



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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



**Assessment and
Training Package**

**For
TENNIS
PRACTITIONER**

Qualification Level : 1

Occupational Cluster: Physical Education

JANUARY 2022

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda

DIRECTORATE OF INDUSTRIAL TRAINING

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

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment 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; and
- (j) To prescribe the procedure for the making of training schemes

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

The purpose of the UVQF is to define:

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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Word from Permanent Secretary

The Kajubi report (1989) and the Uganda Government White Paper on Education Review (1992) emphasized 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 force at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity ;(ii) high youth unemployment (38%) and (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 students 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.

Therefore, this is in line with the Uganda Vision 2040 under section 261 emphasizes that students 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 emphasize practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the lower secondary school education 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 emphasized that vocational training will produce graduates who are employable. In the lower secondary school vocational 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 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 developed “Assessment & Training Package (ATP)” for training, assessment and certification of a **TENNIS PRACTITIONER -QUALIFICATION LEVEL 1**.

Finally, I thank all individuals and organizations 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:

- 1.1 **PART I: The “Occupational Profile” (OP) of a TENNIS PRACTITIONER.**
This Occupational Profile which was developed by Tennis Practitioners practicing in the world of work mirrors the duties and tasks Tennis Practitioners are expected to perform in the world of work.
- 1.2 **PART II: “Training Modules”** in the form of guidelines to train **Tennis Practitioners** both on the job as well as in training centres (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.
- 1.3 **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 **Tennis Practitioner**. These assessment instruments were developed jointly by job practitioners (Tennis Practitioners) and teachers based on the Occupational Profile and training modules¹.
- 1.4 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**.
- 1.5 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 centres as well as companies can accommodate more students in a given period of time.
- 1.6 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).

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

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

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

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

Byakatonda Patrick
Ag. Director DIT

Acknowledgements

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;
- National Council of Sports
- The practitioners from the world of work;
- Teachers of Physical Education in various secondary schools
- Physical Education curriculum specialists from NCDC
- Examination specialists from UNEB
- The facilitators involved in guiding the development Practitioners 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
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-Based Education and Training means that programs: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricular 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)	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a TENNIS PRACTITIONER

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

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

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

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

Job Expert Panel

Mukiibi Charles Balagana
NCDC

Katende David
National Council of Sports

Kirya Lukman
Kyambogo University

John Oduke
Coach-Uganda National Tennis
Team

Nashimolo Michael
Gayaza high school

Makyeme Stella
Hannah International School

Alvin Bagaya
Uganda Tennis Association

Anthony Natumanya
Ntare High School

Mugisha Jonathan Gilbert
Uganda National Tennis team

Donald Kiruuta
Kako Senior secondary school

Bako Sebestiano
Lango College, Lira

Mushabe Rolland
Sheraton Hotel Tennis Sports
Club

Co-ordinator
Mukyala E Ruth
Directorate of Industrial Training

Facilitators
Nakimuli Patra
Directorate of Industrial Training

Nabankema Milly
Directorate of Industrial Training

Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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

Occupational Profile
For a
“TENNIS PRACTITIONER”

