



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

NETBALL PRACTITIONER

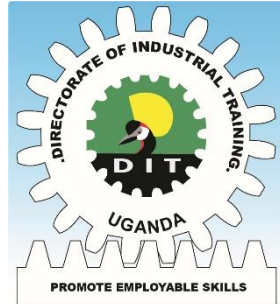
Qualification Level: 1

Occupational Cluster: Physical Education

September 2020

Developed by:
Qualifications Standards Department
Directorate Of Industrial Training

Funded by:
Government of Uganda



Assessment and Training Package

**For a
NETBALL 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 **NETBALL 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 NETBALL PRACTITIONER.**
This Occupational Profile which was reviewed by Netball practitioners practicing in the world of work, mirrors the duties and tasks that Netball practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Netball 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 NETBALL PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Netball 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 netball practitioner from various secondary schools.
- Agriculture 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
UNF	Uganda Netball Federation
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. curricula are developed in modular form
Duty	A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	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.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

1.0 ATP-PART I

Occupational Profile for a NETBALL PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Netball Practitioner below defines the **Duties** and **Tasks** a competent Netball 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 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 are listed on the following page.

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

Expert Panel

Kawooya Vicent Kiwanuka
National Coach/National Insurance
Kisomose N. Annet (UNF)
Nassanga Zubbedu (UNF)
Alwenyi Alice (UNF)
Meeme Ruth (Uganda Prisons)
Nyongesa Imelda (Uganda Prisons)
Kiiza Luke (Kyadondo S.S)
Namuli Mariam (UPDF Netball Club)
Atwegyeise Marion (Buddo SS)
Nankya Immaculate
Trinity College Nabbingo
Mande Aminah (Kololo High School)
Kibira James Robert
Blessed Sacrament Kimaanya S.S
Ssentumbwe William
St. Noa Girls' Nsangi
Ssentongo Kisuule (SMASK)
Musanje Shamim (Kibuli S.S)
Atukei H. Proscovia (Kyambogo Unive)
Kibwota Gillian Shirley (LVTI)
Namate Rose (Kyaddondo S.S)
Kaala N. Rosette (Posta Netball Club)
Mafabi Beatrice (Elgon Doves Netball Club)
Kayaga Gorett (Buloba PTC)
Auma Josephine Catherine
St. Francis S.S
Abalo Florence (Uganda Police/ UNF)
Awayo Esther (Uganda Police/UNF)
Achan Jesca (Uganda Prisons)
Bogere James Nelson (UCU)
Lukowe Vivian (UCU)
Anonget Esther (DIT Coach)
Ddembe N. Hajara (MoES)
Nanteza Alice (Former National Player)
Allo Brenda Dradria (Ediofe Girls S.S)
Dawa Hope (Nkumba University)
Eyaru Irene (KCCA)
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Elizabeth Ruth Mukyala
Directorate of Industrial Training
Facilitators
Asiimwe M. Sarah
Directorate of Industrial Training
Nakafeero Suzan
Directorate Industrial of Training
Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"NETBALL PRACTITIONER"

