



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



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

Qualification Level: 1

Occupational Cluster: Physical Education

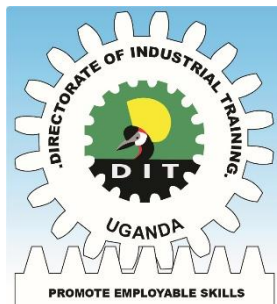
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

CRICKET PRACTITIONER

Qualification Level: 1

Occupational Cluster: Physical Education

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

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Word from Permanent Secretary

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

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

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

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

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

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

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

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

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **CRICKET 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:

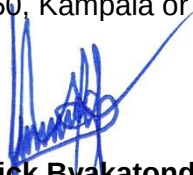
- 0.1 **PART I: The Occupational Profile (OP) of a CRICKET PRACTITIONER.**
This Occupational Profile which was reviewed by Cricket practitioners practicing in the world of work mirrors the duties and tasks that Cricket practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Cricket 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 CRICKET PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Cricket 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 BTJET, 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 cricket practitioner from various secondary schools.
- Physical Education Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

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

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
Competency	(Occupational) 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 programmes: 1. have content directly related to work 2. focus is on 'doing something well' 3. assessment is based upon industry work standards, and 4. curricular are developed in modular form
Duty	A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

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

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

1.0 ATP-PART I

Occupational Profile for a CRICKET PRACTITIONER

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

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

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

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

Job Expert Panel

Paul Butono

Busoga College Mwiri

Mwehangane Didas

Boston High School- Entebbe

Kiruuta Donald

St. Mugagga Voc Sec -Masaka

Byaruhanga Kadoodoba

Kyambogo University

Muyanja Ronald

Namilyango College

Chebet Milton

NCDC

Naome Kayondo Bagenda

Uganda Cricket Association

Nanga Yusuf

Masaka Cricket Dev't Association

Nakagenyi Rechael

Lubimbiri Public SS

Mumbere Alex

Nyakasura School

Mugagula Habibu

Jinja SSS

Opio Nicholas

Soroti Core PTC

Co-ordinator

Mukyala E Ruth

Directorate of Industrial Training

Facilitators

Kyarizi Lovance

Directorate of Industrial Training

Asiimwe Sarah

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

**"CRICKET
PRACTITIONER"**

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

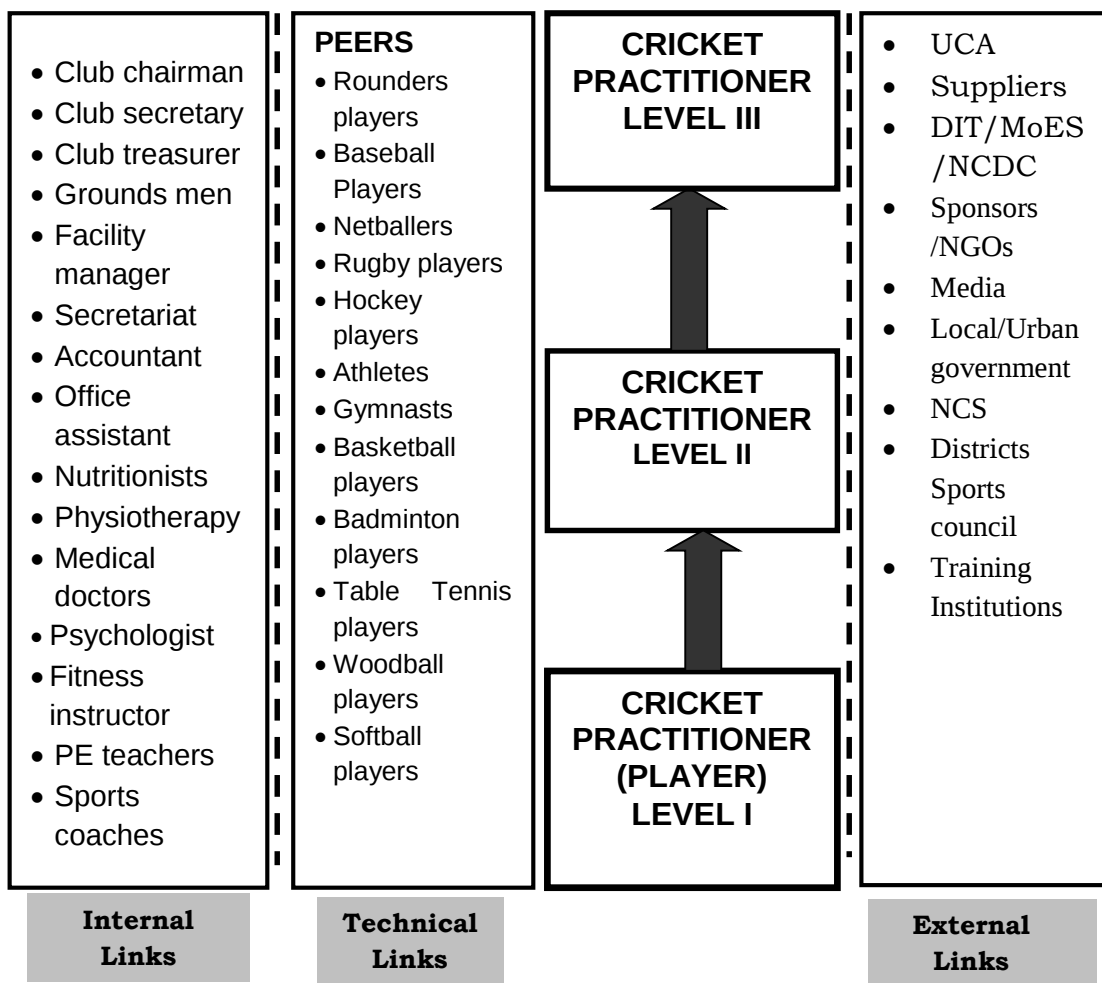
Date of workshop: 7th – 11th September, 2020

