIN BOXING TOOLS EQUIPMENT AND FACILITY	I1. Prepare a maintenance schedule	I2. Assign proper equipment to boxers	I3. Sort equipment
	I4. Store equipment	I5. Repair equipment	I6. Replace equipment
	I7. Clean and dry equipment and activity area		

Additional Information

Generic Knowledge & Skills

1. Tools equipment and implement usage, operation and maintenance
2. Waste management
3. Safety, health and environmental practices and regulations
4. Food and nutrition
5. Body physiology
6. Sports and social psychology
7. First aid administration
8. Drug us
9. Problem solving
10. Common injuries
11. Dopping
12. Boxing techniques eg. Defensive and offensive techniques
13. Record keeping
14. Waste management
15. Resource mobilisation and management
16. Public relations
17. Counselling and guidance
18. Time management
19. Planning
20. Staff training and mentorship
21. Risk management

Tools, Materials and Equipment

1. Boxing gloves
2. Side bands
3. Bandages
4. Weighing scale
5. Mouth guards
6. Truck suit
7. Groin guards/protector
8. Head guards
9. Masking tape
10. Jerseys/uniform
11. Shoes
12. Floor to ceiling speedballs
13. Skipping ropes
14. Wall pads
15. Towels
16. Punching pads
17. Water bottles
18. Weight suit
19. Stockings
20. Punching bags
21. Jelly
22. Bell/ timer
23. Trolley
24. Surgical gloves
25. Whistles
26. Jumping ladders
27. First aid kit
28. Tool box
29. Weights
30. Exercise mats
31. Mirrors
32. Cones
33. Cleaning materials and equipment

Attitudes/ Traits/ Behaviour	Future Trends and Concerns
1. Resilient	1. Politics
2. Trustworthy	2. Corruption
3. Honest	3. Advanced technology
4. Calm	4. Technology in assessment of boxers
5. Hardworking	5. Racism
6. Team player	6. Nepotism
7. Disciplined	7. Drug abuse
8. Good time manager	8. Gender stereotypes
9. Committed	9. Religion conflicts
10. Patient	10. Seeding
11. Flexible	11. Government sports policies
12. Result and self-motivated	12. Competition from other sports
13. Obedient	13. Favouritism
14. Empathetic	14. Unprofessionalism
15. Good judgement	15. Limited facilities
16. Responsible	16. Limited funding
17. Innovative and creative	17. Limited knowledge about the boxing sport
18. Physically fit	18. Un Sportsmanship behaviour
19. Knowledgeable	19. Coaching certification, accreditation and licencing
20. Considerate	20. Cost of tools, equipment and materials
21. Reliable	21. Limited promotion and publicity
22. Vigilant	22. Implementation of promoting schemes
23. Calm	23. Dictatorial tendencies in sports bodies and government
24. Respectful	24. Non-compliance to regulatory frameworks
25. Confident	25. Anti-doping
26. Intelligent	
27. Logical	
28. Trainable	
29. Tidy	
30. Kind	
31. Empathetic	
32. Integrity	

2.0 ATP – PART II

Training Modules for BOXING PRACTITIONER

- 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 BOXING to acquire job specific skills and knowledge (i.e., competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g., “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of an 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 BOXING PRACTITIONER QUALIFICATION LEVEL 1?

A level 1 boxing practitioner: Is a person who competently engages in Boxing and performs other boxing supporting activities.

OVERVIEW OF MODULES FOR A BOXING PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/BP/M1.1	Set up boxing activity area	160	3
UE/BP/M1.2	Perform boxing	720	13
UE/BP/M1.3	Manage tools, equipment and facilities	120	2
UE/BP/M1.4	Perform entrepreneurship skills	240	4
Summary	4 Training modules	1,240 Hours	22 Weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160 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 instruction, as the minimum exposure.

