



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

**Directorate of Industrial Training**



**Assessment and  
Training Package  
For a  
ROUNDERS  
PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

**December 2020**

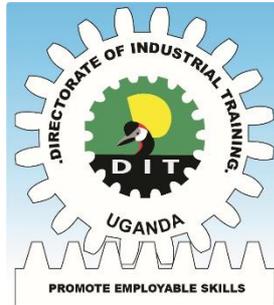
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**Developed by:**

**Qualifications Standards Department  
Directorate of Industrial Training**

**Funded by:**

**Government of Uganda**



# **Assessment and Training Package**

**For a**

**ROUNDERS PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

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

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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## Word from Permanent Secretary

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

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

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

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

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

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

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

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

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

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

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

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

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



**Patrick Byakatonda**  
**Ag Director**

## Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Rounders 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
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

## Key Definitions

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<b>CBET</b>	Competence-Based Education and Training means that programmes: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricular are developed in modular form</li></ol>
<b>Duty</b>	A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Modules</b>	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.

<b>Occupational Profile (OP)</b>	<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> <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.</p> <p>Occupational Profiles are the reference points for developing modular curricular and assessment standards.</p>
<b>Qualification</b>	<p>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.</p>
<b>Task</b>	<p>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. (<i>Also see: Duty</i>)</p>

## 1.0 ATP-PART I

### Occupational Profile for a ROUNDERS PRACTITIONER

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

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.