NOMENCLATURE FOR THE OCCUPATION OF A CRICKET PRACTITIONER

Definition of a Cricket Practitioner

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

JOB ORGANISATION CHART FOR A CRICKET PRACTITIONER



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

- A Cricket Practitioner Level I:** is a person who plays cricket game competently and performs other game supporting activities.
- A Cricket Practitioner Level II:** is a person who has the competences of organising and officiating a cricket game.
- A Cricket Practitioner Level III:** is a person who has the competences of coaching Cricket players and managing the game.

Duties and Tasks

A. PREPARE CRICKET FIELD	A1 Level pitch	A2 Trim grass	A3 Mark boundaries
	A4 Mark pitch	A5 Place stumps and bails	A6 Cover wickets
	A7 Clean pitch		

B. PLAY CRICKET	B1 Bat ball	B2 Score runs	B3 Bowl balls
	B4 Perform fielding	B5 Retrieve balls	B6 Set targets
	B7 Support team members		

C. OFFICIATE GAME	C1 Inspect pitch	C2 Inspect teams	C3 Give out team lists
	C4 Oversee tossing	C5 Manage time	C6 Enforce rules
	C7 Communicate technical decisions	C8 Start and end game	C9 Prepare score book/board
	C10 Keep reserve balls	C11 Give update about the game	C12 Prepare game report
	C13 Keep records of the game		

D. COACH TEAM	D1 Recruit players	D2 Prepare training schedules	D3 Train players
	D4 Appraise players	D5 Mentor and inspire players	D6 Assign roles
	D7 Select team	D8 Make training reports	

E. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRACTICES	E1 Prepare first aid kit	E2 Identify sick/ injured players	E3 Perform regular exercises
	E4 Take medical checkups	E5 Observe nutritional guidance	E6 Administer first aid
	E7 Report injuries		

F. MAINTAIN EQUIPMENT AND FACILITY	F1 Prepare maintenance schedule	F2 Identify required equipment	F3 Procure/ make equipment
	F4 Clean equipment	F5 Repair/ replace equipment	F6 Keep inventory
	F7 Store equipment		

G. PURSUE CONTINUOUS PROFESSIONAL DEVELOPMENT	G1 Refresher trainings	G2 Upgrade skill	G3 Participate in tournament
	G4 Conduct research	G5 Outsource resourceful persons	G6 Attend meetings and conferences
	G7 Participate in exchange programs		

