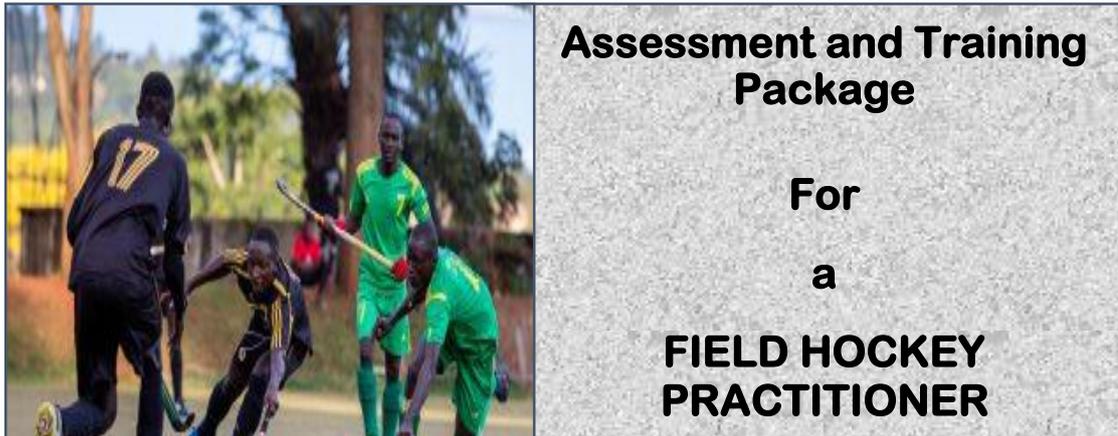




THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Assessment and Training Package

**For
a**

**FIELD HOCKEY
PRACTITIONER**

Qualification Level: 1

Occupational Cluster: Physical education

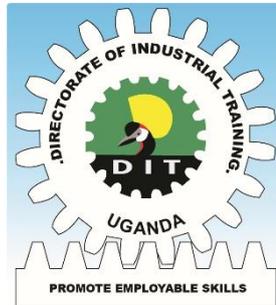
September 2020

Developed by:

**Directorate of Industrial Training
Qualifications Standards Department**

Supported by:

Government of Uganda



Assessment and Training Package

For a

FIELD HOCKEY PRACTITIONER

Qualification Level: 1

Occupational Cluster: Physical Education

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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Word from Permanent Secretary

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

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

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

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

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

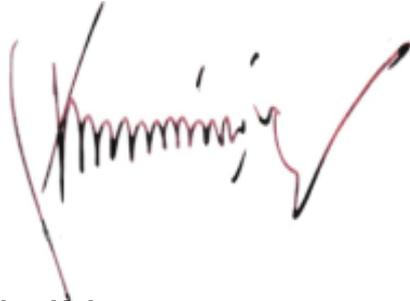
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive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

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

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

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

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



Alex Kakooza
Permanent Secretary

Executive Summary

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

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

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

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

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

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



Patrick Byakatonda
Ag Director

Acknowledgement

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

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

Abbreviations and Acronyms

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

Key Definitions

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) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
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)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>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.</p>

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a FIELD HOCKEY PRACTITIONER

- 1.1 The occupational profile (OP) for “Field Hockey Practitioner” below defines the **Duties** and **Tasks** a competent Field Hockey 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 panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

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

Job Expert Panel

Mukiibi Charles
NCDC

Tumusiime Geoffrey
Mbarara City

Nansubuga Florence
King's College Buddo

Mugisha Christopher B
Old Kampala S.S

Nashimolo Michael
Gayaza High School

Kagera Aisha Katerega
Uganda Hockey Association

Kasasa Vincent Arnold
Hockey Federation

Mbabali Ronald
Holy Family S.S.S

Tushabe Jonan
Seeta High School Main

Gwom Robert
Mt. St Mary's Namagunga

Co-ordinator
Mukyala Ruth Elizabeth
Directorate of Industrial Training

Facilitators
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Directorate of Industrial Training

Babirye Pamela
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Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