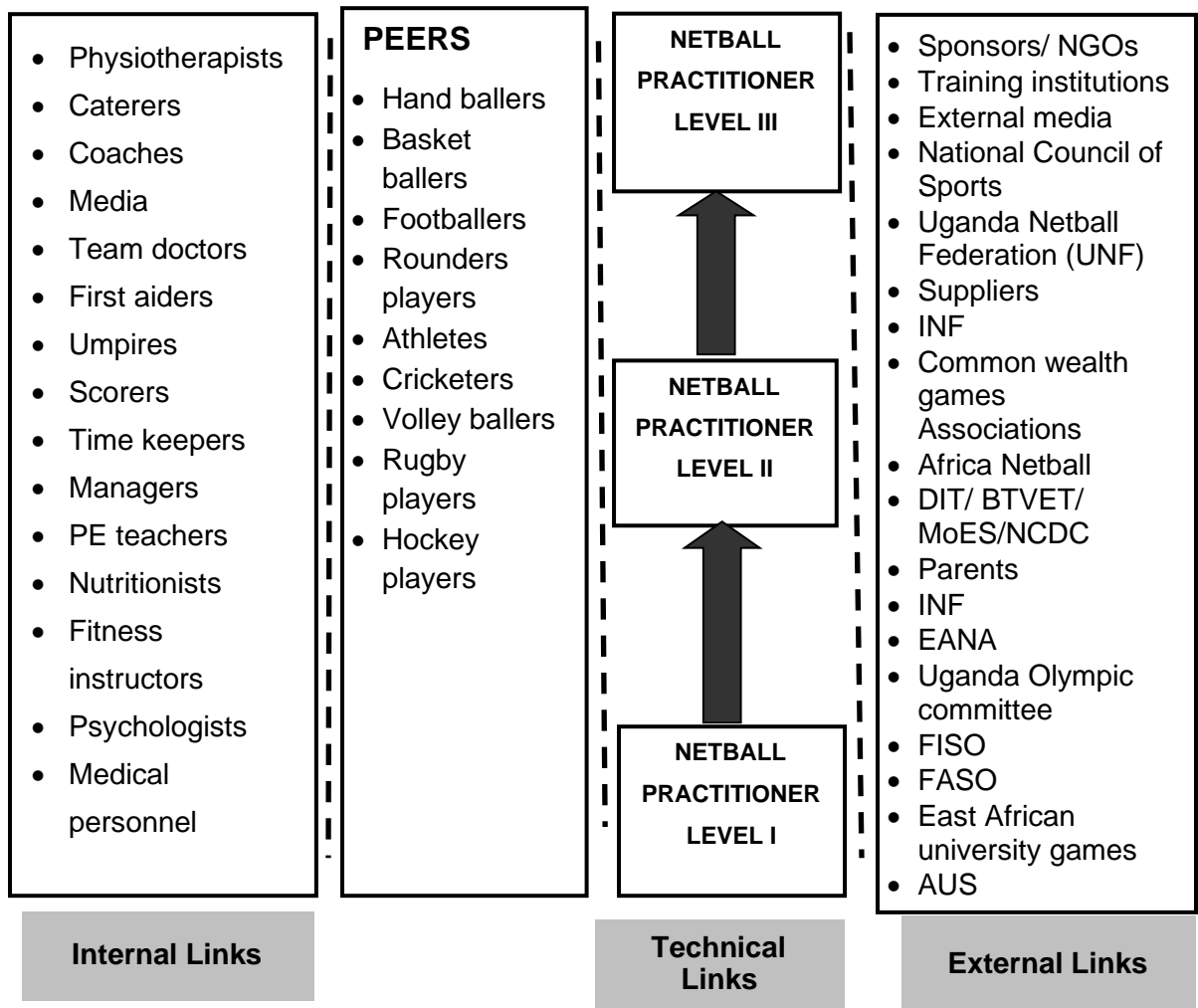
Developed by: Qualifications Standards
Department of Directorate of
Industrial Training

Dates of workshop: 21stSeptember –25th
September 2020

NOMENCLATURE FOR THE OCCUPATION OF NETBALL PRACTITIONER

Definition: A NETBALL PRACTITIONER: This is a person who has the competence to play, train, officiate, manage, and develop a netball game.

JOB ORGANISATION CHART FOR A NETBALL PRACTITIONER



Descriptions for the levels in the occupation of ‘Netball Practitioner’

UVQ Level 1 Netball Practitioner: Is a person who plays netball competently and performs game supporting activities.

UVQ Level 2 Netball Practitioner: Is a person who has the competence to organise and officiate a netball game.

UVQ Level 3 Netball Practitioner: Is a person who has the competences to coach and manage a netball game.