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

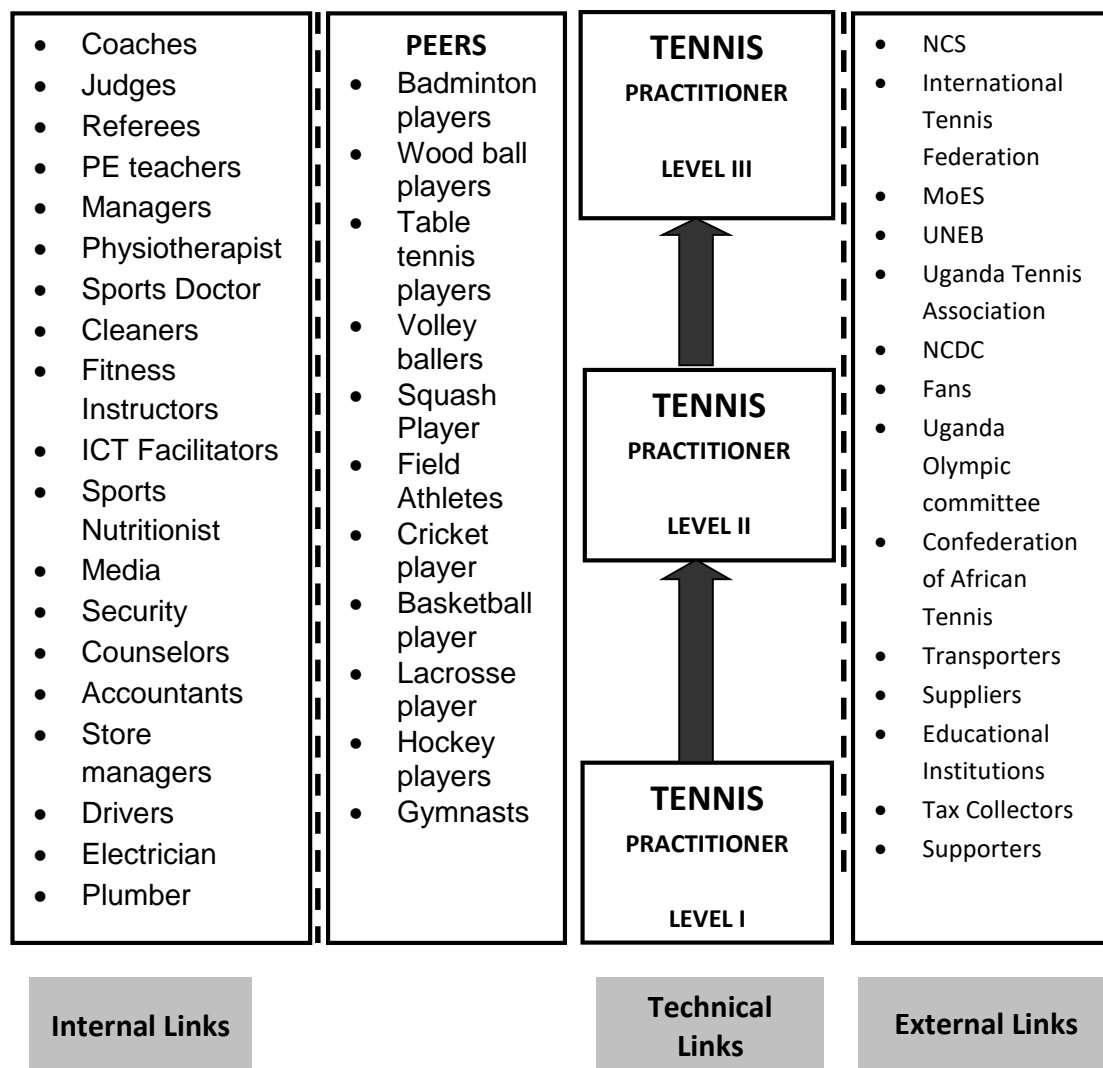
Date of workshop: 10th – 14th January, 2022

NOMENCLATURE FOR THE OCCUPATION OF A TENNIS PRACTITIONER

Definition of a Tennis Practitioner

An individual who engages in tennis activities as a player, teacher, coach, official or an administrator.

JOB ORGANISATION CHART FOR A TENNIS PRACTITIONER



Descriptions for the levels in the occupation of 'Tennis Practitioner'

UVQF Level 1 Tennis Practitioner: is a person who plays Tennis and performs game supporting activities.

UVQF Level 2 Tennis Practitioner: is a person with the ability to organize and officiate a Tennis game.

UVQF Level 3 Tennis Practitioner: is a person with the ability to coach Tennis players and manage Tennis game activities.

Duties and Tasks

A. PERFORM ADMINISTRATIVE ACTIVITIES	A1 Register Tennis club	A2 Draw work schedule	A3 Procure tools, equipment and materials
	A4 Conduct professional growth	A5 Appraise human resource	A6 Set rules and regulations
	A7 Supervise staff	A8 Motivate staff	A9 Keep records
	A10 Recruit human resource	A11 Orient staff	

B. ESTABLISH A TENNIS COURT	B1 Identify site	B2 Determine type of court	B3 Clear site
	B4 Demarcate court area	B5 Fix net	B6 Fix players seats and umpire's chair

C. COACH TENNIS PLAYERS	C1 Draw training programme	C2 Administer safety precautions	C3 Communicate with stake holders
	C4 Conduct training sessions	C6 Mentor players	C7 Assess players
	C8 Prepare player progress reports		

D. PLAY TENNIS	D1 Register for tournament	D2 Wear attire	D3 Perform warm-up
	D4 Serve ball	D5 Play a rally	D6 Score points