**"FIELD HOCKEY
PRACTITIONER"**

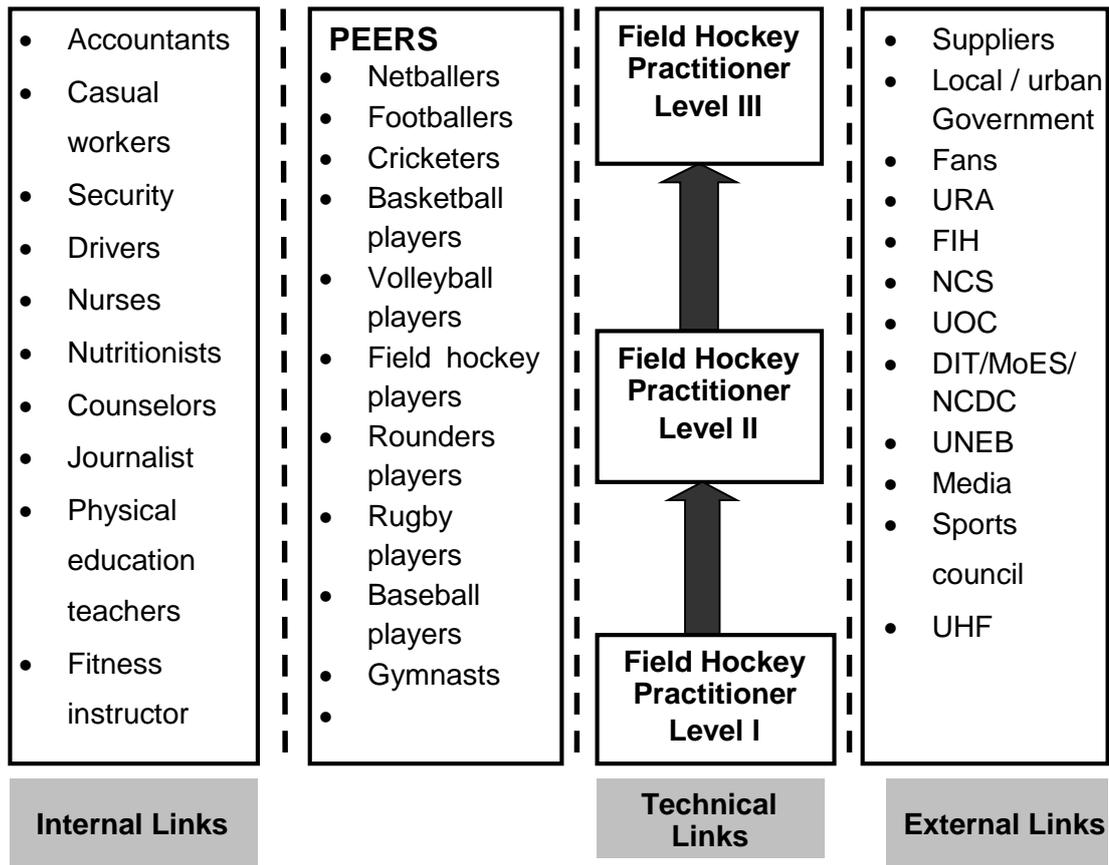
Developed by: Qualification Standards
Department of the Directorate
of Industrial Training

Dates of workshop: 7th-11th September 2020

NOMENCLATURE FOR THE OCCUPATION OF FIELD HOCKEY PRACTITIONER

Definition: A Field Hockey Practitioner is a person who has the competence of playing, coaching, organising, managing and developing the Field Hockey game.

JOB ORGANISATION CHART FOR A FIELD HOCKEY PRACTITIONER



Descriptions for the levels in the occupation of 'Field Hockey Practitioner'

UVQ Level I Field Hockey Practitioner: is a person who has the competences of playing hockey and perform game supporting activities.

UVQ Level II Field Hockey Practitioner: is a person who has competences and competency of organising and officiating the Hockey game.

UVQ Level III Field Hockey Practitioner: is a person who has competences and competency of coaching and managing the hockey game.