Duties and Tasks

A. PLAN NETBALL GAME	A1 Identify netball venue	A2 Identify resources	A3 Prepare budget
	A4 Mobilise resources	A5 Prepare the materials, tools and equipment	A6 Develop game schedule

B. ESTABLISH NETBALL COURT	B1 Identify site	B2 Select site	B3 Clear site
	B4 Level site	B5 Plant grass	B6 Install macadam or polymeric rubber floor
	B7 Demarcate activity area	B8 Position and fix goal posts	

C. PLAY NETBALL GAME	C1 Take toss	C2 Take position	C3 Take centre pass
	C4 Pass ball	C5 Defend goal	C6 Attack goal
	C7 Perform foot work	C8 Shoot ball	

D. MANAGE NETBALL TEAM	D1 Develop team structure	D2 Scout for talented players	D3 Recruit netball players
	D4 Provide welfare	D5 Organise team	D6 Follow up team
	D7 Promote team	D8 Assign roles	D9 Keep team record

E. COACH NETBALL PLAYERS	E1 Design training schedules	E2 Prepare training sessions	E3 Organise the court
	E4 Brief players	E5 Train players	E6 Mentor and inspire players
	E7 Assess players	E8 Perform physical fitness	E9 Develop game tactics, techniques and formations
	E10 Appraise players	E11 Manage discipline	E12 Make training reports

F. UMPIRE NETBALL GAME	F1 Prepare for the game	F2 Inspect court	F3 Inspect teams
	F4 Oversee tossing	F5 Start game	F6 Enforce rules
	F7 Communicate technical decisions	F8 Manage time	F9 Confirm score
	F10 Restart play	F11 Manage player's discipline	F12 End game
	F13 Prepare game report		

G. MAINTAIN TOOLS, MATERIALS AND EQUIPMENT	G1 Prepare maintenance schedule	G2 Keep inventory	G3 Repair and replace equipment
	G4 Remark the court	G5 Clean materials	G6 Store tools, materials and equipment

H. MARKET NETBALL	H1 Organise game exhibitions	H2 Form clubs	H3 Participate in competitions
	H4 Source for sponsors and partner with corporate bodies	H5 Brand team	H6 Advertise team
	H7 Establish networks		

I. PERFORM OCCUPATIONAL SAFETY AND HEALTH PRECAUTIONS	I1 Prepare first aid kit	I2 Identify sick/ injured players	I3 Perform warm ups and cool downs
	I4 Administer first aid	I5 Make reports	I6 Observe nutritional guidance
	I7 Take medical check ups	I8 Display safety signs	I9 Inspect court
	I10 Manage waste		

J. PERFORM ADMINISTRATIVE TASKS	J1 Plan activity calendar	J2 Prepare budget	J3 Organise and coordinate netball competitions
	J4 Conduct meetings	J5 Organise training courses	J6 Procure tools, equipment and material
	J7 Supervise activities	J8 Manage resources	J9 Recruit staff
	J10 Assign roles	J11 Make reports	

Additional Information

Generic Knowledge & Skills

- | | |
|--|-------------------------------------|
| 1. Resource mobilisation | 8. Time management |
| 2. Public relations | 9. Inter-personal relations |
| 3. Environmental changes | 10. Analytical skills |
| 4. Safety, health and environment | 11. Human resource management |
| 5. Tools, equipment and implement usage, operation and maintenance | 12. Planning skills |
| 6. Problem solving | 13. Leadership skills |
| 7. Counselling and guidance | 14. Nutritional management |
| | 15. Fitness components e.g. agility |
| | 16. Standard dimensions of a court |

Tools, Materials and Equipment

- | | |
|---|--|
| 1. Whistle | 11. Bibs |
| 2. Stopwatches | 12. Balls |
| 3. Manila paper | 13. Nets |
| 4. Pressure pump | 14. Floor tapes |
| 5. Pump needle | 15. Netball coaching equipment e.g. cones and skittles |
| 6. Marking material (paint, lime, etc.) | 16. Netball starter pack |
| 7. Scoring board or sheets | 17. Sports foot ware |
| 8. First aid kit | 18. Uniforms |
| 9. Wood and tarmac | 19. Tape measures |
| 10. Goal posts | |

Attitudes/ Traits/ Behaviour

1. Honest
2. Trust worthy
3. Transparency
4. Respect
5. Committed
6. Faithfulness
7. Time management
8. Discipline
9. Team work
10. Caring
11. Body language
12. Commitment
13. Self-control
14. Integrity
15. Social
16. Tolerance
17. Humility
18. Confidence
19. Perseverance
20. Hard work