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

Code	UE/BP/M1.1
Module title	M1.1: Set up a boxing activity area
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Boxing Practitioner UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to set up a boxing activity area.
Learning-Working Assignments (LWAs)	<p>LWA1/1: Plan for the boxing area LWA1/2: Prepare site LWA1/3: Demarcate activity area LWA1/4: Fix ring LWA1/5: Perform occupational health, safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA1/1: Plan for the boxing area PEX 1.1: Conduct site survey PEX 1.2: Prepare budget PEX 1.3: Procure tools, equipment and materials PEX 1.4: Prepare work schedule</p> <p>LWA1/2: Prepare site PEX 2/1: Identify site PEX 2/2: Secure site PEX 2/3: Clear site PEX 2/4: Level site PEX 2/5: Take measurements</p> <p>LWA1/3: Demarcate activity area PEX 3.1: Mark play area PEX 3.2: Mark technical area PEX 3.3: Mark free zone area PEX 3.4: Mark spectators area PEX 3.5: Mark exit and entrance</p>

	<p>LWA1/4: Fix ring PEX 4.1: Set stands/ poles/ corners PEX 4.2: Fix ropes PEX 4.3: Set canvas PEX 4.5: Place pads PEX 4.6: Place ladders PEX 4.7: Place chairs PEX 4.8: Place drainage funnel</p> <p>LWA1/5: Perform occupational health, safety and environmental protection practices PEX 5.1: Wear personal protective gear PEX 5.2: Maintain hygiene PEX 5.3: Display safety signs PEX 5.4: Administer first aid PEX 5.5: Manage waste PEX 5.6: Perform fire fighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Planning • Rules and regulations • Usage of tools, materials and equipment • Storage of tools, materials and equipment • Safety and healthy precautions • Fixing the ring • Standard dimensions and specifications • Research • Mobilizing of the resources • Site preparation • Labour requirements • Budgeting preparation • Knowledge of the activity area • Marking and demarcation • First aid administration • Waste management

Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	First Aid kit, strings, tape measure, screw drivers, hammer, seats, table, knife/razor blade, pair of pliers, bandages, PPEs separating walls/bulkheads, ring ladders, light, sound system, cameras, ring locks, , weighing scale, etc.
Minimum required materials and consumables or equivalent	Water paint, lime, hoes, ash, surgical gloves, vocational gloves, power source, stationary plywood, canvas (carpet), water, detergents, cushions, corner pads, ring ropes, bowls/buckets, containers, towels, Jelly creams sports attires
Special notes	The theory must be integrated into the practice during delivery.

Code	UE/BP/M1.2
Module title	M2.1: Perform Boxing
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BOXING PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee should be able to perform boxing competently.
Learning-Working Assignments (LWAs)	<p>LWA2/1: Make stance LWA2/2: Perform jabs LWA2/3: Perform uppercut LWA2/4: perform hooks LWA2/5: Perform straight hand punches LWA2/6: Perform occupational health, safety and environmental protection practices (OHSEPP)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA2/1: Make stance PEX 1.1: Perform southpaw PEX 1.2: Perform orthodox</p>
	<p>LWA2/2: Perform jabs PEX 2.1: Make snapping jab PEX 2.2: Make straight jab PEX 2.3: Make cross jab</p> <p>LWA2/3: Perform uppercut PEX 3.1: Perform left uppercut PEX 3.2: Perform right uppercut PEX 3.3: Perform short put uppercut PEX 3.4: Perform long distance uppercut</p>

	<p>LWA2/4: Perform hooks PEX 4.1: Perform crossing hooks PEX 4.2: Perform turning hooks PEX 4.3: Perform over hand hooks PEX 4.4: Perform long hooks PEX 4.5: Perform short hooks</p> <p>LWA2/5: Perform straight hand punches PEX 5.1: Perform over hand right/ counter hand right punches PEX 5.2: Perform straight right-hand punches PEX 5.3: Perform straight left-hand punches PEX 5.4: Perform short straight hand punches</p>
	<p>LWA2/6: Perform occupational health, safety and environmental protection practices PEX 6.1: Wear personal protective gear PEX 6.2: Administer first aid PEX 6.3: Manage waste PEX 6.4: Maintain personal hygiene PEX 6.5: Perform routine medical check up PEX 6.6: Display safety signs PEX 6.7: Perform fire fighting</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the related knowledge listings as well as in test items should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None