---

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

**Job Expert Panel**

**Wandera Besweri**  
NCDC

**Ddembe N Hajarah**  
Ministry of Education and Sports

**Mukama Patrick**  
Shimoni Core PTC

**Walukhu Paul**  
Namisindwa District Local  
Government

**Kyeyago Jude Malinzi**  
Makuutu Seed School

**Musoke Bashir Nsubuga**  
Kabulasoke Core PTC

**Kato Isaac**  
Aga Khan Education Service

**Auma Josephine Catherine**  
St Francis S.S Busunju

**Mudoola Racheal**  
Iganga Secondary School

**Abonyo Caroline**  
Mukono High School

**Co-ordinator**  
**Mukyala E Ruth**  
Directorate of Industrial Training

**Facilitators**  
**Tukundane Bonnie**  
Directorate of Industrial Training

**Nakisendo Fatuma**  
Directorate of Industrial Training

**Funded by**  
The Government of Uganda



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

Directorate of Industrial Training

**Occupational Profile**

For a

**"ROUNDERS  
PRACTITIONER"**

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

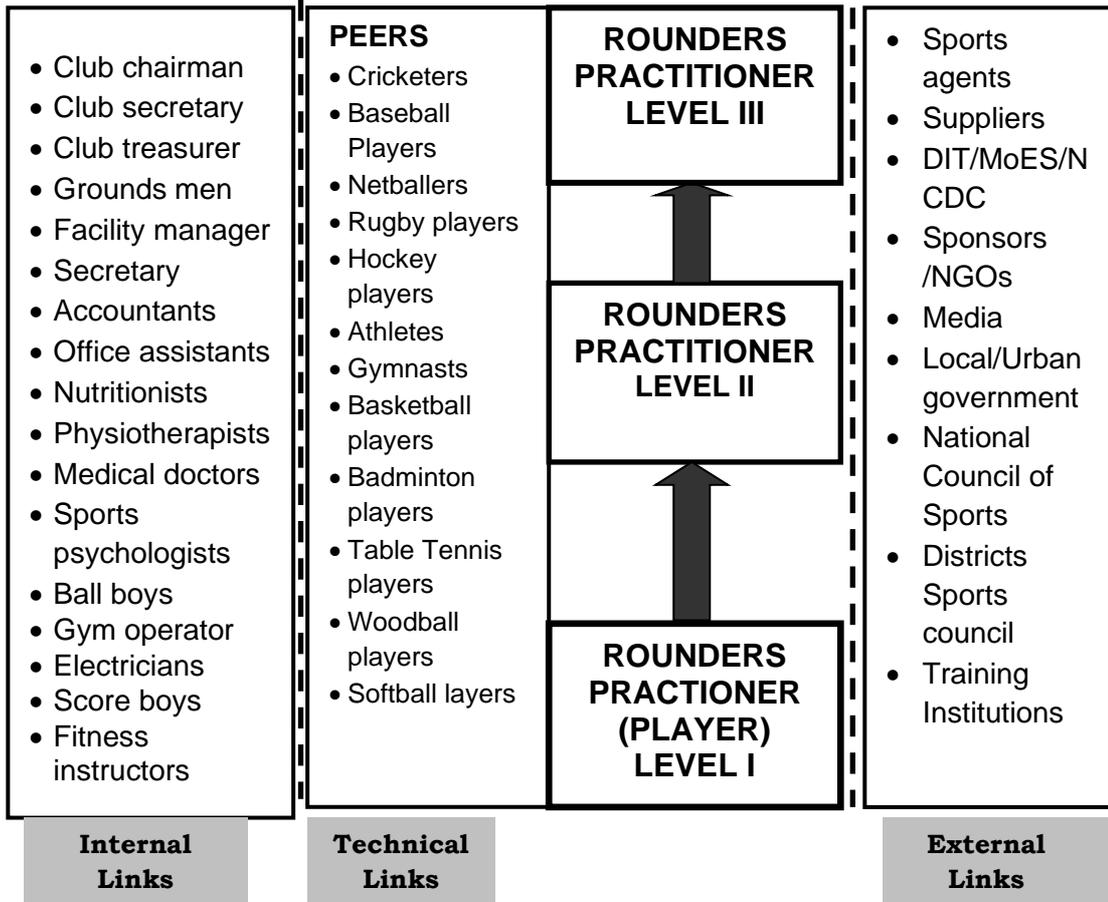
Date of workshop: 7<sup>th</sup> – 11<sup>st</sup> September , 2020

## NOMENCLATURE FOR THE OCCUPATION OF A ROUNDERS PRACTITIONER

### Definition of a Rounders Practitioner

This is a person who has competences and competency of playing, organising, officiating, coaching Rounders and managing game supporting activities.

### JOB ORGANISATION CHART FOR A ROUNDERS PRACTITIONER



### Descriptions for the levels in the occupation of 'Rounders Practitioner'

**A Rounders Practitioner Level I:** is a person who plays Rounders game competently and performs game supporting activities.

**A Rounders Practitioner Level II:** is a person who has the competences of organising and officiating a Rounders game.

**A Rounders Practitioner Level III:** is a person who has the competences of coaching Rounders players and managing the game.

### Duties and Tasks

<b>A. SETUP ACTIVITY AREA</b>	<b>A1</b> Identify area	<b>A2</b> Select tools, equipment and materials	<b>A3</b> Clear area
	<b>A4</b> Level area	<b>A5</b> Demarcate area	<b>A6</b> Fix posts

<b>B. PLAY ROUNDERS</b>	<b>B1</b> Prepare for the game	<b>B2</b> Perform batting	<b>B3</b> Perform bowling
	<b>B4</b> Perform fielding	<b>B5</b> Perform runs	<b>B6</b> Support team mates

<b>C. OFFICIATE GAME</b>	<b>C1</b> Inspect play area	<b>C2</b> Inspect equipment	<b>C3</b> Inspect players
	<b>C4</b> Oversee tossing	<b>C5</b> Start and re- start game	<b>C6</b> Enforce rules
	<b>C7</b> Communicate technical decisions	<b>C8</b> Score runs	<b>C9</b> Prepare game report

<b>D. COACH TEAM</b>	<b>D1</b> Mobilise players	<b>D2</b> Develop training schedule	<b>D3</b> Prepare training sessions
	<b>D4</b> Train players	<b>D5</b> Manage discipline	<b>D6</b> Mentor and inspire players
	<b>D7</b> Appraise players	<b>D8</b> Select players	<b>D9</b> Assign roles
	<b>D10</b> Form teams	<b>D11</b> Make training reports	

