



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



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

Qualification Level: 1

Occupational Cluster: Physical Education

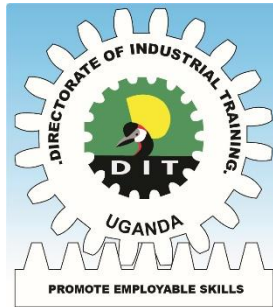
December 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

SOCCKER PRACTITIONER

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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.

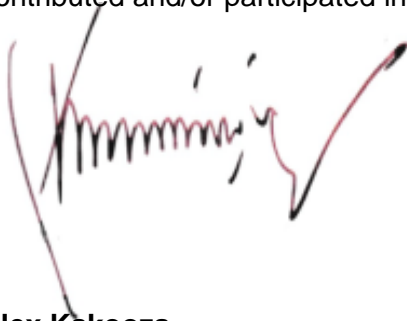
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **SOCCER 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 SOCCER PRACTITIONER.**
This Occupational Profile which was reviewed by Soccer practitioners practicing in the world of work, mirrors the duties and tasks that Soccer practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Soccer 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 SOCCER PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Soccer 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 soccer 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
TVET	Technical, Vocational, Education and Training
TIB	Test Item Bank
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)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

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

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

Qualification A qualification is a formal 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 SOCCER PRACTITIONER

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.
- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

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

Job Expert Panel

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Mukisa Paul Ssali (FUFA-Mbarara)
Balenzi Fred E. (Mukono H/S)
Jorum Mugalu Luyimbazi (SC Villa)
Mubiru Shawn (SC Villa)
Mugera Joseph (Jospa Academy/MUK)
Ddembe Rashid (Kibuli S.S.S)
Bamweyana Sam Ssimbwa (URA)
Ssebunya Hakim (Buddo S.S)
Mwebe Ali (FUFA)
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Ssemwogerere Kenneth (Rubaga Girls S.S)
Kalibbala John Chrysostom (FUFA)
Bulega Faridah (FUFA)
Lule Andrew (Land King Sports Agencies)
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Mugabi Samuel (Jinja S.S.S)
Ssemwogerere Wilberforce (Buganda Region Football Association)
Mwijuka Johnson (Kabatsi TI)
Ayub Khaliyah Kiyingi (Kawempe Muslim S.S)
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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

"SOCCER PRACTITIONER"

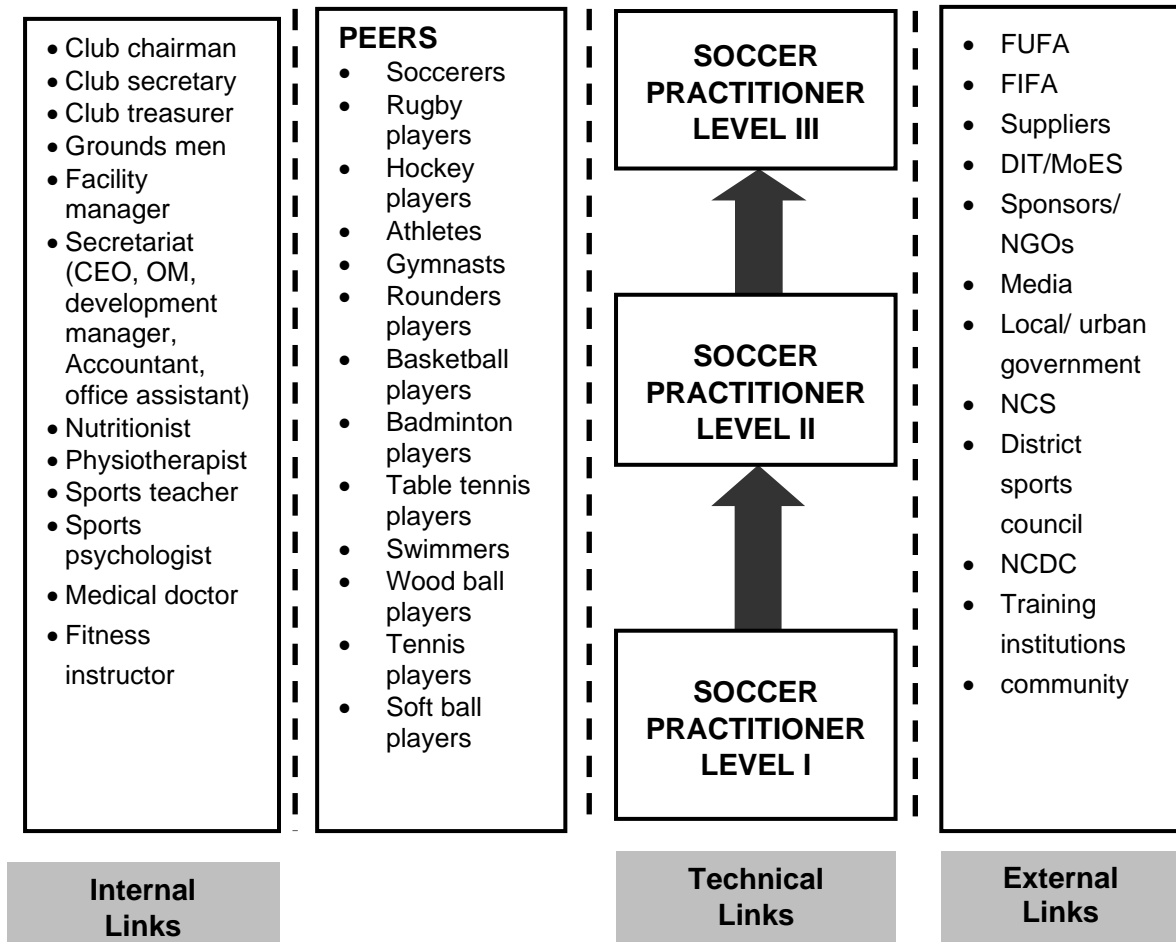
**Developed by: Qualifications
Standards Department of the
Directorate of Industrial Training**