H. PERFORM ADMINISTRATIVE TASKS	H1 Plan activity calendar	H2 Prepare budget	H3 Organise and coordinate competitions
	H4 Conduct meetings	H5 Organise training courses	H6 Procure tools, equipment and material
	H7 Supervise activities	H8 Manage resources	H9 Recruit staff
	H10 Remunerate staff	H11 Make reports	

ADDITIONAL INFORMATION

Related knowledge & skills

- | | |
|--|---|
| 1. Brief history of cricket and Importance of cricket | 8. Training theories |
| 2. Terminologies used in cricket | 9. Conditioning exercises |
| 3. Adminstrating first aid | 10. Injuries and its management |
| 4. Rules of the game of cricket | 11. Nutrition management |
| 5. Handling tools | 12. Selection of equipment |
| 6. Usage or application of equipment | 13. Playing skills |
| 7. Handling or playing alongside persons with disabilities | 14. Physical fitness components |
| | 15. Occupational health, safety and environmental practices relevant in cricket |

Tools, Equipment and Materials

- | | |
|---------------------------|---------------------|
| 1. Slasher | 21. Abdominal guard |
| 2. Hoe | 22. Chest guard |
| 3. Mower | 23. Arm guard |
| 4. Panga | 24. Thigh guard |
| 5. Axe | 25. Stumps |
| 6. Rope | 26. Bails |
| 7. Spirit level | 27. Cones |
| 8. Shovel | 28. Whistles |
| 9. Paint brush | 29. Baseball glove |
| 10. Wheelbarrow | 30. Ash |
| 11. Watering cans | 31. Paint |
| 12. Spade | 32. Water |
| 13. Tape measure | 33. First aid kit |
| 14. Cricket balls | 34. Chain link |
| 15. Bats | 35. Iron sheets |
| 16. Batting gloves | 36. Detergents |
| 17. Batting pads | 37. Cement |
| 18. Helmet | 38. Sand |
| 19. Wicket keeping gloves | 39. Small stones |
| 20. Wicket keeping pads | |

Attitudes / Traits / Behaviour	Future Trends and Concerns
1. Smartness (tucking in) 2. Respect 3. Sportsmanship 4. Spirit of the game 5. Teamwork 6. Communication skills 7. Cooperation 8. Perseverance 9. Commitment 10. Hard work 11. Confidence 12. Self esteem 13. Motivation 14. Optimism	1. Shorter and more exciting versions of the game i.e. T10, T20, 6 aside, the hundred 2. Technically crafting out new batting shots 3. Impact of the third umpire (TV analysis) 4. Reviews of decisions made by field umpires 5. Collaboration coaching 6. Improving coaching methodology to include use of emerging technologies 7. Match fixing 8. Age cheating 9. Inadequate infrastructure and equipment 10. Expensive equipment 11. Popularisation of the game 12. Commercialisation of the game 13. Inadequate cricket practitioners 14. Partnering with cooperate bodies

2.0 ATP – PART II

Training Modules for a CRICKET 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 Cricket 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 CRICKET PRACTITIONER QUALIFICATION LEVEL 1?

A Cricket Practitioner Level 1 is a person who plays a cricket game competently and performs other game supporting activities.

TRAINING MODULES FOR A CRICKET PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/C/M1.1	Establish Cricket Field	240	6
UE/C/M1.2	Play Cricket Game	720	18
UE/C/M1.3	Manage Tools, Equipment and Pitch	240	6
UE/C/M1.4	Perform Entrepreneurship Tasks	160	4
Summary	4 Training Modules	1,360 hours	34 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 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 recognised agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/CP/M1.1
Module title	M 1.1: Establish Cricket Field
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cricket Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to set up a standard Cricket field
Learning-Working Assignments (LWAs)	LWA 1/1: Clear Site LWA 1/2: Level Field LWA 1/3: Demarcate Field LWA 1/4: Make a Grass Wicket LWA 1/5: Make an Astro Turf Wicket LWA 1/6: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> 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)	LWA 1/1: Clear Site PEX 1.1: Cut trees PEX 1.2: Slash grass/shrubs PEX 1.3: Remove tree stamps
	LWA 1/2: Level Field (Level the out field) PEX 2.1: Fill holes PEX 2.2: Dig out ant hills PEX 2.3: Remove corrugations PEX 2.4: Compact soil
	LWA 1/3: Demarcate Field PEX 3.1: Take measurements PEX 3.2: Mark the pitch PEX 3.3: Mark inner circle PEX 3.4: Mark the boundary