<b>E. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTA L PROTECTION PRACTICES</b>	<b>E1</b> Prepare First Aid kit	<b>E2</b> Identify sick/ injured players	<b>E3</b> Perform regular exercises
	<b>E4</b> Take medical checkups	<b>E5</b> Observe nutritional guidance	<b>E6</b> Administer First Aid
	<b>E7</b> Wear protective gear	<b>E8</b> Observe personal hygiene	<b>E9</b> Sensitise workers on health and safety measures
	<b>E10</b> Display safety signs		

<b>F. MAINTAIN EQUIPMENT AND FACILITY</b>	<b>F1</b> Prepare maintenance schedule	<b>F2</b> Identify required equipment	<b>F3</b> Procure/ make equipment
	<b>F4</b> Clean equipment	<b>F5</b> Repair tools and equipment	<b>F6</b> Replace tools and equipment
	<b>F7</b> Re-level ground	<b>F8</b> Remark activity area	<b>F9</b> Keep inventory
	<b>F10</b> Store equipment	<b>F11</b> Make maintenance report	

<b>G. PERFORM ADMINISTRATIVE TASKS</b>	<b>G1</b> Schedule competitions	<b>G2</b> Plan for competitions	<b>G3</b> Market games
	<b>G4</b> Mobilise resources	<b>G5</b> Supervise works	<b>G6</b> Attend meetings
	<b>G7</b> Manage welfare	<b>G8</b> Recruit staff	<b>G9</b> Appraise staff
	<b>G10</b> Manage resources	<b>G11</b> Keep records	

## Additional Information

### Related knowledge & skills

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Record keeping</li> <li>2. Usage of materials, tools and equipment</li> <li>3. Techniques of the game</li> <li>4. Play equipment specifications</li> <li>5. Physical fitness and conditioning</li> <li>6. Tools and equipment usage</li> <li>7. Records keeping</li> <li>8. Marketing skills</li> <li>9. First aid administration</li> <li>10. Waste management</li> <li>11. Communication skills</li> <li>12. Information and communication Technology</li> <li>13. Store management</li> <li>14. Human resource management</li> <li>15. Entrepreneurship skills</li> <li>16. Environmental awareness and sustainability</li> </ol> | <ol style="list-style-type: none"> <li>17. Occupational health and safety precautions</li> <li>18. Rules of the game</li> <li>19. Standard dimensions and specifications</li> <li>20. Establishment of Rounders' pitch</li> <li>21. Nutrition management</li> <li>22. Terminologies used in Rounders e.g. bowling, pitching, batting</li> <li>23. Problem solving skills</li> <li>24. Physical Education</li> <li>25. Anti-doping regulations</li> <li>26. Competition manuals</li> </ol> |
|--|---|

### Tools, Equipment and Materials

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Bats</li> <li>2. Gloves</li> <li>3. Rounder balls</li> <li>4. Posts/cones</li> <li>5. Score sheets</li> <li>6. Public address system</li> <li>7. Furniture</li> <li>8. Chain links</li> <li>9. Pens</li> <li>10. Computer</li> <li>11. Paint/lime/ash</li> <li>12. Strings/ropes</li> <li>13. First Aid kit</li> <li>14. Shin guard</li> <li>15. Helmet</li> <li>16. Bibs</li> <li>17. Jerseys</li> <li>18. Hammer</li> </ol> | <ol style="list-style-type: none"> <li>19. Studded shoes</li> <li>20. Manilla cards</li> <li>21. Markers</li> <li>22. Score boards</li> <li>23. Timber</li> <li>24. Nails</li> <li>25. Water</li> <li>26. Tape measure</li> <li>27. Marking trolley</li> <li>28. Slashers</li> <li>29. Hoes</li> <li>30. Mowers</li> <li>31. Panga</li> <li>32. Pick axe</li> <li>33. Rake</li> <li>34. Tags</li> <li>35. Groin guard</li> </ol> |
|---|--|