Duties and Tasks

A. PLAN GAME	A1 Identify suitable field	A2 Identify resources	A3 Prepare a budget
	A4 Identify tools and equipment	A5 Mobilise tools and equipment	A6 Develop game schedule

B. PREPARE FIELD	B1 Clear site	B2 Level field	B3 Construct drainage system
	B4 Measure field	B5 Demarcate and mark field	B6 Erect goal posts

C. FORM TEAM	C1 Scout players	C2 Recruit players	C3 Select players
	C4 Train players	C5 Appraise players	C6 Assign roles

D. PLAY HOCKEY	D1 Perform warm ups	D2 Perform grips	D3 Dribble ball
	D4 Goal keep	D5 Stop and receive ball	D6 Gain possession of the ball
	D7 Pass ball	D8 Shoot ball	D9 Tackle ball
	D10 Intercept ball	D11 Trap ball	D12 Perform cool down

E. OFFICIATE GAME	E1 Inspect field	E2 Inspect players	E3 Start and re-start game
	E4 Enforce rules and regulations	E5 Discipline players and team officials	E6 Score results
	E7 Take records		

D. PERFORM ADMINISTRATIVE TASKS	F1 Advertise vacancies	F2 Recruit workers	F3 Appoint workers
	F4 Mobilise resources	F5 Register team	F6 Pay tax
	F7 Advertise game	F8 Manage welfare	F9 Keep records
	F10 Supervise work	F11 Attend meetings	F12 Schedule competitions
	F13 Coordinate game schedules	F14 Pursue continuous professional development	F15 Make fixtures

E. MAINTAIN FIELD	G1 Re-mark faded lines	G2 Trim grass	G3 Mow playing surface
	G4 Water and press field	G5 Re-sand playing surface	G6 Clean the playing field and pavilion
	G7 Remove obstacles	G8 Unblock drainage system	

F. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Carry out risk assessment	H2 Prepare first aid equipment	H3 Wear protective gears
	H4 Keep medical records	H5 Observe personal hygiene	H6 Manage waste
	H7 Administer first aid	H8 Ensure proper nutrition	H9 Adhere to anti-doping rules
	H10 Sensitise workers on health issues		

Additional Information

Generic Knowledge and Skills

- | | |
|--|---|
| 1. Resource mobilisation | 13. Business and customer service skills |
| 2. Public relations | 14. Human resource management |
| 3. Environmental changes | 15. Cleaning skills |
| 4. Safety, health and environment | 16. Planning skills |
| 5. Tools, equipment and implement usage, operation and maintenance | 17. Leadership skills |
| 6. Problem solving | 18. Social skills |
| 7. Counselling and guidance | 19. Design and construction of structures |
| 8. Time management | 20. Staff training and mentoring |
| 9. Field measurements | 21. Taxation |
| 10. Inter-personal relations | 22. Rules and regulations of the game |
| 11. Communication skills | 23. Outstanding performance records |
| 12. Analytical skills | |

Tools, equipment and materials

- | | |
|-------------------------|---------------------|
| 1. Hockey stick | 22. Metallic poles |
| 2. Hockey ball | 23. Jerseys |
| 3. Helmet | 24. Stationery |
| 4. Goal anchors/ stones | 25. Brooms |
| 5. Sand | 26. Timer |
| 6. Cement | 27. Wood/timber |
| 7. Wire mesh | 28. Training bibs |
| 8. Sprinklers | 29. Whistle |
| 9. Grass | 30. Umpire cards |
| 10. Paint | 31. Gloves |
| 11. Ruler | 32. Sports shoes |
| 12. Scrubbing brush | 33. Shin guards |
| 13. Mowing machine | 34. Knee pads |
| 14. Tape measure | 35. Chest protector |
| 15. Water | 36. Mouth guards |
| 16. Waste bin | 37. Arm pads |
| 17. Rubber | 38. Catcher gloves |
| 18. Goal nets | 39. Leg pads |
| 19. Cones | 40. Blocker gloves |
| 20. First aid kit | 41. Slasher |
| 21. Towels | |