	LWA 1/4: Prepare Grass Wicket PEX 4.1: Plant grass PEX 4.2: Water grass PEX 4.3: Trim grass PEX 4.4: Compact strip PEX 4.5: Mark strip PEX 4.6: Place stumps and bails
	LWA 1/5: Make an Astro Turf Wicket PEX 5.1: Make concrete slab PEX 5.2: Lay an Astro mat on slab PEX 5.3: Mark playing strip PEX 6.4: Place stamps and bails
	LWA 1/6: Perform Occupational Health, Safety and Environmental Protection Practices PEX 6.1: Wear protective gear PEX 6.2: Manage waste PEX 6.3: Maintain general hygiene PEX 6.4: Fence off field PEX 6.5: Display safety notices PEX 6.7: Administer first aid
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	<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> • Usage of clearing, leveling and measuring tools • Standard dimensions for the play area and boundary • Terminologies used in cricket
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: • 10 days of occupational theory • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related Practical and Written Test Items from Item bank.
Minimum required tools/ equipment/ implements or equivalent	slasher, hoe, panga, 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
Minimum required materials and consumables or equivalent	ash/paint/lime, rope/string, cement, sand, aggregate, water, astro mat, glue, stationery, tarpaulin
Special notes	Provide special avenues and opportunities for training people with disabilities

Code	UE/CP/M1.2
Module title	M1.2: Play Cricket
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Cricket Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to play Cricket competently
Learning-Working Assignments (LWAs)	LWA 2/1: Prepare for the Game LWA 2/2: Perform Batting LWA 2/3: Perform Bowling LWA 2/4: Perform Fielding LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	LWA 2/1: Prepare for the Game PEX 1.1: Wear cricket attire PEX 1.2: Carryout warm ups PEX 1.3: Have team talk PEX 1.4: Identify equipment PEX 1.5: Take positions (Take fielding positions) LWA 2/2: Perform Batting PEX 2.1: Grip the bat PEX 2.2: Take a stance PEX 2.3: Play the shot LWA 2/3: Perform Bowling (pace and spin) PEX 3.1: Make a grip PEX 3.2: Execute ball delivery LWA 2/4: Perform Fielding PEX 4.1: Stop ball PEX 4.2: Catch ball PEX 4.3: Throw ball PEX 4.4: Hit stumps PEX 4.5: Keep wickets

	LWA 2/5: Perform Occupational Health, Safety and Environment Protection Practices PEX 5.1: Wear protective gear e.g. helmets PEX 5.2: Administer first aid PEX 5.3: Manage waste PEX 5.4: Maintain players' health records PEX 5.5: Liaise with health personnel PEX 5.6: Observe personal hygiene
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	<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> • Usage of playing equipment • Team composition • Rules of the game • Umpire's signals • Cricket etiquettes • Common injuries • Usage of first aid materials • Nutrition management • Techniques of bowling • Techniques of catching e.g. catching high balls , low balls, chest high balls etc • Techniques of batting • Techniques of executing throwing e.g. overarm and underarm throwing • Versions of crickets • Versions of playing cricket • How to score
Average duration of learning	720 hours (90 days) of nominal learning suggested to include: • 20 days of occupational theory and • 70 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	bats, helmets, gloves (baseball, batting and wicket keeping), guards (chest, thigh, abdominal), balls (hard and soft), stumps and bails, nets, cones, whistle, watch/timer, projectors, computer, camera, kit bag, first aid kit
Minimum required materials and consumables or equivalent	stationery (record books, pens etc), water, first aid materials
Special notes	Cater for people with special needs in all aspects of cricket playing

Code	UE/CP/M1.3
Module title	M1.3: Maintain Tools, Equipment and Field
Related Qualification	Part of Uganda Vocational Qualification (Cricket Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to maintain tools and equipment as well as manage a cricket field
Learning-Working Assignments (LWAs)	LWA 3/1: Acquire Tools and Equipment LWA 3/2: Maintain Tools and Equipment LWA 3/3: Maintain Field LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	LWA 3/1: Acquire Tools and Equipment PEX 1.1: Identify tools and equipment needed PEX 1.2: Purchase tools and equipment PEX 1.3: Keep inventory PEX 1.4: Prepare store PEX 1.5: Store tools and equipment
	LWA 3/2: Maintain Tools and Equipment PEX 2.1: Prepare maintenance schedule PEX 2.2: Identify faulty/broken tools and equipment PEX 2.3: Replace broken parts of tools and equipment PEX 2.4: Repair tools and equipment PEX 2.5: Service tools and equipment PEX 2.6: Clean tools and equipment PEX 2.7: Keep maintenance records