**Attitudes / Traits / Behaviour**

- |                         |                     |
|-------------------------|---------------------|
| 1. Cooperative          | 14. Empathetic      |
| 2. Team work            | 15. Accommodative   |
| 3. Resilience           | 16. Time management |
| 4. Decision making      | 17. Creative        |
| 5. Communication skills | 18. Innovative      |
| 6. Emotional stability  | 19. Humility        |
| 7. Assertive            | 20. Patient         |
| 8. Self-motivation      | 21. Sociable        |
| 9. Risk taker           | 22. Honest          |
| 10. Critical thinker    | 23. Disciplined     |
| 11. Caring              | 24. Hard working    |
| 12. Problem solving     | 25. Respective      |
| 13. Conflict management | 26. Agility         |
|                         | 27. Flexible        |

**Future Trends and Concerns**

1. Lack of specific activity area
2. Capacity building
3. Partnering with sponsors and corporate bodies
4. Commercialisation of the game
5. Standard equipment/provisions
6. Adaption of new technologies
7. Inclusiveness
8. Popularisation of the game
9. Legal/policy aspects
10. Need for standardised rules and regulations
11. Globalisation of the game
12. Building organisational structure
13. Inadequate Rounders' practitioners
14. Need to establish equipment production centres

## **2.0 ATP – PART II**

### **Training Modules for a ROUNDERS 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 Rounders 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 ROUNDERS PRACTITIONER QUALIFICATION LEVEL 1**

**A Rounders Practitioner Level 1** is a person who plays Rounders game competently and performs game supporting activities.

### **TRAINING MODULES FOR A ROUNDERS PRACTITIONER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
<b>UE/RP/M1.1</b>	Set up and Maintain Rounders Activity Area, Tools and Equipment	160	4
<b>UE/RP/M1.2</b>	Play Rounders	320	8
<b>UE/RP/M1.3</b>	Perform Entrepreneurship Tasks	160	4
<b>Summary</b>	<b>3 Training Modules</b>	<b>640 hours</b>	<b>16 weeks</b>

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

It is assumed that:

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

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

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

Prior to summative assessment by 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.

<b>Code</b>	<b>UE/RP/M1.1</b>
<b>Module title</b>	<b>M 1.1: Set up and Maintain Rounders Activity Area, Tools and Equipment</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Rounders Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to set up and maintain a standard Rounders activity area, tools and equipment.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Activity Area</b></p> <p><b>LWA 1/2: Demarcate Activity Area</b></p> <p><b>LWA 1/3: Maintain Activity Area, Tools and Equipment</b></p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare Activity Area</b></p> <p>PEX 1.1: Identify area</p> <p>PEX 1.2: Check suitability of the area</p> <p>PEX 1.3: Clear area</p> <p>PEX 1.4: Level area</p> <hr/> <p><b>LWA 1/2: Demarcate Activity Area</b></p> <p>PEX 2.1: Take measurements</p> <p>PEX 2.2: Peg area</p> <p>PEX 2.3: Mark lines</p> <p>PEX 2.4: Fix posts</p> <hr/> <p><b>LWA 1/3: Maintain Activity Area, Tools and Equipment</b></p> <p>PEX 3.1: Prepare maintenance schedule</p> <p>PEX 3.2: Identify faulty tools and equipment</p> <p>PEX 3.3: Repair tools and equipment</p> <p>PEX 3.4: Replace tools and equipment</p> <p>PEX 3.5: Improvise tools and equipment</p>

	<p>PEX 3.6: Remark lines  PEX 3.7: Make minor repairs on play surface  PEX 3.8: Repaint posts  PEX 3.9: Keep maintenance reports</p> <p><b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear protective gear  PEX 4.2: Manage waste  PEX 4.3: Maintain general hygiene  PEX 4.4: Remove obstacles  PEX 4.5: Display safety notices  PEX 4.6: Administer first aid</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Improvisation of equipment</li> <li>• Standard measurement and dimensions</li> <li>• Selection of environmental friendly materials</li> <li>• Maintenance of equipment and pitch</li> <li>• Selection of safe play area</li> <li>• Coexistence with other sports</li> </ul>
<b>Average duration of learning</b>	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>4 days of occupational theory</i></li> <li>• <i>16 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	slasher, axe, measuring tape, spirit level, compacter, wheelbarrow, hammer, stumps and bails, roller, rake, watering can, trowel, spade, pick axe, mower, painting brush, first aid kit