E. ORGANISE TENNIS COMPETITIONS	E1 Mobilize resources	E2 Recruit officials	E3 Secure venue
	E4 Schedule tournament	E5 Set rules and regulations	E6 Seed players
	E7 Make Draws and order of play	E8 Communicate to the participants	E9 Prepare Awards
	E10 Prepare Tournaments reports		

F. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES (OSHEPP)	F1 Administer first aid	F2 Conduct health and fitness tests	F3 Remove obstacles from play area
	F4 Perform fire fighting	F5 Display safety signs	F6 Manage waste
	F7 Observe SOPs	F8 Check facility for suitability	F9 Use PPE
	F10 Maintain personal hygiene	F11 Develop a meal plan	

G. OFFICIATE TENNIS	G1 Inspect court	G2 Inspect tennis equipment and attire	G3 Brief players
	G4 Toss a coin	G5 Prepare score cards	G6 Take charge of the game
	G7 Record game scores	G8 Call out for faults and outs	

H. MAINTAIN TOOLS, EQUIPMENT AND PLAY AREA	H1 Prepare maintenance schedule	H2 Keep inventory	H3 Service tools & equipment
	H4 Store tools, equipment and materials	H5 Repair tools and equipment	H6 Clear drainage system
	H7 Dispose of damaged tools and equipment	H8 Maintain play area	H9 Clean play area
	H10 Replace tools and equipment		

ADDITIONAL INFORMATION

Related knowledge & skills

- | | |
|--|--|
| 1. Record keeping | 14. Occupational health and safety precautions |
| 2. Usage of materials, tools and equipment | 15. Rules of the game |
| 3. Techniques of the game | 16. Standard dimensions and specifications |
| 4. Play equipment specifications | 17. Establishment of Tennis court |
| 5. Physical fitness and conditioning | 18. Nutrition management |
| 6. Tools and equipment usage | 19. Terminologies used in Tennis |
| 7. Records keeping | 20. Problem solving skills |
| 8. Marketing skills | 21. Physical Education |
| 9. First Aid administration | 22. Anti-doping regulations |
| 10. Waste management | 23. Competition manuals |
| 11. Communication skills | 24. Entrepreneurship skills |
| 12. Information and Communication Technology | Environmental awareness and sustainability |
| 13. Store management | 25. Human resource management |
| | 26. Conflict management skills |

Tools, Equipment and Materials

- | | |
|--------------------------|---------------------|
| 1. Rackets | 16. Manilla cards |
| 2. Tennis balls | 17. Markers |
| 3. Gloves | 18. Score boards |
| 4. Posts/cones | 19. Timber |
| 5. Score sheets | 20. Nails |
| 6. Public address system | 21. Water |
| 7. Furniture | 22. Tape measure |
| 8. Chain links | 23. Marking trolley |
| 9. Pens | 24. Slashers |
| 10. Computer | 25. Hoes |
| 11. Paint/lime/ash | 26. Mowers |
| 12. Strings/ropes | 27. Panga |
| 13. First Aid kit | 28. Pick axe |
| 14. Bibs | 29. Rake |
| 15. Hammer | 30. Tags |
| | 31. Jerseys |

Attitudes / Traits / Behaviour	Future Trends and Concerns
<ol style="list-style-type: none"> 1. Cooperative 2. Team work 3. Resilience 4. Decision making 5. Communication skills 6. Emotional stability 7. Assertive 8. Self-motivation 9. Risk taker 10. Critical thinker 11. Caring 12. Problem solving 13. 14. Empathetic 15. Accommodative 16. Punctual 17. Creative 18. Innovative 19. Humility 20. Patient 21. Sociable 22. Honest 23. Disciplined 24. Hard working 25. Respective 26. Agility 27. Flexible 	<ol style="list-style-type: none"> 1. Lack of specific activity area 2. Capacity building 3. Partnering with Sponsors and corporate bodies 4. Commercialization of the game 5. Standard equipment/provisions 6. Adaption of new technologies 7. Inclusiveness 8. Popularization of the game 9. Legal/policy aspects 10. Globalization of the game 11. Inadequate Tennis practitioners 12. Need to establish equipment production centres

2.0 ATP – PART II

Training Modules for TENNIS 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), curricular 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 Tennis Practitioner occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were 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 TENNIS PRACTITIONER QUALIFICATION LEVEL 1?

A **Level I Tennis practitioner** is a person who plays Tennis competently and performs game supporting activities.