	LWA 3/3: Maintain Cricket Field PEX 3.1: Replant grass PEX 3.2: Trim grass PEX 3.3: Repair slab (Astro turf) PEX 3.4: Clean Astro turf PEX 3.5: Repair/replace Astro turf PEX 3.6: Cover wickets PEX 3.7: Cordon off playing strip
	LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Display safety notices/map PEX 4.2: Wear protective gear PEX 4.3: Administer first aid PEX 4.4: Manage waste
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	M1.1
Related knowledge/ theory	<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> • Standard measurements of the field • Equipment and materials to be used • How to operate the equipment used • Types of grass to be used
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: • 6 days of occupational theory and • 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, tarpaulin, brooms, waste bin, kit bag, first aid kit, padlock

Minimum required materials and consumables or equivalent	cement, aggregate, sand, grass, stationery, detergents, water, paint/lime/ash, timber, nails
Special notes	• Some equipment can be locally made to reduce on expenditure • Cater for persons with special needs

Code	UE/CP/M1.4
Module title	M1.4: Perform Entrepreneurship Tasks
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Cricket Practitioner, UVQ1)
Qualification Level	1
Module purpose	At completion of this module, the trainee shall be able to establish a cricket enterprise, and market cricket
Learning-Working Assignments (LWAs)	LWA 4/1: Establish Cricket Enterprise LWA 4/2: Market Cricket LWA 4/3: Perform Occupational Health, Safety and Environment Protection Practices <u>Note:</u> 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)	LWA 4/1: Establish Cricket Enterprise PEX 1.1: Conduct feasibility study PEX 1.2: Set up an organisational structure PEX 1.3: Make budget PEX 1.4: Mobilise resources PEX 1.5: Recruit staff PEX 1.6: Register enterprise PEX 1.7: Design enterprise logo PEX 1.8: Procure tools equipment and material PEX 1.9: Keep records LWA 4/2: Market Cricket PEX 2.1: Advertise cricket PEX 2.2: Brand the game PEX 2.3: Brand players PEX 2.4: Partner with corporate bodies and sponsors PEX 2.5: Sell cricket items and accessories PEX 2.6: Network with peers PEX 2.7: Carryout community outreaches PEX 2.8: Form clubs PEX 2.9: Organise exhibitions

	LWA 4/3: Perform Occupational Health, Safety and Environment Protection Practices PEX 3.1: Wear personal protective equipment PEX 3.2: Manage waste PEX 3.3: Maintain general hygiene PEX 3.4: Administer first aid PEX 3.5: Sensitise workers and customers on emerging health issues
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	<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> • Mobilisation skills • Marketing skills • Communication skills • Management skills • How to write a business plan • How to establish an enterprise • Current performance • Different cricket events • History and profile of events • Use of technology • Officiating officials • Right information or messages to be put on banners and flyers • How to package information on flyers and banners • Venue and its records
Average duration of learning	160 hours (20days) of nominal learning suggested to include: • 5 days of occupational theory and • 15days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	banners, t-shirts, computer sets, public address system, camera.
Minimum required materials and consumables or equivalent	stationery, power supply, stickers, billboards, flyers, posters.
Special notes	

3.0 ATP- PART III

Assessment Instruments for a CRICKET PRACTITIONER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items,
 - Multiple choice test items and
 - Matching test items.
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a CRICKET 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
Total		6

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	List three protective/ safety equipment used during establishment of a cricket field
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Overall (ii) Gumboots (iii) Gloves (iv) Goggles (v) Helmet

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

Test Item	State three qualities of successful ball delivery
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Bowler releases ball with all or part of front foot behind the popping crease (ii) Ball bounces once before reaching the batter (iii) Ball arrives below batter's waist height without bouncing (iv) Ball reaches batter within playable area (v) Ball released with a straight arm