Attitudes / Traits / Behaviors	Future Trends and Concerns
1. Organised	1. Market the game
2. Respectful	2. Climate changes
3. Knowledgeable	3. Use of ICT
4. Team player	4. Adaption of new technology
5. Dedicated	5. Price fluctuation
6. Self-motivated	6. Access to finances
7. Punctual/time manager	7. Financial literacy
8. Innovative and creative	8. Access to experts
9. Disciplined	9. Access to policies and acts
10. Social	10. Taxes
11. Realistic	11. Lack of role models
12. Honest	12. Benchmark good practices
13. Polite	13. Popularise the game
14. Physically fit	14. Inadequate supply of equipment
15. Hard working	15. Forming field hockey associations
16. Resourceful	16. Inadequate management skills
17. Good listener	17. Customer care
18. Good decision maker	18. Inadequate networking and linkages
19. Trainable	19. Inadequate play facilities
20. Empathetic	20. Limited exposure
21. Flexible	21. Limited publicity
22. Risk taker/risk averse	22. Insufficient qualified human resources
23. Patient	
24. Tolerant	
25. Healthy	
26. Committed	

2.0 ATP – PART II

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

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

PEXs are therefore sub-sets of a LWA.

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

WHO IS A FIELD HOCKEY PRACTITIONER QUALIFICATION LEVEL 1?

A **Field Hockey Practitioner Level I** is a person who has the competences of playing hockey and perform game supporting activities.

TRAINING MODULES FOR A FIELD HOCKEY PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/FH/M1.1	Play Hockey	240	6
UE/FH/M1.2	Manage Field, Tools and Equipment	240	6
UE/FH/M1.3	Perform Entrepreneurial Tasks	160	4
Summary	3 Training Modules	640 hours	16 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 instructions, as the minimum exposure.

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

Code	UE/FH/M1.1
Module title	M1.1: Play Hockey
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Field Hockey Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to play Hockey.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare for the Game LWA 1/2: Perform Grips LWA 1/3: Move/Pass Ground Ball LWA 1/4: Move/Pass Aerial Ball LWA 1/5: Stop and Receive the Ball LWA 1/6: Move with the Ball LWA 1/7: Perform Tackling LWA 1/8: Shoot at a Goal LWA 1/9: Perform Goal Keeping LWA 1/10: Perform Offensive Tactics LWA 1/11: Perform Defensive Tactics LWA 1/12: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare for the Game PEX 1.1: Identify and sort or select tools and equipment to be used PEX 1.2: Wear protective gear appropriately PEX 1.3: Select the facility, tools and equipment PEX 1.4: Perform warm up</p> <p>LWA 1/2: Perform Grips PEX 2.1: Perform basic grip PEX 2.2: Perform double V grip PEX 2.3: Perform one handed grip PEX 2.4: Perform pancake grip PEX 2.5: Perform short handle grip</p> <p>LWA 1/3: Move/Pass Ground Ball PEX 3.1: Push the ball with fore hand</p>

	<p>PEX 3.2: Push the ball with reverse/back hand PEX 3.3: Hit the ball PEX 3.4: Slap the ball with fore hand PEX 3.5: Slap the ball with back hand PEX 3.6: Sweep the ball with fore hand PEX 3.7: Sweep the ball with reverse hand</p> <p>LWA 1/4: Move/Pass Aerial Ball PEX 4.1 Flick the ball PEX 4.2: Scoop the ball</p>
<p>Related Practical Exercises (PEXs)</p>	<p>LWA 1/5: Stop and Receive the Ball PEX 5.1: Receive ground balls on fore hand PEX 5.2: Receive ground balls on reverse/back hand PEX 5.3: Receive aerial balls on fore hand PEX 5.4: Receive aerial balls on reverse hand</p>
	<p>LWA 1/6: Move with the Ball PEX 6.1: Roll the ball PEX 6.2: Tap the ball PEX 6.3: Perform speed dribble PEX 6.4: Perform Indian dribble PEX 6.5: Perform power dribble PEX 6.6: Perform spine dribble</p>
	<p>LWA 1/7: Perform Tackling PEX 7.1: Jab the ball PEX 7.2: Perform fore hand block tackle PEX 7.3: Perform reverse hand block tackle</p>
	<p>LWA 1/8: Shoot at a Goal PEX 8.1: Perform a quick hit shot PEX 8.2: Perform the deflection shot PEX 8.3: Perform edge shot PEX 8.4: Perform a dive shot PEX 8.5: Perform a chip shot</p>
	<p>LWA 1/9: Perform Goal Keeping PEX 9.1: Take position PEX 9.2: Perform a block save for ground balls/shots PEX 9.3: Perform a lung save for ground balls/shots PEX 9.4: Perform a split save for ground balls/shots PEX 9.5: Perform a stick dive save for ground balls/shots PEX 9.6: Perform glove save for aerial balls/shots PEX 9.7: Perform stick save for aerial shots/balls PEX 9.8: Perform the jab kick clear for ground shots PEX 9.9: Perform the crossover jab kick clear for ground shots</p>