<b>Minimum required materials and consumables or equivalent</b>	Ash/paint/lime, rope/string, water, glue, stationery
<b>Special notes</b>	Provide special avenues and opportunities for training people with disabilities

<b>Code</b>	<b>UE/RP/M1.2</b>
<b>Module title</b>	<b>M1.2: Play Rounders</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Rounders Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to play Rounders competently.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p><b>LWA 2/2: Perform Batting</b></p> <p><b>LWA 2/3: Perform Bowling</b></p> <p><b>LWA 2/4: Perform Fielding</b></p> <p><b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p>PEX 1.1: Select equipment</p> <p>PEX 1.2: Wear sports attire</p> <p>PEX 1.3: Carryout warm-ups</p> <p>PEX 1.4: Have team talk</p> <p>PEX 1.5: Take positions</p> <hr/> <p><b>LWA 2/2: Perform Batting</b></p> <p>PEX 2.1: Grip bat</p> <p>PEX 2.2: Hit ball</p> <p>PEX 2.3: Make runs</p> <hr/> <p><b>LWA 2/3: Perform Bowling</b></p> <p>PEX 3.1: Grip ball</p> <p>PEX 3.2: Throw ball</p> <hr/> <p><b>LWA 2/4: Perform Fielding</b></p> <p>PEX 4.1: Catch ball</p> <p>PEX 4.2: Throw ball</p> <p>PEX 4.3: Stump ball</p> <p>PEX 4.4: Back stop</p>

	<p><b>LWA 2/5: Perform Occupational Health, Safety and Environment Protection Practices</b></p> <p>PEX 5.1: Wear protective gear  PEX 5.2: Administer First Aid  PEX 5.3: Manage waste  PEX 5.4: Display safety signs  PEX 5.5: Observe personal hygiene  PEX 5.6: Remove obstacles</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Catching skills e.g. catching low ball, ground balls, high balls, chest high balls</li> <li>• Throwing techniques e.g. overarm and underarm</li> <li>• Batting techniques</li> <li>• Bowling techniques</li> <li>• Improvisation of play equipment</li> <li>• Physical fitness and conditioning</li> <li>• Safety management precautions</li> <li>• Rules of the game e.g. bowling, batting, fielding and scoring rules etc.</li> <li>• Team composition</li> </ul>
<b>Average duration of learning</b>	<p>320 hours (40 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory</li> <li>• 30 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	studded shoes, rounders balls, flags, whistles, bibs/ uniforms, posts/stumps, bats, first aid kit

<b>Minimum required materials and consumables or equivalent</b>	stationery (record books, pens etc.), water, first aid materials, score sheets.
<b>Special notes</b>	Cater for people with special needs in all aspects of playing rounders.

<b>Code</b>	<b>UE/RP/M1.3</b>
<b>Module title</b>	<b>M1.3: Perform Entrepreneurship Tasks</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (Rounders practitioner, UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At completion of this module, the trainee shall be able to establish a Rounders enterprise, and market Rounders.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Establish Rounders Enterprise</b></p> <p><b>LWA 3/2: Market Rounders</b></p> <p><b>LWA 3/3: Perform Occupational Health, Safety and Environment Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Establish Rounders Enterprise</b></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><b>LWA 4/2: Market Rounders</b></p> <p>PEX 2.1: Advertise rounders</p> <p>PEX 2.2: Brand the game</p> <p>PEX 2.3: Brand players</p> <p>PEX 2.4: Partner with corporate bodies and sponsors</p> <p>PEX 2.5: Sell rounders items and accessories</p> <p>PEX 2.6: Network with peers</p> <p>PEX 2.7: Carryout community outreaches</p> <p>PEX 2.8: Form clubs</p> <p>PEX 2.9: Organise exhibition matches</p>