**Date of workshop:
21st – 25th September, 2020**

NOMENCLATURE FOR THE OCCUPATION OF SOCCER PRACTITIONER

Definition: A SOCCER PRACTITIONER: is a person who has the competences of playing, coaching, officiating and managing its related activities.

JOB ORGANISATION CHART FOR SOCCER PRACTITIONER



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

UVQ Level I Soccer Practitioner: is person who competently plays soccer and performs game supporting activities.

UVQ Level II Soccer Practitioner: is person who has the competency of officiating (refereeing) a soccer game.

UVQ Level III Soccer Practitioner: is person who has the competences of coaching and managing soccer.

Duties and Tasks

A. COACH PLAYER	A1 Prepare training schedule	A2 Prepare training session	A3 Organise field
	A4 Brief players	A5 Train players	A6 Manage player discipline
	A7 Appraise players	A8 Select team	A9 Evaluate team

B. OFFICIATE GAME	B1 Inspect field	B2 Inspect players	B3 Start and restart game
	B4 Control game	B5 Discipline players	B6 Keep match records

C. MEDIATE SOCCER ACTIVITIES	C1 Identify talent	C2 Recommend talent	C3 Follow up progress of players
	C4 Market player	C5 Initiate transfers	C6 Negotiate contracts

D. MANAGE SOCCER ACTIVITIES	D1 Guide staff	D2 Conduct meetings	D3 Appraise staff
	D4 Prepare activity reports	D5 Identify potential partners	D6 Mobilise funds
	D7 Recruit players	D8 Make tournament plan	D9 Motivate staff
	D10 Organise game	D11 Provide welfare	D12 Prepare fixtures
	D13 Coordinate media	D14 Brand team	D15 Coordinate matches
	D16 Prepare field		

E. PLAY SOCCER	E1 Conduct warm up	E2 Execute soccer skills	E3 Communicate with team mates
	E4 Take set kicks	E5 Perform defensive tactics	E6 Perform offensive tactics
	E7 Support teammates	E8 Conduct cool down	

F. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRACTICES	F1 Prepare first aid kit	F2 Identify sick/injured players	F3 Perform regular exercises
	F4 Take medical checkups	F5 Observe nutritional guidance	F6 Administer first aid
	F7 Report injuries	F8 Inspect field	F9 Play by laws
	F10 Wear protective gear	F11 Wear soccer attire	

G. MANAGE TOOLS, MATERIALS EQUIPMENT AND FACILITY	G1 Identify required tools and equipment	G2 Procure/make equipment	G3 Keep inventory
	G4 Repair/ replace equipment	G5 Clean equipment	G6 Store tools, materials and equipment
	G7 Maintain facility		

H. PURSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	H1 Conduct refresher trainings	H2 Conduct skill upgrade	H3 Participate in tournaments
	H4 Conduct research on soccer	H5 Outsource resourceful persons/share knowledge	H6 Attend technical meetings and conferences
	H7 Participate in exchange programs		

Additional Information

Generic Knowledge & Skills

- | | |
|----------------------------|--|
| 1. ICT | 11. Leadership skills |
| 2. Foods and nutrition | 12. Organizational skills |
| 3. Goal line technology | 13. Statutory instruments |
| 4. Dribbling | 14. Financial management skills |
| 5. Passing | 15. First Aid procedures and application |
| 6. Heading | 16. Laws of soccer game |
| 7. Throwing | 17. Positioning in the field |
| 8. Tackling | 18. Demonstration skills |
| 9. Effective communication | 19. Identification and usage of respective equipment |
| 10. Kicking skills | 20. Team management |

Tools, Equipment and Materials

- | | |
|----------------------|--------------------------------|
| 1. Stop watches | 20. Under shorts, under shirts |
| 2. Whistles | 21. Goal posts |
| 3. Boots | 22. Corner flags |
| 4. Shin guards | 23. Goal nets |
| 5. Socks | 24. Tape measures |
| 6. Shirts, shorts | 25. Gloves |
| 7. Ladders | 26. Water bottles |
| 8. Dummies | 27. Score boards |
| 9. Cones | 28. Substitution boards |
| 10. Hurdles | 29. Coins |
| 11. Expanding chains | 30. Pen/pencil |
| 12. Gym equipment | 31. Note books |
| 13. First aid kits | 32. Disciplinary cards |
| 14. Vests | 33. Chairs |
| 15. Bibs | 34. Water points |
| 16. Canvas | 35. Communication gadgets |
| 17. Footballs | 36. Paint/lime/ash |
| 18. Uniforms | 37. Roller/ marking machine |
| 19. Medicine balls | |

<p>Attitudes / Traits / Behaviour</p> <ol style="list-style-type: none">1. Health and safety2. Team work3. Adhering to instructions4. Gender sensitivity5. Environmental knowledge6. Support colleagues players7. Time management8. Respectfulness9. Discipline/behavior10. Positive contribution to society11. Respect for human rights / rule of law.	<ol style="list-style-type: none">12. Patriotic citizens13. Hard working persons14. Responsibility15. Commitment16. Willingness to play17. Cool headed and social/ sportsmanship18. Ability to work under minimum supervision19. Quick learners20. Respect for code of ethics
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<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Soccer as a business/ commercialisation 2. Soccer as an aspect of community integration like East African Community 3. Inclusion of ICT in soccer related activities e.g. Video Assistant Referee (VAR), Goal line Technology 4. Gender sensitivity 5. High publicity through several media houses and social media 6. Political influence e.g. soccer is used to determine popularity politically 7. Sports betting 8. Space and time in modern football 9. High cost of equipment 10. Inadequate human resource 11. Inadequate soccer facilities like fields 12. Poor remuneration of soccer practitioners 13. Doping/drug use 14. Racism/Ethnicity/Tribalism 15. Pandemics like Covid 19 16. Introduction of para Olympics 17. Inclusion of girl football in school calendar 18. Introduction of modern gadgets like video recording 	<ol style="list-style-type: none"> 19. Digitalisation 20. Referees development 21. Use goal line referees 22. Referees communication gadgets 23. Water breaks 24. In Uganda the trend and rate at which play grounds are being given for development other than developing sports facilities 25. New and complex rules and regulations of soccer game tend to hinder the development of the game in some rural areas. 26. Inclusive footballing where signs and signals are supposed to be integrated 27. Use of 5 substitutes 28. Decline of number of soccer spectators in stadia in Uganda 29. Increasing popularity of Masaza tournament and raising of national and international players in Uganda 30. Coca cola school competition being at the centre of tapping and producing talent 31. Talent export 32. Professionalism 33. Team selection 34. Lack of talent scouting 35. It is believed to be a game of non-academicians/image of soccer 36. It is an expensive game to manage 37. Hooliganism 38. Emerging of e-sports 39. Match fixing 40. Laws of the game
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2.0 ATP-PART II

Training Modules for a SOCCER 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 Soccer 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 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 from training centres 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 centre or at the work place; or combinations of both.