	<p>PEX 9.10: Perform a punch clear for ground shots PEX 9.11: Perform a drop kick clear for aerial shots PEX 9.12: Perform a punt kick clear for aerial shots</p> <p>LWA 1/10: Perform Offensive Tactics PEX 10.1: Maintain ball possession PEX 10.2: Cut the ball into free space PEX 10.3: Penetrate the shortest line to the goal PEX 10.4: Pass while moving PEX 10.5: Go one on one PEX 10.6: Perform ball check PEX 10.7: Perform drop step</p> <p>LWA 1/11: Perform Defensive Tactics PEX 11.1: Intercept the ball PEX 11.2: Control and balance PEX 11.3: Block dangerous areas PEX 11.4: Defensive stance PEX 11.5: Channel the ball PEX 11.6: Tackle the ball</p> <p>LWA 1/12: Perform Occupational Health, Safety and Environmental Protection Practices PEX 12.1: Wear protective gear PEX 12.2: Clean and disinfect tools and equipment PEX 12.3: Manage waste PEX 12.4: Sensitise workers on key health issues PEX 12.5: Administer first aid</p>
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	<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"> • Team composition • Common injuries • Nutrition management for a player • Creative use of space while playing (width and depth) • Types of shots • Offensive and defensive tactics • Skills in gaining possession of the ball e.g. block tackle, shove skill, reverse tackling and jab skill etc.

Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	hockey stick, helmets, gloves, hockey ball, nets, cones, whistle, timer, first aid kit.
Minimum required materials and consumables or equivalent	stationery (record books, pens etc.), water, first aid materials
Special notes	Cater for people with disability Form and play in teams to observe and master the skills

Code	UE/FH/M2.1
Module title	M1.2: Manage Field, Tools and Equipment
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Field Hockey Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage Hockey field, tools and equipment
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Setup Hockey Field LWA 2/2: Maintain Hockey Field LWA 2/3: Maintain Tools and Equipment LWA 2/4: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer/instructor is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Setup Hockey Field PEX 1.1: Clear site PEX 1.2: Measure field PEX 1.3: Demarcate play ground PEX 1.4: Erect a goal post</p> <p>LWA 2/2: Maintain Hockey Field PEX 2.1: Mow playing surface PEX 2.2: Press playing surface PEX 2.3: Water/re-sand the playing surface PEX 2.4: Clean the play field and pavilion PEX 2.5: Drain water PEX 2.6: Re-mark faded lines on the field</p> <p>LWA 2/3: Maintain Tools and Equipment PEX 3.1: Prepare maintenance schedule PEX 3.2: Identify tools and equipment PEX 3.3: Procure tools and equipment PEX 3.4: Store tools and equipment PEX 3.5: Identify faulty or damaged tools and equipment PEX 3.6: Replace broken tools and equipment PEX 3.7: Repair broken tools and equipment PEX 3.8: Service tools and equipment</p>