	<p><b>LWA 4/3: Perform Occupational Health, Safety and Environment Protection Practices</b></p> <p>PEX 3.1: Wear personnel protective equipment</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Maintain general hygiene</p> <p>PEX 3.4: Administer first aid</p> <p>PEX 3.5: Sensitise workers and customers on emerging health issues</p>
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Mobilisation skills</li> <li>• Marketing skills</li> <li>• Communications skills</li> <li>• Management skills</li> <li>• How to write a business plan</li> <li>• How to establish an enterprise</li> <li>• Current performance</li> <li>• Different rounders events</li> <li>• History and profile of events</li> <li>• Use of technology</li> <li>• Officiating officials</li> <li>• Right information or messages to be put on banners and flyers</li> <li>• How to package information on flyers and banners</li> <li>• Policy regulations of enterprises</li> <li>• Networking with peers in sports</li> </ul>
<b>Average duration of learning</b>	<p>160 hours (20days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</li> <li>• 15days of occupational practice</li> </ul>

<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	banners, computer, tables, chairs, billboards
<b>Minimum required materials and consumables or equivalent</b>	stationery, power supply, stickers, flyers, posters, receipt books
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Improvise where necessary</li> <li>• Cater for people with special needs</li> </ul>

### 3.0 ATP- PART III

#### Assessment Instruments for a ROUNDERS 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 **ROUNDERS 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	1
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with work-sequence	1
5.	Performance (Practical) test items	1
<b>Total</b>		<b>8</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1																	
Occupational Title:	Rounders Practitioner																	
Competence level:	Level 1																	
Code no.																		
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f4a460;">Short answer</td> <td colspan="3" style="text-align: center;">√</td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2">Matching item</td> <td>Generic</td> <td>Cause-Effect</td> <td>Work-sequence</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>			Short answer	√			Multiple choice				Matching item	Generic	Cause-Effect	Work-sequence			
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	List four roles of a Rounders player
Answer spaces	(i) ..... (ii) ..... (iii) .....
Expected key (answers)	(i) Batting (ii) Fielding (iii) Bowling (iv) Catching balls (v) Throwing balls (vi) Making runs (vii) Complete rounds

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
<b>Occupational Title:</b>	Rounders Practitioner			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M1.3			
<b>Time allocation:</b>	4 minutes			

<b>Test Item</b>	State four ways in which a Rounders pitch can be utilised for commercial purposes
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) ..... (iv) .....
<b>Expected key (answers)</b>	(i) Host events (ii) Host rallies (iii) Hired for other games (iv) Camping (v) Training ground (vi) Mobile markets (vii) Sports / game exhibitions

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
<b>Occupational Title:</b>	Rounders Practitioner			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
<b>Complexity level:</b>	C1			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M1.2			
<b>Time allocation:</b>	1 minute			

<b>Test Item</b>	What name is given to the player who hits the ball in the Rounders game?
<b>Distractors and correct answer</b>	A. Hitter B. Bowler C. Fielder D. Batter

<b>Key (answer)</b>	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
<b>Occupational Title:</b>	Rounders Practitioner			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>				
<b>Test Item type:</b>	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause- Effect	Work- sequence
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related module:</b>	M1.2			
<b>Time allocation:</b>	2 minute			

<b>Test Item</b>	The following describes the action of bowling
<b>Distractors and correct answer</b>	A. Take stance, Grip ball, Swing arm, Release ball B. Grip ball, Take stance, Swing arm, Release ball C. Take stance, Grip ball, Release ball, Follow through D. Release ball, Swing arm, Take stance, Follow through

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

Test Item	Match current activities to future prospects
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Column A (Activities)	
1	Officiating game
2	Playing the game
3	Preparing the field
4	Performing organisational duties

Column B (Future prospects)	
A	Facility manager
B	Store keeper
C	Club player
D	Administrator
E	Referee
F	Umpire

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

<b>Test Item</b>	Match the following items with their purpose
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Column A (Items)	
1	Lime
2	Tape measure
3	Stumps
4	Balls
5	Bat

Column B (Purpose)	
A	Playing
B	Mark posts
C	Hit balls
D	Stop balls
E	Score runs
F	Mark lines
G	Take measurements