WHO IS A SOCCER PRACTITIONER QUALIFICATION LEVEL 1?

A Soccer Practitioner Level 1: Is a person who competently plays soccer and performs game supporting duties/activities.

TRAINING MODULES FOR SOCCER PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/SP/M1.1	Establish Soccer Field	360	9
UE/SP/M1.2	Play Soccer	730	18
UE/SP/M1.3	Manage Tools, Equipment and Soccer Field	240	6
Summary	3 Modules	1330 hours	33

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/SP/M1.1
Module title	M 1.1: Establish Soccer Field
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Soccer Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to set up a standard soccer field.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Clear Site LWA 1/2: Level Field LWA 1/3: Demarcate Field LWA 1/4: Make a Grass Field LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Clear Site PEX 1.1: Cut trees PEX 1.2: Slash grass/shrubs PEX 1.3: Remove tree stumps PEX 1.4: Remove obstacles</p> <p>LWA 1/2: Level Field PEX 2.1: Fill holes PEX 2.2: Dig out ant hills PEX 2.3: Remove corrugations PEX 2.4: Compact soil PEX 2.5: Make field drainage system PEX 2.6: Level landscape</p> <p>LWA 1/3: Demarcate Field PEX 3.1: Take measurements PEX 3.2: Mark the field PEX 3.4: Mark technical area</p>

	<p>LWA 1/4: Make Grass Field PEX 4.1: Plant grass PEX 4.2: Water grass PEX 4.3: Trim grass PEX 4.4: Compact grass PEX 4.5: Place corner flags PEX 4.6: Place goal posts PEX 4.7: Place goal nets</p> <p>LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Wear protective gear PEX 5.2: Manage waste PEX 5.3: Maintain general hygiene PEX 5.4: Fence off field PEX 5.5: Display safety notices</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"> • Usage of clearing, leveling and measuring tools • Standard dimensions (FIFA standards) for the field of play. • Occupational Health, safety and environmental protection practices
Average duration of learning	<p>360 hours (45 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 15 days of occupational theory • 30 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	slasher, hoe, panga, axe, measuring tape, spirit level, compacter/ roller, wheel barrow, hammer, rake, watering can, trowel, spade, pick axe, mower, painting brush, grass cutter,

Minimum required materials and consumables or equivalent	ash, paint /used oil, rope, lime, sand, aggregate, water, astro mat, glue, stationery, goal nets, goal posts, cement
Special notes	Provide special avenues and opportunities for training people with special needs

Code	UE/SP/M1.2
Module title	M1.2: Play Soccer
Related Qualification	Part of Uganda Vocational Qualification (Soccer Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to play soccer 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: Take Place Kicks</p> <p>LWA 2/4: Perform Goalkeeping</p> <p>LWA 2/5: Defend Goal</p> <p>LWA 2/6: Shoot Ball</p> <p>LWA 2/7: Control Ball</p> <p>LWA 2/8: Head Ball</p> <p>LWA 2/9: Throw Ball</p> <p>LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare for the Game</p> <p>PEX 1.1: Inspect field</p> <p>PEX 1.2: Identify equipment</p> <p>PEX 1.3: Wear sports attire</p> <p>PEX 1.4: Carryout warm ups</p> <p>PEX 1.5: Make team list</p> <p>PEX 1.6: Attend team talk</p> <p>PEX 1.7: Prepare self (team)</p> <p>PEX 1.8: Make a toss</p> <p>PEX 1.9: Familiarise with the ball</p> <p>LWA 2/2: Pass Ball</p> <p>PEX 2.1: Kick ball</p> <p>PEX 2.2: Make square pass</p> <p>PEX 2.3: Make straight pass</p> <p>PEX 2.4: Make through pass</p> <p>PEX 2.5: Make back pass</p> <p>PEX 2.6: Make long and short passes</p>