<p>Related knowledge/ theory</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 materials as appropriate:</i></p> <ul style="list-style-type: none"> • How to guard • Identify the side with power and area of comfort • Attaching/ striking • Striking balance between the hands and legs • How to step on the left side and vice versa • Perform body coordination and eye contact, • Coordination between legs and hand • Establish power hand, • Stance • Footwork • Punching • Hooks • Waste management • Rolling (moving the body with a punch) • Ducking • Parrying • Stopping a punch • Sleeping punch • Side stepping • Step back/lock ways • Pivot • Different boxing techniques • Rules and regulations • Standards • Usage of tools and equipment • Specification of equipment used • Anti-doping regulations • Physical fitness components • Safety rules and regulations • Communication skills • Rules of the events • Programme interpretation • Performance of occupational health and safety • Literacy • Numeracy
<p>Average duration of learning</p>	<p>720 hours (90 days) of nominal learning suggested to include:</p>

	<ul style="list-style-type: none"> • <i>10 days of occupational theory and</i> • <i>80 days of occupational practice</i>
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Suggestions on organization of learning	The acquisition of competencies (Skills-Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Mouth guards, First aid kit, Boxers tool box
Minimum required materials and consumables or equivalent	Gloves, sportswear, bandages, protectors, Vaseline, water, towel, shoes, headgear, ropes, boxing robes, boxing reflex bags
Special notes	None

Code	UE/BP/M1.3
Module title	M3.1: Manage tools, equipment and facilities
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BOXING PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to manage tools, equipment and facilities
Learning-Working Assignments (LWAs)	<p>LWA3.1: Maintain tools and equipment LWA3.2: Maintain facility LWA3.3: Perform occupational health safety and environmental protection practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA3/1: Manage tools and equipment PEX 1.1: Prepare maintenance schedule PEX 1.2: Conduct regular checks PEX 1.3: Wash tools and equipment PEX 1.4: Dry tools and equipment PEX 1.5: Replace tools and equipment PEX 1.6: Repair tools and equipment PEX 1.7: Service tools and equipment</p> <hr/> <p>LWA3/2: Maintain facility PEX 2.1: Clean facility PEX 2.2: Disinfect facility PEX 2.3: Fumigate facility PEX 2.4: Renovate facility</p>

	<p>LWA3/3: Perform Occupational health, safety and environmental protection practices</p> <p>PEX 6.1: Maintain personal hygiene PEX 6.2: Wear personal protective gear PEX 6.3: Display safety signs PEX 6.4: Administer first aid PEX 6.5: Manage waste PEX6.6: Observe manufacturer’s safety operational guidelines PEX 6.7: Perform fire fighting</p>
<p>Occupational health and safety</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>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</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 materials as appropriate:</i></p> <ul style="list-style-type: none"> • Standard dimensions and specifications • Equipment and tools usage • Materials to be used • How to operate the machines used • Type of grass to be used • Thickness of the lines • Rules of the game • Record keeping • Accident and injury management • Repairing • Replacing • Human resource management • First aid administration • Communication skills • Literacy • Numeracy • Taking inventory • ICT • Boxing techniques • Compliance to set standards

Average duration of learning	120 hours (15 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>10 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	Computers, Toolbox, Shelves, First aid kit, Fire extinguisher, Pump, Camera, Boxing attire
Minimum required materials and consumables or equivalent	Wastebin, Oil, Disinfectant, Power source, Stationery, Soap, Water, Detergent, Protective gears, Shovels, Brushes, Brooms, boxing materials
Special notes	None