Future Trends and Concerns

1. Inadequate competent netball practitioners.
2. Standardised training curriculum
3. Inadequate sponsorship of netball game activities
4. Inadequate scholarship of potential netball players
5. Inadequate and substandard netball infrastructure
6. Host tournaments at continental and international level
7. Popularisation of netball
8. Embrace global trends
9. Body health (physical fitness)
10. Capacity building
11. Commercialisation of the sport
12. Partnering with corporate bodies
13. Match fixing
14. Age cheating

2.0 ATP-PART II

Training Modules for a NETBALL PRACTITIONER

- 2.1 A curriculum is a “guide / plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of the Netball 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 allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centers 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 in the form of Test Items described in Part II.
- 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 center or at the work place; or combinations of both.

WHO IS A NETBALL PRACTITIONER QUALIFICATION LEVEL 1?

A Netball Practitioner Level I: Is a person who plays netball competently and performs game supporting activities.

TRAINING MODULES FOR A NETBALL PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/NB/M1.1	Establish Netball Court	120	3
UE/NB/M1.2	Play Netball Game	160	4
UE/NB/M1.3	Manage Court, Tools, Equipment and Material	80	2
UE/NB/M1.4	Perform Entrepreneurship Tasks	160	4
Summary	4 Training Modules	520	13

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/NB/M1.1
Module title	M1.1: Establish Netball Court
Related Qualification	Part of: Uganda Vocational Qualification (Netball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to set up a standard Netball court.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Clear Site</p> <p>LWA 1/2: Level Ground</p> <p>LWA 1/3: Demarcate Netball Court</p> <p>LWA 1/4: Fix Goal Posts</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> The learning exercises must be repeated until the trainee acquires a targeted competence. 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: Clear Site</p> <p>PEX 1.1: Identify site</p> <p>PEX 1.2: Select tools, equipment and materials</p> <p>PEX 1.3: Slash the grass</p> <p>PEX 1.4: Remove obstacles</p> <hr/> <p>LWA 1/2: Level Ground</p> <p>PEX 2.1: Dig uneven ground</p> <p>PEX 2.2: Fill up holes</p> <p>PEX 2.3: Compress ground</p> <hr/> <p>LWA 1/3: Demarcate Netball Court</p> <p>PEX 3.1: Take measurements</p> <p>PEX 3.2: Mark lines</p> <p>PEX 3.3: Mark centre circle</p> <p>PEX 3.4: Mark goal circle</p> <hr/> <p>LWA 1/4: Fix Goal Posts</p> <p>PEX 4.1: Take measurements of the goal post</p> <p>PEX 4.2: Fix ring on the posts</p> <p>PEX 4.3: Fix net</p> <p>PEX 4.4: Erect goal posts</p>

	<p>PEX 4.5: Put protective gears on goal posts</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 5.1: Manage waste PEX 5.2: Maintain general hygiene PEX 5.3: Display safety notices PEX 5.4: Fence off netball court PEX 5.5: Wear personnel protective gear</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"> • Standard dimensions of the court • Appropriate tools, equipment and materials • Waste management • Usage of clearing, leveling and measuring tools • Rules of the game
Average duration of learning	<p>120 hours (15 days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> • <i>4 days of occupational theory and</i> • <i>11 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, Knowledge, attitudes) described in this module may take place at a training center 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	slasher, hoes, rakes, wheelbarrow, tape measure, ropes, watering can, axe
Minimum required materials and consumables or equivalent	paint, lime, steel, poles, water