	PEX 2.7: Make loft pass, make chip pass PEX 2.8: Make ground pass PEX 2.9: Make volley pass PEX 2.10: Make wall pass
	LWA 2/3: Take Place Kicks PEX 3.1: Take free kicks PEX 3.2: Take corner kicks PEX 3.3: Take penalty kicks
	LWA 2/4: Perform Goal Keeping PEX 4.1: Take stance PEX 4.2: Catch and handle ball PEX 4.3: Perform body positioning PEX 4.4: Distribute ball PEX 4.5: Parry ball PEX 4.6: Jump and dive PEX 4.7: Screen ball PEX 4.8: Kick ball PEX 4.9: Block ball
	LWA 2/5: Defend Goal PEX 5.1: Take position PEX 5.2: Mark opponent PEX 5.3: Tackle ball PEX 5.4: Intercept passes PEX 5.5: Perform defensive headers PEX 5.6: Clear ball out of danger PEX 5.7: Screen ball PEX 5.8: Block shots
	LWA 2/6: Score Goal PEX 6.1: Kick ball PEX 6.2: Head ball PEX 6.3: Take penalty kicks PEX 6.4: Take free kicks
	LWA 2/7: Control Ball PEX 7.1: Control ball with foot PEX 7.2: Control ball with thigh PEX 7.3: Control ball with chest PEX 7.4: Control ball with head
	LWA 2/8: Head Ball PEX 8.1: Head from a standing position PEX 8.2: Head from a jumping position PEX 8.3: Perform defensive header PEX 8.4: Perform offensive header

	<p>PEX 8.5: Perform diving header PEX 8.6: Perform glancing header</p> <p>LWA 2/9: Throw ball PEX 9.1: Perform short throw PEX 9.2: Perform long throw</p> <p>LWA 2/10: Perform Occupational Health, Safety and Environment Protection Practices PEX 10.1: Manage personal hygiene PEX 10.2: Prepare first aid kit PEX 10.3: Wear protective gear PEX 10.4: Play by laws PEX 10.5: Administer first aid PEX 10.6: Maintain players' health records PEX 10.7: Manage waste</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
Pre-requisite modules	<p>None</p>
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Usage of playing equipment • Team composition • Soccer field and positions • Laws of the game • Positioning skills • Kicking skills such as instep of foot, inside of foot, outside of foot, backheel of foot • Catching skills such as low ball, high ball, side ball, chest level, ground ball • Referee's signals • Soccer etiquette • Common injuries • Use of first aid materials • Procedure of application of first aid • Nutrition management • Team formations • Application of drills to improve shooting, goalkeeping, defending, ball control, heading, throw-in and passing. • Combination drills to integrate the skills

	<ul style="list-style-type: none"> Application of drills to improve the health and skill related components of physical fitness.
Average duration of learning	730 hours (91days) of nominal learning suggested to include: <ul style="list-style-type: none"> <i>20 days of occupational theory</i> <i>71 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 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	balls, soccer boots/foot wear, soccer uniform, kit bag, first aid kit, goal nets, whistles, gloves, corner flags, assistant referee flag, shin guards, soccer-specific stockings, inner garments, cones
Minimum required materials and consumables or equivalent	stationery (record books, pens etc.), water, first aid materials
Special notes	<ul style="list-style-type: none"> Repetitive instruction and training should be done to enable trainee to acquire targeted competences

Code	UE/SP/M1.3
Module title	M1.3: Manage Kits, Tools, Equipment and Soccer Field
Related Qualification	Part of Uganda Vocational Qualification (Soccer Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to maintain kits, tools and equipment as well as manage a soccer field.
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Acquire Kits, Tools and Equipment LWA 3/2: Maintain Kits, Tools and Equipment LWA 3/3: Maintain Soccer Field LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Acquire Kits, Tools and Equipment PEX 1.1: Identify kits, tools and equipment PEX 1.2: Procure kits, tools and equipment PEX 1.3: Prepare store PEX 1.4: Store kits, tools and equipment PEX 1.5: Keep inventory</p> <p>LWA 3/2: Maintain Kits, Tools and Equipment PEX 2.1: Prepare maintenance schedule PEX 2.2: Identify faulty/broken kits, tools and equipment PEX 2.3: Replace broken tools and equipment PEX 2.4: Repair tools and equipment PEX 2.5: Service tools and equipment PEX 2.6: Clean kits, tools and equipment PEX 2.7: Keep Maintenance records</p>
	<p>LWA 3/3: Maintain Soccer Field PEX 3.1: Replant grass PEX 3.2: Trim grass PEX 3.3: Water grass PEX 3.4: Re-demarcate field PEX 3.5: Maintain drainage</p>