TRAINING MODULES FOR TENNIS PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/TP/M1.1	Set up a Tennis court	240hrs	4 weeks
UE/TP/M1.2	Play Tennis	112 hours	2 weeks
UE/TP/M1.3	Officiate junior Tennis game	56 hours	1 week
UE/TP/M1.4	Maintain Tennis tools, equipment and materials	160 hours	3 weeks
UE/TP/M1.5	Perform Entrepreneurship tasks	98 hours	2 weeks
Summary	5 Training Modules	666 hours	12 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 recognized 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 **TENNIS PRACTITIONER**.

UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

In the Uganda Vocational Qualifications Framework, persons with qualifications

Levels 1, 2 and 3 are understood as **IMPLEMENTERS** in an occupation.

Level 1 Qualification shall mean that the individual is a **Semi-Skilled Implementer**;

Level 2 Qualification shall mean that the individual is a **Skilled Implementer**;

Level 3 Qualification shall mean that the individual is a **Highly Skilled Implementer (Working Supervisor)**.

The qualification descriptors for Levels 1-3 are described as follows:

	Dimension of Qualification	Level1: Descriptor	Level2: Descriptor	Level3: Descriptor
	Scope of work (duties and tasks)	Narrow range	Moderate range	Broad range
	Work environment and context	Uniform	Some variety	Variety
	Complexity of tasks (work sequence)	Simple	Sometimes complex	Complex
	Predictability of tasks	Routine tasks	Non-routine tasks	Occasionally unpredictable
	Teamwork	Usually works in a team	Works in a team with some autonomy	Works with teams
	Leadership	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
	Autonomy (Supervision)	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors
	Financial and physical Resources Control	None	Limited control	Moderate control
	Creation of concepts and solutions	None	None	None but may make proposals

Code	UE/TP/M1.1
Module title	M1.1 Set up a Tennis Court
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Tennis PractitionerUVQ1)
Qualification Level	1
Module purpose	By the end of this module the trainee will be able to set up a Tennis court.
Learning-Working Assignments (LWAs)	LWA 1/1: Prepare site LWA 1/2: Make a Tennis court LWA 1/3: Demarcate court LWA 1/4: Setup net, umpire's and players' seats LWA 1/5: Perform occupational health, safety and environmental protection practices <u>Note:</u> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	LWA 1/1: Prepare site PEX 1.1: Identify site PEX 1.2: Clear site PEX 1.3: Level surface
	LWA 1/2: Make a Tennis court PEX 2.1: Construct a Clay Court PEX 2.2: Construct a hard Court PEX 2.3: Fence a Court
	LWA 1/3: Demarcate Court PEX 3.1: Draw a Court Plan PEX 3.2: Take Measurements PEX 3.3: Mark lines
	LWA 1/4: Setup net, umpire's and players' seats PEX 4.1: Fix net PEX 4.2: Fix umpire's seat and players seats

	LWA 1/5: Perform Occupational Health, Safety and environmental Protection Practices PEX 5.1: Display Safety Notices. PEX 5.2: Maintain General Hygiene. PEX 5.3 Wear Protective Gear. PEX 5.4 Manage Waste. PEX 5.5 Administer First aid. PEX 5.6 Fence off Court
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate: <ul style="list-style-type: none"> • Thickness of court lines • Color of court lines • Lighting • Direction of sun and wind • Position of court • Nature of court surface • Methods of determining topography • Waste management • Safety regulations • Faults in setting up a Tennis court and their effects • Indoor and outdoor facilities and their specifications • Standard dimensions of a court • Standard dimensions of the court. • Usage of clearing, leveling and measuring tools. • Terminologies used in tennis. • Basic first aid knowledge.
Average duration of learning	240hrs (30 days) of normal learning suggested. <ul style="list-style-type: none"> • 8 days of occupational theory. • 22 days of occupational practice.

Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Brush, tape measure, masking tape, scissors, strings, goggles, masks, gloves, overall, safety boots, spirit level, fork hoe, wheelbarrow, Panga, rake, spade, slasher, hoe, hammer, net, poles, compactor, fire extinguisher, First Aid Kit
Minimum required materials and consumables or equivalent	Stationery, lime/ash, water, chalk/crayon, charcoal, nails
Special notes	The theory must be integrated into the practice during training.