Special notes	<ul style="list-style-type: none">• The theory must be integrated into the practice during training.• In the absence of macadam or polymeric rubber, improvise with a grass field for practical
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Code	UE/NB/M1.2
Module title	M1.2: Play Netball
Related Qualification	Part of: Uganda Vocational Qualification (Netball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of the module, the trainee shall be able to execute Netball skills and play game competently.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare for the Game</p> <p>LWA 2/2: Pass Ball</p> <p>LWA 2/3: Catch Ball</p> <p>LWA 2/4: Perform Landing</p> <p>LWA 2/5: Perform Pivoting</p> <p>LWA 2/6: Defend Opponent</p> <p>LWA 2/7: Dodge Opponent</p> <p>LWA 2/8: Perform Offence</p> <p>LWA 2/9: Shoot Ball</p> <p>LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> The learning exercises must be repeated until the trainee acquires a targeted competence. 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 2/1: Prepare for the Game</p> <p>PEX 1.1: Wear attire</p> <p>PEX 1.2: Have team talk</p> <p>PEX 1.3: Perform warm up</p> <p>PEX 1.4: Inspect players</p> <p>PEX 1.5: Take position on court</p> <p>PEX 1.6: Toss for centre pass</p> <hr/> <p>LWA 2/2: Pass Ball</p> <p>PEX 2.1: Perform chest pass</p> <p>PEX 2.2: Perform shoulder pass</p> <p>PEX 2.3: Perform bounce pass</p> <p>PEX 2.4: Perform overhead pass</p> <p>PEX 2.5: Perform under arm</p> <p>PEX 2.6: Perform lob pass</p>

	<p>LWA 2/3: Catch Ball PEX 3.1: Receive high ball PEX 3.2: Receive medium/chest level ball PEX 3.3: Receive low ball PEX 3.4: Reach out for ball</p>
	<p>LWA 2/4: Perform Landing PEX 4.1: Perform one-foot landing PEX 4.2: Perform double feet landing PEX 4.3: Perform one- two landing</p>
	<p>LWA 2/5: Perform Pivoting PEX 5.1: Carryout front pivot PEX 5.2: Carryout reverse pivot</p>
	<p>LWA 2/6: Defend Opponent PEX 6.1: Perform one on one defense PEX 6.2: Carryout zonal marking PEX 6.3: Perform space denial</p>
	<p>LWA 2/7: Dodge Opponent PEX 7.1: Carryout body feint PEX 7.2: Observe body speed PEX 7.3: Change direction</p>
	<p>LWA 2/8: Perform Offence PEX 8.1: Change position PEX 8.2: Change speed PEX 8.3: Sprint attack PEX 8.4: Maintain spacing</p>
	<p>LWA 2/9: Shoot Ball PEX 9.1: Perform standing shot PEX 9.2: Perform jump shot PEX 9.3: Perform single handed shot PEX 9.4: Perform double handed shot</p>
	<p>LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices. PEX 10.1: Administer first aid PEX 10.2: Display safety notices PEX 10.3: Carryout warm ups and cool downs PEX 10.4: Observe personal hygiene</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"> • Rules of the game • Player positions • Player movements • Agree on playing strategy at the start of the game • Familiarising with the court before playing • Management skills on team leading and other responsibilities • Play formations (zigzag, linear etc.)
Average duration of learning	<p>160hrs (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 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 center 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	goal posts, stop watch, score board, tables and chairs, ball, sports foot wear, whistle, score sheet
Minimum required materials and consumables or equivalent	uniforms, stationery
Special notes	<ul style="list-style-type: none"> • The theory must be integrated into the practice during training • Build team work • Assign responsibilities • Empower team leader

Code	UE/NB/M1.3
Module title	M1.3: Manage Court, Tools, Equipment and Materials
Related Qualification	Part of: Uganda Vocational Qualification (Netball Practitioner UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee shall be able to maintain facility, tools, equipment and materials.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Acquire Tools and Equipment LWA 3/2: Maintain Tools and Equipment LWA 3/3: Maintain Court LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Acquire Tools and Equipment PEX 1.1: Identify tools and equipment needed PEX 1.2: Procure tools and equipment PEX 1.3: Keep inventory PEX 1.4: Prepare store PEX 1.5: Store tools and equipment</p> <p>LWA 3/2: Maintain Tools and Equipment PEX 2.1: Prepare maintenance schedule PEX 2.2: Identify faulty/broken tools and equipment PEX 2.3: Replace broken parts of tools and equipment PEX 2.4: Repair tools and equipment PEX 2.5: Service tools and equipment PEX 2.6: Clean tools and equipment PEX 2.7: Keep maintenance records</p> <p>LWA 3/3: Maintain Court PEX 3.1: Clean court PEX 3.2: Perform minor repairs PEX 3.3: Replace with new macadam or polymeric rubber floor</p>