	<p>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Display safety notices/map PEX 4.2: Wear protective gear PEX 4.3: Administer first aid PEX 4.4: Manage waste</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"> • Measurements of the field • Equipment and tools used • Materials to be used • How to operate the machines used • Types of grass used
Average duration of learning	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 6 days of occupational theory • 24 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	mowing machine, roller, slasher, tape measure, ruler, scrubbing brushes, water containers, basins, brooms, waste bin, kit bag, first aid kit, padlock, rakes, forked hoe
Minimum required materials and consumables or equivalent	cement, aggregate, sand, grass, stationery, detergents, water, paint, timber, nails, gloves,
Special notes	<ul style="list-style-type: none"> • Some equipment can be locally made to reduce on expenditure • Cater for persons with special needs

3.0 ATP-PART III

Assessment Instruments for a SOCCER 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 or not. In this ATP the standards to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, 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 Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise 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 **SOCCER PRACTITIONER** are included:

3.9 Overview of Test Item samples included:

	Type of Test Item	Numbers included
1.	Written (theory)- short answer	2
2.	Written (theory)- multiple choice	2
3.	Written (theory)- matching generic	2
4.	Written (theory)- matching cause effect	2
5.	Written (theory)- matching with work sequences	2
6.	Performance (practical) test item	1
	Total	11

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1		
Occupational Title:	Soccer 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:	M1.1		
Time allocation:	2 minutes		

Test Item	Name any two equipment used by the goal keeper
Answer spaces	(i) (ii)
Expected key (answers)	(i) Gloves (ii) Shin guards (iii) Boots (iv) Shirt (v) Stockings

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Soccer 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	State any two skills essential for a goal keeper
Answer spaces	(i) (ii)
Expected key (answers)	(i) Ball handling (ii) Ball distribution (iii) Footwork (iv) Diving (v) Ball catching

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Soccer 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:	1 minute			

Test Item	Which of the following is the principal role of a defender?
Distractors and correct answer	<ul style="list-style-type: none"> A. Pressure the opponent B. Push opponent C. Punch ball D. Trip opponent

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Soccer 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:	1 minute			

Test Item	Which of the following is the key role of attacking during a game?
Distractors and correct answer	<ul style="list-style-type: none"> A. Immediate chase B. Provide width C. Delay play D. Cover teammate

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Soccer 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:	5 minutes			

Test Item	Match the following skills with their appropriate techniques in a soccer game
------------------	---

Column A (Skills)	
1	Goal keeping
2	Throw ball
3	Head ball
4	Dribble ball
5	Tackle ball

Column B (Technique)	
A	Use chest
B	Side by side slicing of the ball
C	Punch ball
D	Perform slide
E	Use inner foot
F	Use forehead
G	Hands overhead

Key (answer)	1-C, 2-G, 3-F, 4-B, 5-D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6																			
Occupational Title:	Soccer Practitioner																			
Competence level:	Level 1																			
Code no.																				
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">Short answer</td> <td colspan="3" style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Multiple choice</td> <td colspan="3" style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Matching item</td> <td style="padding: 2px; text-align: center;">Generic</td> <td style="padding: 2px; text-align: center;">Cause- Effect</td> <td style="padding: 2px; text-align: center;">Work- sequence</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px; text-align: center;">√</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></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:	C2																			
Date of OP:	September 2020																			
Related module:	M1.2																			
Time allocation:	5 minutes																			

Test Item	Match the following equipment in soccer with their correct functions
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Column A (Equipment)	
1	Ball
2	Boots
3	Whistle
4	Goal posts
5	Corner flag
6	Cones

Column B (Functions)	
A	Protect foot
B	Show play area
C	Demarcate goal
D	Mark end of sideline
E	Officiate game
F	Play game
G	Identify team
I	Perform jump

Key (answer)	1-F, 2-A, 3-E, 4-C, 5-D, 6-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7																	
Occupational Title:	Soccer Practitioner																	
Competence level:	Level 1																	
Code no.																		
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Short answer</td> <td colspan="3"></td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2" style="background-color: #f4a460;">Matching item</td> <td style="width: 20%;">Generic</td> <td style="width: 20%; background-color: #f4a460;">Cause-Effect</td> <td style="width: 30%;">Work-sequence</td> </tr> <tr> <td></td> <td style="background-color: #f4a460; text-align: center;">√</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:	C2																	
Date of OP:	September 2020																	
Related module:	M1.2																	
Time allocation:	5 minutes																	