Code	UE/TP/M1.2
Module title	M1.2 PLAY TENNIS
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Tennis Practitioner UVQ1)
Qualification Level	1
Module purpose	By the end of this module the trainee will be able to play Tennis competently.
Learning-Working Assignments (LWAs)	LWA 2/1: Prepare for tennis game LWA 2/2: Hit ball LWA 2/3: Perform court movements LWA 2/4: Perform occupational health, safety and environmental protection practices <u>Note:</u> 1. The learning exercises must be repeated till the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	LWA 2/1: Prepare for tennis game PEX 1.1: Wear attire PEX 1.2: Prepare playing kit PEX 1.3: Conduct team talk PEX 1.4: Warm up
	LWA 2/2: Perform tennis strokes PEX 2.1: Perform a serve PEX 2.2: Perform a forehand stroke PEX 2.3: Perform a backhand stroke PEX 2.4: Perform volley PEX 2.5: Perform smash
	LWA 2/3: Perform court movements PEX 3.1: Perform a baseline rally PEX 3.2: Advance to the court PEX 3.3: Pass the opponent
	LWA 2/4: Perform Occupational Health and environmental Protection Practices PEX 4.1: Practice personal hygiene

	PEX 4.1: Check attire PEX 4.1: Remove obstacles from the play area PEX 4.1: Perform routine medical check-ups
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Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/theory	For occupational theory suggested for instruction/demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate: <ul style="list-style-type: none"> • Training drills • Physical components of fitness for example muscular endurance, cardio-vascular endurance and so on. • Skill related components of fitness, that is, agility, speed, balance coordination and so on • Tactics of the game involving, tactics of moving the opponent and maintaining good court position • Rules of the game • Factors affecting performance • Adapt drills aimed at skill improvement of players • Types of rackets • Types of balls • Types of courts
Average duration of learning	112 hours (14 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>2 days of occupational theory and</i> • <i>12 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank.
Minimum required tools/ equipment/	Balls, rackets, net, posts, markers, basket.

implements or equivalent	
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Minimum required materials and consumables or equivalent	Attires, shoes, towel, water bottle
Special notes	<ul style="list-style-type: none"> • Consider people with special needs, that is, wheel chair tennis. • Volley should be performed using a backhand and forehand. • For grips; emphasis should be put on the basic continental grip technique

Code	UE/TP/M1.3
Module title	M1.3 OFFICIATE A JUNIOR TENNIS GAME
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Tennis Practitioner UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to will be able to officiate a junior tournament.
Learning-Working Assignments (LWAs)	LWA 3/1: Prepare to officiate a tennis game LWA 3/2: Take charge of the game LWA 3/3: Perform occupational health, safety and environmental protection practices <u>Note:</u> 1. The learning exercises must be repeated till the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	LWA 3/1: Prepare to officiate a tennis game PEX 1.1: Wear attire PEX 1.2: Prepare officiating kit PEX 1.3: Communicate competition format PEX 1.3: Toss coin PEX 1.4: Warm up
	LWA 3/2: Take charge of the game PEX 2.1: Start game PEX 2.2: Score a play and stay game PEX 2.3: Call outs and faults PEX 2.4: End game
	LWA 3/3: Perform Occupational Health and environmental Protection Practices PEX 3.1: Practice personal hygiene PEX 3.1: Check attire PEX 3.1: Check for obstacles from the play area PEX 3.1: Perform routine medical check-ups PEX 3.1: Perform fire fighting

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
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Pre-requisite modules	None
Related knowledge/ theory	<p>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</p> <ul style="list-style-type: none"> • Rules of the game • Court dimensions (demarcate the red, green and orange court) • Different competition formats, e.g. tie break, full game. • Communication skills • Types of balls and rackets • Types of signals used • Net dimensions for different age groups • Signs and symptoms of injuries • Net height and dress code • Scoring a play and stay game • Line umpiring
Average duration of learning	<p>56 hours (7 days) of nominal learning suggested to include;</p> <ul style="list-style-type: none"> • <i>2 days of occupational theory and</i> • <i>5 days of occupational practice</i>
Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	stop watch, measuring tape, kit bag, scoring cards

Minimum required materials and consumables or equivalent	Stationery, public address system, attire
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Special notes	Consider modifications in the rules of the game for special needs for example double or single bounce for wheel chair tennis
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Code	UE/TP/M1.4
Module title	M1.4: MANAGE TENNIS TOOLS, EQUIPMENT AND COURT.
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Tennis Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee will be able to effectively manage Tennis tools, equipment and the court.
Learning-Working Assignments (LWAs)	LWA 4/1: Maintain Tennis tools and equipment LWA 4/2: Maintain Tennis court LWA 4/3: Perform occupational health, safety and environmental protection practices <u>Note:</u> 1. The learning exercises must be repeated till the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	LWA 4/1: Maintain Tennis tools and equipment PEX 1.1: Prepare maintenance schedule PEX 1.2: Clean tools and equipment PEX 1.3: Repair tools and equipment PEX 1.4: Service tools and equipment PEX 1.5: store tools and equipment PEX 1.6: Keep maintenance records LWA 4/2: Maintain Tennis court PEX 2.1: Roll court PEX 2.2: wipe court PEX 2.3: Remark faded lines on court PEX 2.4: Reinforce fence PEX 2.5: Maintain drainage system PEX 2.6: Clear grass