	PEX 3.4: Paint surface PEX 3.5: Remark painted lines LWA 3/4: Perform Occupational Health Safety and Environmental Protection Practices PEX 4.1: Display safety signs and rules PEX 4.2: Carryout regular checkups on the equipment PEX 4.3: Make proper specification of the equipment PEX 4.4: Administer first aid PEX 4.5: Wear sports attire PEX 4.6: Perform firefighting PEX 4.7: Manage waste PEX 4.8: Mend materials
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"> • Proper storage • Market survey • Budgeting • Site selection • Quality survey • Mending technique • Sewing technique • Fire-fighting techniques • Resource mobilisation • Safety measures • Record keeping techniques • Knowledge on equipment and facility needed • Paint with anti-slip paint with desired color
Average duration of learning	120hrs (15 days) of normal learning suggested. <ul style="list-style-type: none"> • 5 days of occupational theory. • 10 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	poles, pressure pumps, waste bins, fire extinguisher, padlock, needles, head gears, moppers, wipers, first aid kit
Minimum required materials and consumables or equivalent	water, gloves, paint, stationery, oil, glue, sisal roll, threads
Special notes	<ul style="list-style-type: none"> • The theory must be integrated into the practice during training. • In the absence of macadam or polymeric rubber netball court, improvise with a grass field for practical

Code	UE/NB/M1.4
Module title	M1.4: Perform Entrepreneurship Tasks
Related Qualification	Part of: Uganda Vocational Qualification (Netball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to establish a netball enterprise and market the game
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Establish Netball Enterprise</p> <p>LWA 4/2: Market Netball</p> <p>LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices.</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Establish Netball Enterprise</p> <p>PEX 1.1: Conduct feasibility study</p> <p>PEX 1.2: Set up an organisational structure</p> <p>PEX 1.3: Make budget</p> <p>PEX 1.4: Mobilise resources</p> <p>PEX 1.5: Recruit staff</p> <p>PEX 1.6: Register enterprise</p> <p>PEX 1.7: Design enterprise logo</p> <p>PEX 1.8: Procure tools equipment and material</p> <p>PEX 1.9: Keep records</p> <hr/> <p>LWA 4/2: Market Netball</p> <p>PEX 2.1: Advertise netball</p> <p>PEX 2.2: Brand the game</p> <p>PEX 2.3: Organise exhibitions</p> <p>PEX 2.4: Form clubs</p> <p>PEX 2.5: Network with peers</p> <p>PEX 2.6: Sell netball items and accessories</p> <p>PEX 2.7: Carryout community outreaches</p> <p>PEX 2.8: Partner with corporate bodies and sponsors</p> <p>PEX 2.9: Manage fun base/ offer customer care</p>

	<p>LWA 4/3: Perform Occupation Health, Safety and Environmental Protection Practices.</p> <p>PEX 3.1: Wear personnel protective equipment PEX 3.2: Manage waste PEX 3.3: Maintain general hygiene PEX 3.4: Administer first aid PEX 3.5: Sensitise workers and customers on emerging health 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"> • Marketing • Mobilisation skills • Communication skills • Problem solving skills • Organisational skills • Resource management skills
Average duration of learning	<p>160 hours (20days) of nominal learning suggested to include;</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 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 that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	papers, pens, rulers, calculators, markers, computers, projectors, files, cameras

Minimum required materials and consumables or equivalent	papers, pens, files, rulers, markers, water.
Special notes	

3.0 ATP-PART III

Assessment Instruments for a NETBALL 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 **NETBALL PRACTITIONER** are included:

3.9 Overview of test item samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching item- with generic	2
4.	Written (Theory)- matching item with cause and effect	1
5.	Written (Theory)- matching item with work sequence	2
6.	Performance (Practical) test items	1
	Total	10