Code	UE/BP/M1.4
Module title	M1.4: Perform entrepreneurship skills
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BOXING PRACTITIONER UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to perform entrepreneurship skills in the field of boxing.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Plan boxing enterprise</p> <p>LWA 4/2: Set up boxing enterprise</p> <p>LWA 4/3: Market boxing</p> <p>LWA 4/4: Keep records</p> <p>LWA 4/5: Occupational health safety and environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1 <i>The learning exercises may be repeated till the trainee acquires a targeted competence.</i> 2 <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA4/1: Plan boxing enterprise</p> <p>PEX 1.1: Conduct feasibility study</p> <p>PEX 1.2: Prepare budget</p> <p>PEX 1.3: Determine labour requirements</p> <p>PEX 1.4: Prepare procurement plan</p> <p>PEX 1.5: Prepare matchmaking plan</p> <p>PEX 1.6: Prepare financial plan</p> <hr/> <p>LWA4/2: Set up boxing enterprise</p> <p>PEX 2.1: Secure funds</p> <p>PEX 2.2: Procure, materials, tools and equipment</p> <p>PEX 2.3: Transport materials</p> <p>PEX 2.4: Organise gym/ boxing field</p>

	<p>LWA4/3: Market boxing PEX 3.1: Advertise boxing PEX 3.2: Participate in competitions PEX 3.3: Brand boxers/ participants PEX 3.4: Partner with corporate bodies and stakeholders PEX 3.5: Communicate with clients PEX 3.6: Manage with fan base PEX 3.7: Network with peers</p>
	<p>LWA4/4: Keep records PEX 4.1: Prepare financial records PEX 4.2: Keep performance records PEX 4.3: Keep inventory records PEX 4.4: Prepare medical records</p>
	<p>LWA4/6: Perform Occupational health safety and environmental protection practices PEX 6.1: Wear personal protective gear PEX 6.2: Observe personal hygiene and sanitation PEX 6.3: Display safety signs PEX 6.4: Administer first aid PEX 6.5: Manage waste PEX 6.7: Sensitise workers on health issues</p>
<p>Occupational health and safety</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>Pre-requisite modules</p>	<p>None</p>

Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Marketing • Setting up a boxing gym • Management of an enterprise • ICT • Customer care • Rules of boxing events • Marketing tools and material usage • Advertising • Administration of first aid • Record keeping • Health and safety precautions • Decision making • Risk assessment and management
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>25 days of occupational practice</i>
Suggestions on organization of learning	<p>The acquisition of competencies (skills. Knowledge, attitudes) described in this module may take place at a training centre/ farm or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by recognised assessment body using related practical and written test items from Item bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Boards, phones, computers, wastebin, first aid kit, power source, tables, storage devices, van, modem</p>
Minimum required materials and consumables or equivalent	<p>Billboards, t-shirts, stickers, paint, stationery, logos, brushes, posters, caps, gloves, markers, fliers, banners, receipt books, stamp, brochure, branders</p>
Special notes	<p>None</p>

ATP- PART III

Assessment Instruments for BOXING PRACTITIONER

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

3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- Short Answer	
2.	Written (Theory)- Multiple Choice	
3.	Written (Theory)- Matching item- Generic	
4.	Written (Theory)- Matching item (Work sequence)	
5.	Performance (Practical) Test Items	
	Total	

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	Mention any four materials used when performing boxing
Answer spaces	i. ii. iii. iv.
Expected key (answers)	i. Boxing gloves ii. Ring boots iii. Headgear iv. Hand raps v. Chest protector vi. Skipping ropes

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

Test Item	State any four ways of maintaining the boxing facility
Answer spaces	i. ii. iii. iv.
Key (answer)	I. Fumigate facility II. Clean facility III. Dry facility IV. Dust facility V. Dispose waste VI. Ensure safety of facility

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

Test Item	List down three materials needed when demarcating boxing play area.
Answer spaces	i ii iii

Key (answer)	(i) Bulkheads (ii) String (iii) Ash (iv) Paint (v) Cones (vi) Cushions
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Boxing practitioner			
Competence level	2			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January, 2022			
Related module:	M1.4			
Time allocation:	2 minutes			