	LWA 4/3: Perform occupational health, safety and environmental protection practices PEX 3.1: Display safety notices PEX 3.2: Maintain personal hygiene PEX 3.3: Wear protective gear PEX 3.4: Manage waste PEX 3.5: Administer First Aid PEX 3.6: Perform fire fighting
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Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate: <ul style="list-style-type: none"> • Materials used to maintain tools and equipment • How to wipe court • Lighting system • Types of lights • Types of court surfaces • Standard dimensions of the court. • Usage of clearing, leveling and measuring tools. • Terminologies used in tennis. • Guidelines on Storage of various tools and equipment • Basic first aid knowledge. • Communication skills. • Usage of the fire extinguisher. • Rules of the court. • Drainage system of a tennis court. • Materials and tools used for cleaning tennis tools, equipment and court. • Knowledge on PPE.
Average duration of learning	160 hrs. (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice

Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank

Minimum required tools/ equipment/ implements or equivalent	Horse pipe, roller, marking machine, hoes, slashers, rake, spade, brush, pliers, spanners, chairs, lubricants, net, poles, balls, stringing machine, strings, racket, Office equipment. Mowing machine. First aid kit. Cones, tape measure, Panga, nails, timer, score board, grips, rug, brooms.
Minimum required materials and consumables or equivalent	Paint, water, stationery, lime
Special notes	Eliminate slipperiness on the court surfaces

Code	UE/TP/M1.5
Module title	M1.5: PERFORM ENTREPRENEURSHIP TASKS.
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Tennis PractitionerUVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee will be able to perform entrepreneurship tasks regarding the tennis game competently
Learning-Working Assignments (LWAs)	LWA 5/1: Perform administrative tasks LWA 5/2: Market Tennis sport LWA 5/3: Perform occupational health, safety and environmental protection practices <u>Note:</u> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	LWA 5/1: Perform administrative tasks PEX 1.1: Keep records PEX 1.2: Procure tools, equipment & materials PEX 1.3: Prepare checklists PEX 1.4: Prepare work plan PEX 1.5: Communicate with stakeholders PEX 1.6: Register for tennis tournament PEX 1.7: Prepare self-performance reports PEX 1.8: Draw junior competition rules PEX 1.9: Prepare documentation (CV, Profile)
	LWA 5/2: Market Tennis Sport PEX 2.1: Brand tennis player PEX 2.2: Organize exhibition games PEX 2.3: Network with stakeholders

	PEX 2.4: Partner with cooperate bodies/organizations
	LWA 5/4: Perform Occupational Health Safety and environmental Protection Practices PEX 3.1: Practice personal hygiene PEX 3.2: Wear attire PEX 3.3: Perform fire fighting PEX 3.4: Manage waste PEX 3.5: Perform routine medical check-ups

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate: <ul style="list-style-type: none"> • Dispute resolution • Communication skills • Preparation of budgets • Report writing • Quality & specification of tennis tools and equipment • Computer skills • Public relations • Fire fighting • Handling social media • Marketing skills • Leadership skills
Average duration of learning	98 hours (14 days) of nominal learning suggested to include; <ul style="list-style-type: none"> • 2 days of occupational theory and • 12 days of occupational practice

Suggestions on organization of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related practical and written test items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	Computer, printer, PPE

Minimum required materials and consumables or equivalent	Stationery.
Special notes	None

3.0 ATP- PART III

Assessment Instruments for a TENNIS 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 and
 - 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, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **TENNIS PRACTITIONER** are included:

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	2
2.	Written (Theory)- Multiple Choice	4
3.	Written (Theory)- Matching with generic	1
4.	Written (Theory)- Matching with work-sequence	2
5.	Performance (Practical) Test Items	1
Total		10

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.1			
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:	2 minutes			

Test Item	Write down four (4) practices to ensure proper maintenance of a Tennis court?
Answer spaces	i ii iii iv
Expected key (answers)	i Watering the court. ii Brushing the court. iii Rolling the court. iv Clearing the drainage system. v Waste management.