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	List four tools used to clear site for a netball court.
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Wheelbarrow (ii) Panga (iii) Axe (iv) Hoes (v) Spade (vi) Slasher

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Netball Practitioner			
Competence level:	Level 1			
Code no.	UE/NB/M1.2			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	5 minutes			

Test Item	State four skills required in organising a net ball team
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Communication skills (ii) Counseling and guidance (iii) Leadership skills (iv) Public relations (v) Managerial skills (vi) Problem solving skills (vii) Technical skills

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

Test Item	Which of the following materials is used in making a netball?
Distractors and correct answers	A. Plastic B. Rubber C. Steel D. Paint

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Netball Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	Which one of the following netball wear may be shared among players?
Distractors and correct answers	A. Bibs B. Canvass shoes C. Stockings D. Netball jersey

Key (answer)	A
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DIT/ QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Netball Practitioner				
Competence level:	Level 1				
Code no.	UE/NB/M1.2				
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
		√			
Complexity level:	C2				
Date of OP:	September 2020				
Related module:	M1.2				
Time allocation:	5 minutes				

Test item	Match the following players to their direct opponents in netball game
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Column A (Team A)	
A	Goal shooter
B	Goal attacker
C	Goal keeper
D	Goal defender
E	Wing attacker
F	Wing defender

Column B (Team B)	
1	Centre player
2	Wing attacker
3	Goal shooter
4	Goal attacker
5	Wing defender
6	Goal defender
7	Goal keeper

Key (answer)	A-7, B-6, C-3, D-4, E-5, F-2
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Netball Practitioner			
Competence level:	Level 1			
Code no.	UE/NB/M1.1			
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:	5 minutes			

Test item	Match the following demarcations to their exact dimension.
------------------	---

Column A (Demarcations)	
1	Sideline
2	Centre circle diameter
3	Goal line
4	Goal posts height
5	Ball circumference

Column B (Dimensions)	
A	15.25M
B	690-710MM
C	3.05M
D	4.9M
E	0.9M
F	30.5M
G	150MM

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

Test Item	Match the following faults to their causes in a Netball game.
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Column A (Faults)	
1	Obstruction in the goal circle
2	Failure to score a goal
3	Sliding
4	Held ball
5	Offensive attack

Column B (Causes)	
A	Poor dodging
B	Poor landing
C	Poor aiming
D	Free pass
E	Defending in less than 0.9M
F	Poor positioning of team mates

Key (answer)	1-E, 2-C, 3-B, 4-F,5-A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Netball Practitioner			
Competence level:	Level 1			
Code no.	UE/NB/M1.1			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C 2			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	Arrange the following steps taken to establish a netball court.
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Take measurement
2 nd	B	Fix goal posts
3 rd	C	Mark lines
4 th	D	Slash site
5 th	E	Level ground
6 th	F	Select site
7 th	G	Clean tools and equipment
8 th	H	Compress the ground

Key (answer)	1-F, 2-D, 3-E, 4-H, 5-A, 6-C, 7-B, 8-G
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Netball Practitioner			
Competence level:	Level 1			
Code no.	UE/NB/M1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	5 minutes			

Test Item	Arrange the following steps in the correct order taken when scoring a goal
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Column A (chronology)	Column B (work steps) in the wrong chronological order	
1 st	A	Aim at the goal
2 nd	B	Receive the ball
3 rd	C	Align body with goal posts
4 th	D	Release by flicking the wrist
5 th	E	Go for rebound
6 th	F	Make a shot

Key (answer)	1-B, 2-C, 3-A, 4-D, 5-F, 6-E
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DIT/ QS	Test Item Database Performance Test Item- no.10
Occupational Title:	Netball Practitioner
Competence level:	Level 1
Code no.	UE/NB/M1.4
Test Item:	Select the equipment used in shooting and perform a one-hand shot
Complexity level:	P.1
Date of OP:	September 2020
Related modules:	M1.4
Related skills and knowledge:	<ul style="list-style-type: none"> • Warm up and cool down activities • Shooting skills, • Familiarization with court, • Ball handling • Position taken while shooting
Required tools, Materials and Equipment:	Goal posts, whistle, bibs, shoes, ball
Time allocation:	30 minutes
Preferred venue:	Netball court
Remarks for candidates	Must be well dressed in Netball attire
Remarks for assessors	Avail a trainee with all listed tools, equipment and materials