Test Item	List down any three strategies used when marketing boxing enterprise.
Answer spaces	i ii iii

Key (answer)	(i) Branding (ii) Advertising (iii) Partnering with stakeholders (iv) Engaging in community outreach (v) Networking with peers (vi) Participating in competitions
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Boxing Practitioner			
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:	January 2022			
Related module:	M1.2			
Time allocation:	2 Minutes			

Test Item	Which of the following is the most common display of a fair play during boxing match?
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Distractors and correct answer	A. Talk to media after match. B. Knock up gloves during the match. C. Ask judge for break. D. Stop boxing when opponent is tired.
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Key (answer)	B
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Boxing Practitioner				
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:	January 2022				
Related module:	M1.1				
Time allocation:	2 Minutes				

Test Item	Which of the following is a step followed when setting up play area for boxing?
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Distractors and correct answer	<p>A. Fit Ring, Mark Areas, Take Measurements, Fit Technical Section.</p> <p>B. Take Measurements, Mark Areas, Fit Technical Section, Fit Ring.</p> <p>C. Take Measurements, Mark Areas, Fit Ring, Fit Technical Section.</p> <p>D. Fit Ring, Take Measurement, Fit Technical Section, Mark Areas.</p>
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Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Boxing Practitioner			
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:	January 2022			
Related module:	M1.1			
Time allocation:	2 Minutes			
Test Item	The following are materials used in performing entrepreneurial skills <u>EXCEPT.</u>			
Distractors and correct answer	A. Shirts B. Mouth guards C. Radio D. Fliers			
Key (answer)	B			

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Boxer Practitioner			
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:	January 2022			
Related module:	M1.1, M1.3			
Time allocation:	3 minutes			

Test item	Match the following tools and equipment in column A to their use in column B.
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Column A (Tools and equipment)	
1	Head guard
2	Gloves
3	Mouth guards
4	Groin guards
5	Hand wraps

Column B (Use)	
A	Applied on eyebrows and on the cheeks to reduce friction
B	Tightens the fists to prevent them from injuries
C	To cushion the impact of the punch
D	To protect the teeth from injuring the lips
E	Protect the head from injuries
F	Protects the private parts from stray punches

Key (answer)	1-E, 2-C, 3-D, 4-F, 5-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Boxer Practitioner			
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:	January			
Related module:	M1.1, M1.2, M1.3			
Time allocation:	4 Minutes			

Test Item	Match the following skills in column A with their descriptions in column B when performing boxing.
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Column A (Skills)	
1	Jab
2	Right hand punch
3	Straight long hook
4	Upper cut

Column B (Descriptions)	
A	Dodging an opponent's punches by popping up and down
B	Used by boxers to protect themselves from incoming punches
C	Skill used to prevent a punch from reaching
D	Power loaded punch used to hit an opponent
E	Used to create an opening for the next attack
F	Used to hit an approaching opponent from a distance
G	A power punch thrown from the waist upwards aimed at underneath the opponent's chin

Key (answer)	1-E, 2-D, 3-F, 4-G.
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DIT/QS		Test Item Database			
		Written (Theory) Test Item- no. 10			
Occupational Title:	Boxer practitioner				
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:	January				
Related modules:	M1.1				
Time allocation:	4 minutes				
Test Item	Match the following parts of a ring with their functions				
Column A (Fault)			Column B (Effect)		
1	Ropes		A	Enable participants and medical personnel to access the ring	
2	Ring surface		B	Starting and resting points for red and blue teams	
3	Corners		C	Holds the ring together	
4	Ladders		D	Acts as the actual place where the match takes place	
5	Poles		E	Keep boxers within and prevent boxers from falling out of the ring	
			F	To identify the corner in which the boxer is and prevent the boxer from getting in contact with the metal poles	