<b>Key (answer)</b>	1-F, 2-G, 3-B, 4-A, 5-C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Rounders Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	5 minutes			

<b>Test Item</b>	Arrange the steps followed in preparing a Rounders activity area
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 <sup>st</sup>	A	Remove obstacles
2 <sup>nd</sup>	B	Fix posts
3 <sup>rd</sup>	C	Level area
4 <sup>th</sup>	D	Identify area
5 <sup>th</sup>	E	Slash area
6 <sup>th</sup>	F	Mark area

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

Test Item	Arrange the steps performed by a batsman during Rounders
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Swing bat
2 <sup>nd</sup>	B	Take stance
3 <sup>rd</sup>	C	Grip bat
4 <sup>th</sup>	D	Strike ball
5 <sup>th</sup>	E	Target ball
6 <sup>th</sup>	F	Run around posts
7 <sup>th</sup>	G	Complete rounds

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

DIT/ QS	Test Item Database Performance Test Item- no. 9
<b>Occupational Title:</b>	Rounders Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Select equipment for Rounders and perform bowling and batting
<b>Complexity level:</b>	P2
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.2
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Warm up and cool down activities</li> <li>• First aid for bowling injuries</li> <li>• Protective gears and their uses</li> <li>• Bowling skills</li> <li>• Batting skills</li> <li>• Rounders equipment and their usage</li> </ul>
<b>Required tools, Materials and Equipment:</b>	Stumps, balls, bats, studded shoes, sportswear (pants and T-shirt)
<b>Time allocation:</b>	1 hour
<b>Preferred venue:</b>	Field
<b>Remarks for assessors</b>	Candidates must be dressed in sports wear
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Avail candidates with all listed tools, equipment and materials</li> <li>• Avail candidates with 5 supporting players</li> <li>• Assess candidates in a game situation</li> </ul>

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Wore sports attire <ul style="list-style-type: none"> <li>- Studded shoes</li> <li>- Sportswear (pants and T-shirt)</li> </ul>		1 1
		Carried out warm up exercises	3	
		Selected equipment <ul style="list-style-type: none"> <li>- Bat</li> </ul>		1

UVQF: Assessment and Training Package (ATP) for a ROUNDERS PRACTITIONER

QUALIFICATION LEVEL: 1

December 2020

		- Rounder balls		1
2	Perform bowling	Moved to bowling square		1
		Gripped ball	2	
		Legs shoulder width apart	1	
		Feet staggered	1	
		Leaned backward	1	
		Swung arm	1	
		Performed underarm swing		2
		Released ball towards batting square	4	
Above knee and below the head of the batter	4			
Followed through	4			
3	Perform batting	Moved to batting square with bat		1
		Gripped bat	2	
		<b>Took stance</b>		
		Stand squared to the bowler	1	
		Feet staggered	1	
		Legs shoulder width apart	1	
		Flexed knees	1	
		Flexed hip	1	
		Targeted ball		
		Focused on ball		1
Swung bat (backward to forward)	2			
Hit ball	2			
Run around posts	3			
7	Perform after game activities	Performed cool down exercises	2	
		Collected equipment		2
		Handed over/stored equipment		2
	<b>TOTAL</b>		<b>39</b>	<b>13</b>
	<b>Maximum score (Y)</b>	<b>X/Y</b>		<b>52</b>

DIT/ QS	Test Item Database Performance Test Item- no. 10
<b>Occupational Title:</b>	Rounders Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Demonstrate marking a Rounders activity area /pitch
<b>Complexity level:</b>	P3
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Safety precautions</li> <li>• Standard measurements and dimensions</li> <li>• Equipment usage</li> </ul>
<b>Required tools, Materials and Equipment:</b>	tape measure, strings, lime/ash/paint, hammer, water , wheelbarrow, pegs/nails, posts, flags, containers, brush, panga
<b>Time allocation:</b>	3 hours
<b>Preferred venue:</b>	Field
<b>Remarks for assessors</b>	Candidates must be dressed in personnel protective equipment
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Avail candidates with all listed tools, equipment and materials</li> <li>• Avail candidates with a helper</li> </ul>