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for one-hand shooting	<u>Wore proper attire</u> <ul style="list-style-type: none"> • Jersey • Sports shoes • Bib 		4
		Carried out warm up exercises	3	
		Picked up the ball		3

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Identified the shooting circle	3	
		Positioned in the shooting circle		3
2	Position the ball	Ball held by dominant hand high above the head		4
		Second hand placed at the side of the ball to steady its position	3	
		Feet in a comfortable forward facing position		4
		Firmed elbow positioning		3
		Fingers widely spread		4
		Positioned to shoot		4
3	Release the ball	Released the ball with the help of wrist		3
		Flicked wrist to release		3
		Spinned ball with the help of index fingers towards the ring	3	
		Aimed at the center point	3	
		Scored goal		4
4	Followed through	Body allowed to move	4	
		Rare leg staggered to get support	4	
5	After performance activities	Performed cool down exercises	4	
		Handed over the equipment		1
	TOTAL		24	37
	MAXIMUM SCORE (Y)		61	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Netball Practitioners, secondary school teachers who train Physical Education, 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 Netball 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 Netball 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 Soccer 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 Netball Practitioner job practitioners, secondary school teachers who train Physical Education 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/organizations:

Development Panel		
No.	Name	Institution/ Organisation
1.	Ms. Meeme Ruth	Uganda Prisons Service
2.	Ms. Achan Jesca	Uganda Prisons Service
3.	Ms. Awayo Esther	Uganda Police Force
4.	Ms. Abalo Florence	Uganda Police Force
5.	Ms. Auma Josephine Catherine	St. Francis SSS, Busunju
6.	Ms. Namata Rose	Kyadondo SSS, Matugga
7.	Mrs. Kayaga Gorret	Buloba PTC
8.	MS. Nyongesa Imelda	Uganda Prisons Service
9.	Ms Alwenyi Alice	Mengo SS
10.	Ms. Mafabi Beatrice	Nkoma SS
11.	Mr. Bogere James Nelson	Uganda Christian University
12.	Mrs. Nassanga Zubbedda Nabbuto	Uganda Netball Federation
13.	Mr. Kawooya Vincent Kiwanuka	National Insurance
14.	Ms. Kaala Rosette Namuli	Uganda Netball Federation
15.	Ms. Atukei H. Proscovia	Kyambogo University
16.	Ms. Kisomose .N. Annet	Uganda Netball Federation
17.	MS. Aronget Esther	DIT Coach
18.	Ms. Musanje Shamim	Kibuli SS
19.	Ms. Kibwota Gillian Shirley	Lugogo VTI
20.	Ms. Dawa Hope	Nkumba University
21.	Ms. Nankya Immaculate	Trinity College Nabbingo
22.	Ms. SSetumbwe William	St. Noah Girls Zana
23.	Ms. Eyaru Irene	KCCA

24.	Mr. Kizza Luke	Kyaddondo SS Matuga
25.	Ms. Atwegyeise Marion	Buddo SS
26.	Ms. Kibira James Robert	Blessed Sacrament Masaka
27.	Ms. Namuli Mariam	UPDF
28.	Ms. Lukowe Vivian	UCU
29.	Ms. Allo Brenda Dradria	Ediofe Girls SS
30.	Ms. Nanteza Alice Sempala	National Insurance Corporation
31.	Ms. Mande Aminah	Kololo High School
32.	Ms. Ddembe .N. Hajarah	MOES/PES Department
33.	Mr. SSentongo Kisuule	St. Mary's Kitende

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 developed by a Facilitator team listed below:

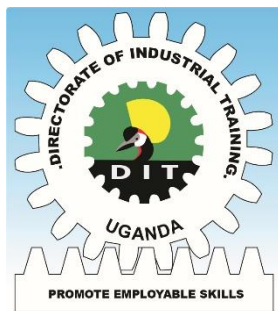
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4.6 Reference time:

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

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