Test Item	Match the following penalties with their causes in soccer
------------------	---

Column A (Penalty)	
1	Indirect free kick
2	Penalty kick
3	Throw in
4	Corner kick

Column B (Causes)	
A	Ball out of play over the side line
B	Kick opponent in open field
C	Push an attacking opponent within the goal area
D	Preventing the goalkeeper from releasing the ball out of hands
E	Ball out of play over the goal line

Key (answer)	1-D, 2-C, 3-A, 4-E
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8																	
Occupational Title:	Soccer Practitioner																	
Competence level:	Level 1																	
Code no.																		
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Short answer</td> <td colspan="3"></td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2" style="background-color: #f4a460;">Matching item</td> <td style="background-color: #f4a460;">Generic</td> <td style="background-color: #f4a460;">Cause-Effect</td> <td style="background-color: #f4a460;">Work-sequence</td> </tr> <tr> <td></td> <td style="background-color: #f4a460;">√</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:	C2																	
Date of OP:	September 2020																	
Related module:	M1.2																	
Time allocation:	5 minutes																	

Test Item	Match the following causes of various cautions in a soccer game
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Column A (Cautions)	
1	Verbal warning
2	Red card
3	Yellow card

Column B (Causes)	
A	Violent playing
B	Handball in penalty area
C	Unfair charge
D	Removing shirt after scoring

Key (answer)	1-C, 2-A, 3-D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Soccer 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:	5 minutes			

Test Item	State the steps involved in scoring a goal after a team gains possession in the middle field with three attackers
------------------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Receive ball
2 nd	B	Create space
3 rd	C	Pass ball
4 th	D	Control ball
5 th	E	Shoot at goal

Key (answer)	1-B, 2-C, 3-A, 4-D, 5-E
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Soccer 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:	6 minutes			

Test Item	Arrange the steps involved in the preparation for the soccer game by the player
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Dress in the team uniform
2 nd	B	Have team talk
3 rd	C	Warm up
4 th	D	Have breakfast
5 th	E	Assemble with team mates
6 th	F	Attend training
7 th	G	Eat before sleep
8 th	H	Freshen up
9 th	I	Have enough rest

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11
Occupational Title:	Soccer Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Select the equipment for playing Soccer and perform defensive roles
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	<ul style="list-style-type: none"> Warm up and cool down activities First Aid for soccer injuries Protective gears and their uses Basics for defending Soccer equipment and their use Defending principles
Required tools, Materials and Equipment:	Soccer boots, Anklets, Stockings, Water bottle, Short, Shirt, Shin guard, Bibs, Undergarments, Balls, Cones.
Time allocation:	30 minutes
Preferred venue:	Soccer field
Remarks for Candidate	Must be dressed in soccer attire
Remarks for assessors	<ul style="list-style-type: none"> Avail candidates with all listed tools, equipment and materials Avail support players, that is, 2 teammates for the candidate(defenders) and 2 opponents (attackers)

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for play	Dressed in soccer attire (Shirt, shorts, socks, shinguards and soccer boots)		3
		Carried out warm-up exercises	4	
		Selected equipment for the game		1
2	Positioning	Took position	2	

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QUALIFICATION LEVEL: 1 **December 2020**

		Stood in the defensive positions		2
3	Cover teammate	Ran to a position of a teammate in action	2	
		Moved to close the space of the attacker on ball	2	
		Possessed ball		2
		Made slow back steps to contain attacker	2	
		Gained support from teammates		2
4	Balance	Moved to narrow the space of the attacking opponents	4	
		Interception of attackers observed	4	
5	Concentration	Moved to increase the numbers in defense	2	
		Quick fall back movement observed		4
6	Immediate chase	Ran towards the attacking opponent	2	
		Ball retrieved from opponent		4
7	Tackling	Stood and intercepted ball		4
		Slid down and intercepted ball		4
		Slid down and won ball from opponent		4
8	Heading	Headed ball upwards using the forehead		4
		Focused and cleared aerial balls		4
9	Passing ball	Made passes	2	
		An intercepted passes observed		4
		Made long and short passes from defense	4	
		Short passes to build play observed		4
10	Ball control	Took position in line with the incoming ball	2	
		Used chest, inside or outside of sole or instep of foot to control ball	4	
		Position taken in line of incoming ball		4
11	Organization	Directed team mates	2	
		Signaled teammates to take positions	2	
		Use of verbal messages and signals to direct teammates was observed		4
12	Scoring goals	Moved to scoring position	2	
		Scored goal		4
		Made goal assists		4