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Wore protective gear/equipment		1
		<ul style="list-style-type: none"> <li>- Gumboots</li> <li>- Gloves</li> <li>- Mask</li> <li>- Cap</li> <li>- Goggles</li> <li>- Overall</li> </ul>		1
		Assembled tools, equipment and materials		3
2	Marking field	Inspected area		1
		Removed obstacles	2	
		Obstacle free area observed		1

UVQF: Assessment and Training Package (ATP) for a ROUNDERS PRACTITIONER

QUALIFICATION LEVEL: 1

December 2020

		Put pegs	1	
		Tied strings		2
		<ul style="list-style-type: none"> <li>• Measured length of                             <ul style="list-style-type: none"> <li>- Bowling square of 2.5X2.5 m verified</li> <li>- Batting square of 2mx2m verified</li> </ul> </li> </ul>		4
		<ul style="list-style-type: none"> <li>• Distance from batting square to the first post of 12m verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Distance from batting square to the second post of 17m verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Distance of 12m from first to second post verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Distance of 12m from second to third post verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Distance from third to fourth post of 8.5m verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Distance between batting and bowling square of 7.5m verified</li> </ul>		2
		<ul style="list-style-type: none"> <li>• The field of play shall not be less than 70 metres long by 70 metres wide.</li> </ul>		2
		<ul style="list-style-type: none"> <li>• Height of posts of 1m verified</li> </ul>		1
		Accurate measurements observed		1
		Drew lines		1
		Proper drawn lines observed		1
		Removed pegs		1
		Fixed posts		2
		Numbered posts		1
		Marked squares <ul style="list-style-type: none"> <li>- Bowler's square</li> <li>- Batter's square</li> </ul>		2
	Perform after performance activities	Cleaned and stored tools, equipment and materials		3
	<b>TOTAL</b>		<b>03</b>	<b>43</b>
	<b>Maximum score (Y)</b>	<b>X/Y</b>		<b>46</b>

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

#### **4.1 Development process (September 2020)**

This Assessment and Training Package was exclusively developed by Rounders 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 Rounders 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 Rounders 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 Rounders 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 Rounders 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.	Mudoola Racheal	Iganga Secondary School
2.	Kyeyago Jude Malinzi	Makutu Seed School
3.	Walukhu Paul	Namisindwa School
4.	Auma Josephine Catheine	St. Francis SS Busunju
5.	Ddembe N Hajara	Ministry of Education and Sports
6.	Mukama Patrick	Shimoni Core P.T.C
7.	Musoke Bashir Nsubuga	Kabulasoke Core P.T.C
8.	Abanyo Caroline	Mukono High School
9.	Kato Isaac	Aga Khan Education Service (U)
10.	Wandera Besweri	Makerere University /NCDC

#### 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
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:

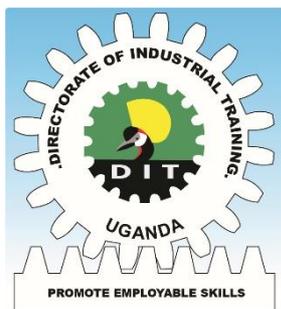
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**  
Ms. Tukundane Bonnie, DE DIT  
Ms Nakisendo Fatuma DE DIT
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT.
4. **Data Entrants:** Ms. Acayo Judith DE  
Ms. Achom Rose Deborah Sec  
and Turyasingura Yusuf DE
5. **Edited by:** Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT and Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. 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.

#### References:

1. Gaelic games, the traditional sports played in Ireland, *Organized by the Gaelic Athletic Association (GAA) Rounders and Gaelic Handball.*
2. National Rounders Association - *History of the Game in archive.org 2007*
3. Alice Bertha Gomme, *Traditional Games of England, Scotland and Ireland, Volume 2, 1898*
4. *The Rules of GAA Rounders, May 2018*
5. Rounders England, -*Our Journey, Rounders England., February 2016*



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