Key (answer)	1-E, 2-D, 3- B, 4- A, 5-C
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DIT/ QS		Test Item Database			
		Written (Theory) Test Item- no. 11			
Occupational Title:	Boxer Practitioner				
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:	January 2022				
Related modules:	M1.1				
Time allocation:	6Minutes				

Test Item	Arrange the following steps taken by a boxer in their chronological order for a competition match.
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Put on gloves
2 nd	B	Participate in a bout
3 rd	C	Enter the ring
4 th	D	Warm up for the bout
5 th	E	Report to the boxing area
6 th	F	Prepare boxing attire
7 th	H	Take medical fitness examination
8 ^h	I	Present to the referee for checking
9 th	J	Check weight

Key (answer)	1-J, 2-H, 3-F, 4-D, 5-A, 6-E, 7-C, 8-I, 9-B,
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PERFORMANCE TEST ITEM (Samples)

PERFORMANCE TEST ITEM (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Boxing practitioner
Competence level:	Level 1
Code no.	
Test Item:	Using the available materials, set up a boxing ring.
Complexity level:	P3
Date of OP:	January 2022
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Rules and regulations of boxing, • Health and safety • Usage of tools, materials and equipment, • First Aid management • Skills of constructing the ring • Specifications of the boxing ring • Environmental awareness
Required tools, Materials and Equipment:	Boards, canvas, screws, cushions, spanners, pliers, pads nails/pins/adhesive tapes, strips, tape measure, working gloves, boots, hammer, poles, screws, ropes steps/ladders, overall, Conner chairs, buckets, towel record sheets furniture, ply wood
Time allocation:	4 hours
Preferred venue:	Indoor, school compound, soccer field
Remarks for candidates	The candidate has to select or choose a helper(s)
Remarks for assessors	<ul style="list-style-type: none"> ◆ Assessor should allow repetitions when assessing ◆ Ensure that all the materials needed are available

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation before task	Inspected site	2	
		Wore PPE <ul style="list-style-type: none"> • Gloves • gum boots • overall • helmet 	4	
		Selected tools, equipment and materials	4	
		Cleared site	4	
		Dirt free environment observed		4
2.	Setting up the ring	Took measurements	4	
		Marked ring area	2	
		Erected four poles	2	
		Firm poles observed		4
		Placed e short support poles	2	
		Firmed support poles observed		4
		Raised ring platform	4	
		Raised platform observed		2
		Laid canvas (cushion)	2	
		Laid Canvas observed		2
		Fixed transverse ropes on to the poles	4	
		Transverse ropes observed		2
		Fixed pads on to the poles	2	
		Corner pads observed		2
		Fixed ladders	3	
		Ladders observed		3
		Placed sanitary materials	2	
		The bowl/bucket observed		2

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#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Placed corner chairs		2

		Placed technical chairs		1
		Cleaned ring after setting up	2	
		Dirt free ring observed		2
3.	Demobilisation of resources	Cleaned tools, materials and equipment used	2	
		Dirt free tools, materials and equipment observed		2
		Collected tools, materials and equipment		2
			45	34
	TOTAL		79	

DIT/ QS	Test Item Database Performance Test Item- no.
Occupational Title:	Boxer Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Perform the following boxing skills i Stance ii Jab iii Right iv Left upper cut v Left hook vi Right hook vii Duck viii Side step ix Parrying x Holding and slip
Complexity level:	P.2
Date of OP:	January 2022
Related modules:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Rules and regulations of boxing, • Techniques of boxing • Tactics of boxing • Body conditioning • Physical fitness components for example endurance, strength and others • Anatomy of the body • Health and safety • Usage of tools, materials and equipment, • First Aid management,
Required tools, Materials and Equipment:	Boxing gloves, hand wraps, training shoes, shorts, punching bag, first aid kit, water bottle, towel, mouth guard, groin guard, head guard
Time allocation:	2hours
Preferred venue:	Closed room/indoor, gym, soccer field, school compound
Remarks for candidates	Must be dressed in sports attire