	PEX 3.9: Keep inventory PEX 3.10: Keep maintenance records LWA 2/4: Perform Occupational Health Safety and Environmental Protection Practices PEX 4.1: Wear protective gear PEX 4.2: Administer first aid PEX 4.3: Observe personal hygiene PEX 4.4: Observe bio-safety and security practices PEX 4.5: Display safety signs and precautions notes
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 recognised reference materials as appropriate: <ul style="list-style-type: none"> • Usage of cleaning leveling and measuring tools • Standard measurements and dimensions for a Hockey field • Type of grass to be used • Managerial skills • Usage of First Aid kit
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	tape measure, slasher, ruler, waste bin, scrubbing brush, broom, first aid kit, computers, mowing machine
Minimum required materials and consumables or equivalent	cement, sand, grass, detergent, paint, water, stationery
Special notes	

Code	UE/FHP/M 3.1
Module title	M1.3: Perform Entrepreneurship Tasks
Related Qualification	Part of Uganda Vocational Qualification (Field hockey Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to establish a Field Hockey enterprise and maintain it.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Establish Hockey Enterprise LWA 3/2: Market Game LWA 3/3: Maintain Enterprise LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Establish Field Hockey Enterprise</p> <p>PEX 1.1: Conduct feasibility study PEX 1.2: Set up an organisation structure PEX 1.3: Make budget PEX 1.4: Mobilise resources PEX 1.5: Recruit staff PEX 1.6: Register enterprise PEX 1.7: Design enterprise logo PEX 1.8: Procure tools equipment and material PEX 1.9: Develop work plan</p> <p>LWA 3/2: Market Game</p> <p>PEX 2.1: Advertise game PEX 2.2: Partner with corporate bodies PEX 2.3: Brand game PEX 2.4: Brand players PEX 2.5: Form clubs PEX 2.6: Sell hockey items and accessories PEX 2.7: Carryout community outreaches</p>

	<p>LWA 3/3: Maintain Enterprise PEX 3.1: Keep records PEX 3.2: Network with peers PEX 3.3: Manage human resource PEX 3.4: Prepare portfolio</p> <p>LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices PEX 4.1: Manage waste PEX 4.2: Sensitise workers on key health issues PEX 4.3: Wear protective gear PEX 4.4: Administer first aid PEX 4.5: Train workers on health and safety issues</p>
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	<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"> • Record keeping • Rules of the game • Communication skills • Business skills • Club structures and clubs as an enterprise • Rules and regulations governing sports enterprises • Corporate behavior or partnering with corporate bodies, sponsors and other potential partners
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 7 days of occupational theory and • 13days of occupational practice
Suggestions on organisation 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 a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	helmets, gloves, mouth guards, hockey balls, cones, whistle, watch/timer, projectors, computer, camera, first aid kit

Minimum required materials and consumables or equivalent	record books, pens, water, first aid materials
Special notes	

3.0 ATP- PART III

Assessment Instruments for a FIELD HOCKEY 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, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a FIELD HOCKEY 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	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching with work sequence	1
5.	Performance (Practical) test items	1
Total		8

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Field Hockey Practitioner			
Competence level:	Level 1			
Code no.	UE/FHP/M 1.1			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related Module:	M1.1			
Time allocation:	3 minutes			

Test Item	Outline three equipment required for a Field Hockey player
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Sports wear (ii) Hockey stick (iii) Hockey ball (iv) Shin guard (v) Helmet (vi) Knee pads (vii) Chest protector (viii) Gloves

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Field Hockey Practitioner			
Competence level:	Level 1			
Code no.	UE/FHP/M 1.1			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related Module:	M1.1			
Time allocation:	3 minutes			

Test Item	List four ways a ball can be moved in the field during a game
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) By hitting (ii) By pushing (iii) By flicking (iv) By scooping (v) By slapping (vi) By sweeping

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Field Hockey Practitioner			
Competence level:	Level 1			
Code no.	UE/FHP/M 1.1			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C3			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	Which of the following penalty is awarded for the obstruction of an opponent by a defender within a 23m area?
Distractors and correct answer	A. Penalty stroke B. Penalty corner C. Free hit to the defense D. Free hit to the attack

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Field Hockey Practitioner			
Competence level:	Level 1			
Code no.	UE/FHP/M 1.3			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 2			
Date of OP:	September 2020			
Related module:	M1.3			
Time allocation:	2 minutes			