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.2			
Test Item type:	Short answer		√	
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	January 2022			
Related module:	M1.3			
Time allocation:	4 minutes			

Test Item	In a situation where players are to play a tie break, briefly explain how a tie-break is played.
Answer spaces	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Expected key (answers)	<p>The server serves the first point; Serving is alternated every after two points; after the first point;</p> <p>The first player to reach seven points provided there is a difference of more than two points, wins the tie-break;</p> <p>In the case of a difference of less than two points at seven points, the winner has to win with a difference of two points;</p> <p>Every after six points played, players switch sides;</p>

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.1			
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:	2 Minutes			

Test Item	Which of the following shows the correct procedure for compressing a clay court?
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Distractors and correct answer	A. Water court, brush court, roll court. B. Brush court, water court, roll court. C. Brush court, roll court, water court. D. Roll court, brush court, water court.
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Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.2			
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	A ball is directed towards the weaker hand of a Tennis player. Which of these strokes would you advise him to use?
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Distractors and correct answer	A. Forehand stroke. B. Forehand volley stroke. C. Backhand stroke. D. Backhand volley stroke.
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Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.2			
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	When a player plays a ball before it bounces, what shot is that referred to?
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Distractors and correct answer	A. Smash B. Volley C. Slice D. Drop shot
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Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.2			
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	When a player serves the ball outside the service box on first attempt, he/she;
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Distractors and correct answer	A. Loses the point to the opponent. B. Loses the game to the opponent. C. Takes second service. D. Makes an ace.
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Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP			
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, M1.2			
Time allocation:	2 Minutes			

Test Item	Match the following activities in column A with their corresponding purposes in column B in tennis.
-----------	---

Column A (Activity)		Column B (Purpose)	
1	Watering the court	A	keeping the balls within playing area
2	Rolling the court	B	kills germs
3	Brushing the court	C	makes equipment clean for use
4	Fencing off the court	D	reduces dust on the court
5	Removing obstacles from court	E	create safety awareness
6	Displaying safety notices	F	creates a safe playing environment
7	Sanitizing equipment	G	compacts the court
		H	prevents unnecessary movement in and out of the court
		I	levelling the court

Key (answer)	1-F, 2-G, 3-I, 4-A, 5-D, 6-E, 7-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.8			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TP/M1.1			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C3			
Date of OP:	January 2022			
Related module:	M1.1			
Time allocation:	5 Minutes			

Test Item	Match the following descriptions in column A with their respective tennis terms in column B
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Column A (description)		Column B (term)	
1	Throwing balls to serve	A	serve
2	Ball hits the net cord but lands in service box	B	rally
3	Player approaches the net and a ball is played past them	C	Forehand
4	Player plays a ball over opponent at the net.	D	Mixed doubles
5	Two ladies and two gentlemen playing in the same match	E	Net kiss
6	Back and forth shots between players within a point	F	Toss
		G	Let
		H	Lob
		I	pass

		J	Men's doubles
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Key (answer)	1-F, 2-G, 3-I, 4-H, 5-D, 6-B.
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/RP/M1.2			
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	The following calls were made during a game by the umpire. Re-arrange them in their correct order of occurrence.
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 st	A	Advantage in
2 nd	B	Thirty forty
3 rd	C	Fifteen love
4 th	D	Game down
5 th	E	Fifteen all
6 th	F	Thirty all
7 th	G	Fifteen thirty
8 th	H	Deuce

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

DIT/ QS	Test Item Database Performance Test Item- no. 1
Occupational Title:	Tennis practitioner
Competence level:	Level 1
Code no.	UE/TP/M1.1
Test Item:	Perform the following strokes used in playing tennis 1. The serve 2. The forehand 3. The back hand 4. The volley 5. The smash
Complexity level:	P3
Date of OP:	January 2022
Related module:	M1.2
Related skills and knowledge:	Rules of the tennis game Tactics & Strategy of playing tennis Tennis Equipment & their Usage
Required tools, Materials and Equipment:	Tennis kit (balls, racket, cones, court markers), tennis attire
Time allocation:	2 hours
Preferred venue:	Tennis court
Remarks for candidates	The candidate has to select a playing opponent for the assessment
Remarks for assessors	♦ Assessor should allow repetitions when assessing ♦ Assessor should allow a candidate to choose a partner