Remarks for assessors	<ul style="list-style-type: none"> • Provide tools, materials and equipment listed above • Organise candidates in a game situation • Allowance for repetitions when assessing
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#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore boxing attire Sports shoes Shorts vest/t-shirt		3
		Wore bandages and punching gloves		2
2	Making Warm up	<u>Performed warm up drills related to the skills to be performed</u> Low intensity drills		1
		Moderate intensity drills		1
		High intensity drills		1
		performed Stretching activities		1
3	Performing Stance <ul style="list-style-type: none"> • For orthodox 	Stood with feet shoulder width apart	2	
		Participant standing with feet shoulder width apart observed		2
		Moved left foot slightly in front of the right foot (30 to 40cm apart)	2	
		Participant with moved foot in front of the right foot observed		2
		bent Knees slightly	2	
		Knees slightly observed		2
		Stepped on the toes	2	
		Stepped on the ball (toes) of the back foot observed		2
		Left foot flat on the ground	2	
		Left foot flat on the ground observed		2
		extended Left hand in front and right hand slightly behind	2	
		Left hand in front of right hand observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Stood slightly sideways	2	
		Side way movement observed		2
		Moved shoulder	2	
		Shoulder brought up to the jaw observed		2
		Moved elbow	2	
		Elbow of the right hand is held close to the body observed		2
		Fist kept slightly open and flexible		2
	<ul style="list-style-type: none"> For South paw: 	Moved foot	2	
		Stood with feet shoulder width apart observed		2
		Moved right foot slightly in front of the left foot (30 to 40cm apart) observed		2
		Bent knees	2	
		Knees slightly bent observed		2
		Made footwork	2	
		Stepped on the ball (toes) of the back foot		2
		Right foot flat on the ground		2
		Moved hands	2	
		Right hand is extended in front and left hand slightly behind observed		2
		Stood slightly sideways	2	
		slightly sideways movement observed		2
		Moved shoulders	2	
		Shoulder brought up to the jaw observed		2
		Moved elbows	2	
			Elbow of the left hand is held close to the body observed	
4	Performing Jab	Took stance	2	
		Stance observed		2
		Took guard	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Guard observed		2
		Kept shoulder attached to jaw	2	
		Shoulder remains attached to jaw observed		2
		Moved knuckles	2	
		Two knuckles face the target observed		2
		Pushed the left foot and the left hand forward, twist hips in the direction of the jab at the same time	2	
		The jabbing hand in line with the eyes observed		
				2
		Right hand remaining held close to the body observed		2
		jabbing arm back to starting position observed		2
5	Performing Right	On recovery of the jab, the right hand is pushed forward in line with the eyes	2	
		Moved knuckles	2	
		The two knuckles faced the target		2
		Hips twisted in line with the movement of the right hand	2	
		Body weight shifts from the left leg to the right leg observed		2
		Stepped out		2
		shuffled backwards and get ready for another move.		2
6	Performing Left upper cut	Took stance	2	
		Stance observed		2
		Take guard; left and right hand up to shoulder height	2	2
		Shoulder brought closer to the jaw Bend the body slightly forward and directly to the side	2	2
		Twisted the behind leg		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Bent the left arm slightly		2
		Step on the ball of the both feet		2
		Pivoted body to the center line	2	
		Body in the center line observed		2
		Twisted chest until when the shoulders face the target		2
		Performed body movement	2	
		Straightened the body as you move upwards with knuckles pointing upwards and towards the target (chin-for long upper cut, body-for short upper cut) observed		2
		hand remaining close to the body observed		2
		Shuffle backwards after execution		2
		Left upper cut observed		2
8	Performing Left hook	Took stance	2	
		Stance observed		2
		shifted left leg, hip and hand through the central axis towards the target	2	
		Left leg on the balls and right leg flat on the ground (shift your weight back to the right leg)observed		2
		Turned body to the right and drive left fist directly into the opponents chin	2	
		Left shoulder remains on the jaw	2	
		Left hook observed		2
	Performing Duck (defensive move)	Took stance	2	
		Stance observed		2
		Took guard and keep eyes on the attacker	2	
		Guard and eyes contact to opponent observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Bent knees	2	
		Bent the knees down and inwards to lower body observed		2
		Two elbows perpendicular to the ground and close to the body to guard the body	2	
		Moved knuckles	2	
		Knuckles facing upwards observed		2
	Performing Side step	Took stance	2	
		Stance observed		2
		Took guard up	2	
		Guard up observed		2
		Maintained eye contact with the opponent	2	
		Eye contact with opponent observed		2
		Shifted body right by moving the right leg to the right or Shifted body left by moving the left leg to the left	2	
		Side step movement of the body observed		2
	Performing Slip	Took stance	2	
		Stance observed		2
		Took guard	2	
		Slip guard observed		2
		Kept eye contact	2	
		Eye contact observed		2
		Moved upper body to the right/left side while staying in position	2	
		Upper body staying in one position observed		2
	Performing Block (double blocking, shoulder block and catch block)	Took stance	2	
		Stance observed		2
		Took guard	2	
		Guard observed		2
		Kept eye contact	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Performed double block, shoulder block, catch block and elbow block	4	
		<ul style="list-style-type: none"> • Double block: Arms positioned in front with the both forearms parallel to each other and in the line of attack • Shoulder blocking: twist the upper body to expose the shoulder in line of attack • Catch block: open the glove in line with the attack and hold the attacking fist with your open glove • Elbow block: elbow positioned in line to attack to block body punches 		4
	Performing Parrying	Deflected (pushed) the attacking hand sideways out of the target with an open glove.	2	
		Step out (move backwards)	2	
		Parry observed		2
	Performing Holding	Used both arms to hold the hands of the opponent	2	
		Opponent held observed		2
	SUB-TOTAL		106	135