Test Item	How long should a player be suspended when awarded a green card
Distracters and correct answer	A. 2.5 minutes B. 5 minutes C. 2 minutes D. 10 minutes

Key (answer)	C
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Field Hockey Practitioner				
Competence level:	Level 1				
Code no.	UE/FHP/M 1.1				
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C2				
Date of OP:	September 2020				
Related Modules:	M1.1				
Time allocation:	5 minutes				

Test Item	Match the following Field Hockey tools with their functions.
------------------	--

Column A (Tools)	
1	String
2	Pegs
3	Rollers
4	Tape measure
5	Paint

Column B (Functions)	
A	Determine length
B	Apply paint
C	Mix the paint
D	Fence the hockey field
E	Connect points
F	Point marker
G	For marking and making lines visible

Key (answer)	1-E, 2-F, 3-B, 4-A, 5-G
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DIT/QS		Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Field Hockey Practitioner				
Competence level:	Level 1				
Code no.	UE/FHP/M 1.3				
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C2				
Date of OP:	September 2020				
Related modules:	M1.3				
Time allocation:	5 minutes				

Test Item	Match the following terms with their meaning as used in Hockey games
------------------	--

Column A (Terms)	
1.	Obstruction
2.	Body play
3.	Back stick
4.	Hockey stick interference
5.	Raise ball

Column B (Meaning)	
A	When a player hits, flicks or scoops a high ball towards an opponent within 5 metres
B	Player uses their body or stick to prevent an opponent from reaching the ball
C	When a player position themselves between a ball and an opponent allowing a team-mate an unobstructed play on the ball.
D	When a player plays the ball using any part of the body
E	When the player uses their body or a stick to prevent an opponent from getting the ball
F	When a player sticks the ball with rounded back of the hockey stick
G	When the player uses their stick to hit an opponent's stick either intentionally or unintentionally

Key (answer)	1-E, 2-D, 3-F, 4-G, 5-A
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Field Hockey Practitioner			
Competence level:	Level 1			
Code no.	UE/FHP/M 1.3			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	September 2020			
Related Modules:	M1.3			
Time allocation:	3 minutes			

Test Item	Arrange the following steps in administering First Aid to a Hockey player who has injured his knee during playing
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Identify the type injury
2 nd	B	Refer causality for further management
3 rd	C	Rest the injured part
4 th	D	Elevate the injured part above the level of the heart
5 th	E	Use bandage to compress
6 th	F	Apply ice to the injured part
7 th	G	Stop the activity

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

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Field Hockey Practitioner
Competence level:	Level 1
Code no.	UE/FHP/M 1.1
Test Item:	Perform the following grips in Field Hockey using appropriate equipment i Basic grip ii Double V grip iii One hand grip
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Basic grip, v-grip, one hand grip, warm up and cool down activities • First Aid for grip injuries • Protective gears and their uses • Hockey equipment and their use • Griping techniques
Required tools, Materials and Equipment:	Hockey stick, Hockey ball, drinking water, First Aid kit, gloves, helmet
Time allocation:	1 hour
Preferred venue:	Hockey field
Remarks for candidates	<ul style="list-style-type: none"> • Players must have personal protective equipment
Remarks for assessors	<ul style="list-style-type: none"> • Provide helpers for the Hockey player • For one hand grip, the candidate will be scored on one hand that he/she is comfortable using (either left or right hand)

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation of task	Wore the right sports attire (canvas shoes, jerseys)		3
		Selected materials, tools and equipment	3	
		Right tools, equipment and materials observed		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Basic Grip	STANCES Feet shoulder width apart		1
		Left knee and shoulder faced towards the target		1
		Body weight evenly distributed on both legs		1
		POSITION OF THE HANDS One hand on top and the second in the middle of the stick observed.		1
		The top hand made a firm grip and the middle hand was slightly loose.		1
		The thumb and the index finger formed a V		1
		BALL POSITION Ball positioned 1.5 meters in front of the body		1
		ALIGNMENT OF THE STICK The flat surface face towards the ball		2
2	Double v-grip	STANCES Feet shoulder width apart	1	
		One leg was in front of the other with knees flexed to assume a low body position	3	
		POSITION OF THE HANDS Hands were close together at the top of the stick	2	
		Thumb and index finger of both hands formed a V	2	
		BALL POSITION Ball was positioned 1.5 meter in front of the ball		1
		ALINGMENT OF THE STICK The flat surface faces towards the ball		1
		3	One handed grip	STANCES Feet shoulder width apart
One leg was in-front of the other with knees flexed to assume a low body position	3			