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1.	Preparation for the assignment	Dressed in the sports attire (tennis shoes, tennis uniform, towel)		3

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Selected the equipment (racket, tennis ball)		2
		<u>Performed a warm up</u> Performed low intensity drills (jogging, side shuffle, knee to chest stuck)	2	
		Performed moderate drills (sprinting, stretching, rallying)	2	

2.	The Serve	<u>Assumed the right position</u> Stood on the right or the left-hand side of the court, behind the baseline, with Feet off the baseline	2	
		<u>Performed the continental v- grip</u> Shook hand with the racket	1	
		The V was in line with top of the racket		1
		<u>Performed stance</u> The front foot was pointed towards the net post and the behind foot was parallel to the base line	2	
		Knees were slightly bent/flexed	2	
		<u>Performed the serve</u> Tossed the ball and swung the racket backwards (overhead/underarm serve)	4	
		Swung the racket forward to hit the ball (over the net) before it hit the ground diagonally into the opponent's service box	4	
		Placed ball over the net and within the baseline and the singles/doubles line of the opponent		4
		Completed weight transfer forward into the court (follow-through)	1	
3.	The forehand stroke	<u>Performed stance</u> Maintained the open stance	2	
		<u>Performed the forehand stroke</u> The inner side of the palm of the hand holding the racket faced forward towards the net	3	
		Performed backswing on the back foot and the forward swing on front foot	3	
		Made contact with ball in front of the body	4	

		Placed ball over the net and within the baseline and the singles/doubles line of the opponent		2
		Completed weight transfer forward into the court (follow-through)	1	
4.	The backhand stroke	<u>Performed stance</u> Maintained the open stance	2	

		<u>Performed the backhand stroke</u> The back side of the palm of the hand holding the racket faced forward towards the net	3	
		Performed the backstroke with both hands on the racket	2	
		Performed backswing on the back foot and the forward swing on front foot	3	
		Made contact with ball In front of the body	4	
		Placed ball over the net and within the baseline and the singles/doubles line of the opponent		2
		Completed weight transfer forward into the court (follow-through)	1	
		Advanced at least 1 meter from the net	3	
		<u>Performed the stance</u> Performed a split step stance with the racket in front of the body	2	
		One foot was in front of the body with the other foot grounded	2	
		Played the ball before it bounced with elbows away from the body	4	
		Placed the ball within the baseline and the singles/doubles line of the opponent		2
		Player performed the split step facing the opponent after making contact with the ball	1	
		<u>Performed the stance</u> Advanced into position underneath the ball	3	
		Faced the court with feet slightly apart	1	
		Player's front foot was pointed towards the net post with the other foot behind the body	1	
5.	The volley			
6.	The smash			

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QUALIFICATION LEVEL: 1

January 2022

		Player's Knees were slightly bent/flexed	1	
		Ball was hit at full height using the overhead service motion	3	
		Placed ball over the net and within the baseline and the singles/doubles line of the opponent		2
		Completed weight transfer forward into the court (follow-through)	1	
			70	18
	TOTAL		88	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (January 2021)

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

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

4.2 Training Module Development (January 2021)

Based on the developed Occupational Profile for Tennis Practitioner of January 2021, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (January 2021)

Based on the developed Occupational Profile for Tennis Practitioner of January 2021, and Training Modules of January 2021, Test Items were developed by combined panels of Teachers and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

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

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

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

4.5 Development Panels

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

Development Panel		
No.	Name	Organization
1	Katende David	NCS
2	Mukiibi Charles Balagana	NCDC
3	Makyeme Stella	UNEB (Senior Examiner)
4	Kiruuta Donald	Iganga S.S.S
5	Nashimolo Michael	Gayaza High School
6	Bako Sebestiano	Lango College, Lira
7	Mushabe Rolland	Sheraton Hotel Tennis Sports Club
8	Mugisha Jonathan	Uganda National Tennis Team
9	Oduke John	Uganda National Tennis Team
10	Alvin Bagaya	Uganda Tennis Association
11	Kirya Lukman	Kyambogo University
12	Natumanya Anthony	Ntare High School

4.5 Facilitator team

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

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4.6 Reference time:

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

References Books:

1. Rules of Tennis 2021 by ITF
2. Mini Tennis; Developing the base by ITF
3. Tennis practices by Charles Applewhaite
4. ITF Play Tennis Manual by Mark Tennant & Tim Jones
5. Coaching Beginner and Intermediate Tennis Players by Miguel Crespo & Machar Reid