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2022)

The assessment and Training Package was exclusively developed by job practitioners who were working in the occupation of **Boxing Practitioner**.

The job expert panel, guided by UVQF facilitators developed the Occupational Profile that mirrors duties and tasks performed in the world of work and also provided additional generic information regarding the occupation.

4.2 Training Modules Development (January 2022)

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

4.3 Test Item Development (January 2022)

Based on the Occupational Profile for Boxing Practitioner of **Boxing Practitioner 2022**, 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 review 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 Developing Panel

The participating panel of Job Practitioners required for different stages of the assessment training package i.e., occupational profile, training modules, assessment instruments were constituted by members from the following organizations;

No.	Name	Institution/ Organization
1.	Ddembe Nakiyaga Hajarah	MoES
2.	Wandera Besweri	NCDC
3.	Auma Josephine	UNEB
4.	Ssekandi Bashir	Kyambogo University-Lecturer
5.	Byarugaba Vicky	Club Coach (Former NBF President)
6.	Bwogi Shadiri	National Team (The Bombers)
7.	Mugerwa Stanley	A & B Boxing Club
8.	Mayanja Twaib	Zebra Boxing Club and Lukanga Boxing Club
9.	Magezi Robert	Bombo Army S.S
10.	Kalungi Herbert	Bweyogerere High School

4.6 Facilitator team

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

1. **Team Leader** – Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Occupational Profile Development)** – Ms. Agnes Kusasira and Mr. Jonan Tushabe.
3. **Facilitators (Training Modules Development)** – Ms. Agnes Kusasira and Mr. Jonan Tushabe.
4. **Facilitators (Test Item Development)** – Ms. Agnes Kusasira and Mr. Jonan Tushabe.
5. **Compiled** by Ms.Hanan Nakanwagi (QS-Verifier) and Mr. Ashiraf Mugaya (Worker’s PAS Assistant Coordinator-A&C) as Data Entrants, DIT and Mr.Otaremwa Vinan (IT Support personnel)
6. **Edited** by Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
7. **Coordinated** by – Mr Byakatonda Patrick, Ag. Director, DIT;

4.7 Reference time:

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