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		POSITION OF THE HANDS		
		For the right handed grip		
		Used right hand to grip the top of the stick	1	
		The thumb and index finger pointed the V at the toe-edge of the stick	2	
		OR		
		For the left handed grip		
		Placed left hand at the top of the stick		
		Held stick such that the thumb and index finger's V are in line with the back edge of the stick-opposite the toe edge		
		BALL POSITION		
		Ball was positioned 1.5meter in front of the ball		1
		ALIGNMENT OF THE STICK		
		The flat surface faced towards the ball		2
	TOTAL		18	18
	Maximum score (Y)	(X/Y)	36	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Field Hockey Practitioners, secondary school teachers who train Field Hockey, and curriculum development specialists working with the National Curriculum Development Centre (NCDC).

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.

Basing on the Occupational Profile, they developed training modules that will guide Field Hockey Practitioners on the job as well as in training centres.

Basing on the Occupational Profile and Training Modules, they developed assessment instruments that can be used to assess whether a person complies with the requirements of employment as a Field Hockey practitioner.

4.2 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 Field Hockey trainers, job practitioners and NCDC Physical Education specialist 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.

4.3 Development Panels

The participating panels of Field Hockey Practitioners (job practitioners), secondary school teachers who train Field Hockey, and curriculum development specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organisations:

Development Panel		
No.	Name	Institution/Organisation
1	Mukiibi Charles	NCDC
2	Kasasa Vincent Arnold	Hockey Federation
3	Nashimolo Michael	Gayaza High School
4	Nansubuga Florence	King's College Buddo
5	Kagere Aisha Kateregga	UHA
6	Tushabe Jonan	Seeta High School Main
7	Tumusiime Geoffrey	Mbarara City High School
8	Gwom Robert	Mt St Mary's Namagunga
9	Mugisha Christopher B	Old Kampala S.S
10	Mbabaali Ronald	Holy Family S.S.S

4.4 Quality Assurance panel

The quality checking panel comprised of a team with exceptional technical expertise and experience as job practitioners, lecturers, sports administrators and national curriculum development specialist.

The team carefully and objectively critiqued the entire ATP and assured that the quality of the ATP meets the required standards.

Quality Checking Panel		
No.	Name	Organisation
1	Mr. Katende S David	National Council of Sports (NCS)
2	Mr. Balagana Charles Mukiibi	Kyambogo University
3	Mr. Tushabe Jonan	Directorate of Industrial Training
4	Ms. Erinah Balungi	National Curriculum Development Centre (NCDC)
5	Dr. Byaruhanga Kadoodooba	Kyambogo University
6	Ms. Ddembe N Hajarah	Ministry of Education and Sports (MoES)
7	Mr. Okou-Imakit J.M	Kyambogo University

4.5 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth, Ag. Deputy Director/QS Dept., DIT
2. **Facilitators (Development process):**
Ms. Ainembabazi Faith and
Ms. Babirye Pamela DE DIT.
3. **Facilitators (Quality checking process):** Baliraba Elizabeth, DIT.
4. **Data Entrants:** Ms. Orishaba Tracy, Mr. Nuwe Eria, Mr. Eteit Luke and
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT.
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

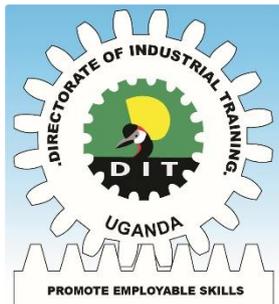
4.6 Reference time:

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

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