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QUALIFICATION LEVEL: 1

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13	Performance after playing soccer	Performed cool down exercises	4	
		Collected equipment and materials	2	
		Handed over equipment and materials for storage.		1
TOTAL			48	63
	Maximum Score (Y)	X/Y		

4.0 ATP-PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Soccer Practitioners, secondary school teachers who train Soccer, 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 Soccer 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 Soccer 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 Soccer Practitioner job practitioners, secondary school teachers who train Soccer and curriculum development specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organisations:

Development Panel		
#	Name	Organisation
1	Sserwadda Ssempijja Meddie	Masaka S.S
2	Nantanda Majidah	FUFA
3	Mukisa Paul Ssali	FUFA-Western region
4	Balenzi Fred E	Mukono H/S
5	Joram Mugalu Luyimbazi	SC Villa
6	Mubiru Shawn	SC Villa
7	Mugera Joseph	Jospa Academy (MUK)
8	Ddembe Rashid	Kibuli S.S
9	Ssebunya Hakim	Buddo S.S
10	Bamweyana Sam Ssimbwa	URA
11	Mwebe Ali	FUFA
12	Ssemugenyi Abdu Sulaiman	Kajjansi United Football Club
13	Kiryra Ibrahim	SC Villa
14	Ssemwogerere Kenneth	Rubaga Girls S.S
15	Kalibbala John Chrizestom	FUFA
16	Bulega Faridah	FUFA
17	Lule Andrew	Land King Sports Agencies
18	Ggingo Ronald	Blessed Sacrament SS-Kimaanya
19	Mugabi Samuel	Jinja S.S.S
20	Ssemwogerere Wilberforce	Buganda Region Football Association
21	Mwijuka Johnson	Kabatsi TI
22	Ayub Kalifa Kiyingi	Kawempe Muslim S.S
23	Massa Geofrey	FUFA-Uganda Cranes
24	Kiiza Decolas Hantali	FUFA-Rubaga
25	Mayanja Jackson	Kyetume FC-Mukono
26	Kakooza Vincent	NTC Kaliro/NCDC
27	Mawa James Onzima	Mvara S.S.S
28	Mwesigwa Andrew	Andy Mwesigwa Comprehensive H/S
29	Ikiriza Elias Dalton	Mbarara H/S
30	NtimbaYudah	St. Edward SS-Bukuumi

31	Mutyaba Bashir	FUFA-Mengo
32	Akena Omoya Charles	St. Joseph's College Layibi
33	Ssentamu Moses	-
34	Ssemwogerere George	FUFA
36	Mwebesalssa	Kamengo TI
35	Mutekanga George W.T	MOES

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	Katende S David	National Council of Sports (NCS)
2	Balagana Charles Mukiibi	Kyambogo University
3	Tushabe Jonan	Directorate of Industrial Training
4	Erinah Balungi	National Curriculum Development Centre (NCDC)
5	Byaruhanga Kadoodooba	Kyambogo University
6	Ddembe N Hajarah	Ministry of Education and Sports (MoES)
7	Okou-Imakit J.M	Kyambogo University

4.5 Facilitator team

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

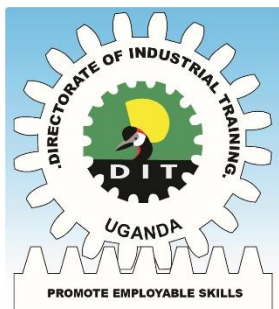
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process)** – Ms. Kyarizi Lovance, QO, DIT, Mr. Benjamin Alex Kibira, DIT.
3. **Facilitators (Quality checking process):** Baliraba Elizabeth DIT
4. **Data Entrants:** Mr. Kabagambe Gideon RO DIT, Mr. Mugaya Ashiraf, Mr. Munywani Dennis DE DIT and Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

4.6 Reference time:

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

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