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

Test Item	Which equipment below is used to defend the stumps during play?
Distractors and correct answer	A. Ball B. Bat C. Helmet D. Glove

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

Test Item	Match the following terms with their meaning as applied in cricket
-----------	--

Column A (Term)		Column B (Application)	
1	Caught	A	Batsman dislodges his own stumps
2	Bowled	B	Batsman hits the ball twice
3	Run out	C	Bowler's delivery hits the stumps and the bails are dislodged
4	Hit wicket	D	Fielder hits the stumps with a ball before the bats man is able to complete the run
		E	Batsman hits the ball in the air and a fielder catches it before it lands on the ground
		F	Wicket keeper removes the bails when a batsman's foot in the crease moves out or is in the air while attempting to hit the ball

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

Test Item	The batsman hits the ball to covers and the ball hits the cover fielder on the ankle in the process of stopping it. State the steps that can be followed to give first aid to the injured player
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Elevate injured part to reduce blood flow to the injured area
2 nd	B	Compress injured area to reduce on the inflammation
3 rd	C	Rest the player to avoid further injury
4 th	D	Refer patient for further medical attention
5 th	E	Ice the injured area to reduce inflammation

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

DIT/ QS	Test Item Database Performance Test Item- no. 6
Occupational Title:	Cricket Practitioner
Competence level:	Level 1
Code no.	UE/CP/M1.2
Test Item:	Select the equipment for bowling and perform pace bowling in an over
Complexity level:	P2
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• Warm up and cool down activities • First aid for bowling injuries • Protective gear and their uses • Steps taken in pace bowling • Field management and usage • Cricket equipment and their usage
Required tools, Materials and Equipment:	wicket keeping gloves, balls, water for drinking, bat, stumps, first aid kit, bails, helmet
Time allocation:	1 hour
Preferred venue:	Cricket field
Remarks for assessors	Candidates must be dressed in cricket attire
Remarks for assessors	• Avail candidates with all listed tools, equipment and materials • Avail each candidate with wicket keeper in full protective gear

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for pace bowling	Carried out warm up exercises	2	
		Selected bowling equipment (balls, stumps, bails)		1
2	Grip	Firm grip with 1 st and 2 nd fingers on top of the seam with thumb under the ball observed		4
		Ball held out in the first two joints of		4

		the fingers observed		
3	Run up to the crease	Made run up distance of at least 10 strides	2	
		Smooth, straight run ups with progressive strides observed	2	
4	Gather	Fore arm and fore leg raised	2	
		Body kept still	1	
5	Delivery	Ball released with the seam in upright position		4
		Bowling arm kept straight and moved anti clockwise	2	
		Ball released with the arm straight above the head	4	
6	Follow through	Body allowed to move towards the batsman's end	3	
7	Perform after bowling activity	Performed cool down exercises	2	
		Collected equipment		2
		Packed equipment in kit bag		2
		Handed over/stored equipment		2
	TOTAL		20	19
	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 Cricket 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 Cricket 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 Cricket 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 Cricket 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 Cricket 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/organisations:

Development Panel		
No.	Name	Institution/Organisation
1.	Paul Butono	Busoga College Mwiri
2.	Mwehangane Didas	Boston High School
3.	Kiruuta Donald	St. Mugagga Vocational Secondary School
4.	Byaruhanga Kadoodoba	Kyambogo University
5.	Muyanja Ronald	Namilyango College
6.	Chebet Milton	NCDC
7.	Naome Kayondo Bagenda	Uganda Cricket Association
8.	Nanga Yusuf	Masaka Cricket Association
9.	Nakagenyi Rechael	Lubimbiri Public SS
10.	Mugalula Habibu	Jinja SS
11.	Mumbere Alex	Nyakasura School
12.	Opio Nicholas	Soroti Core PTC

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 Kadoodoba	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:

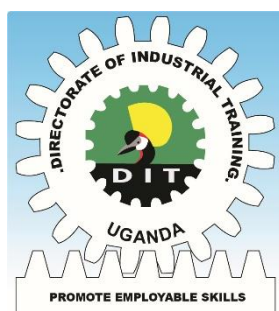
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**
Ms. Kyarizi Lovance QO, DIT.
Asiimwe Mashaija Sarah DE DIT
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT
4. **DIT Data Entrants:** Ms. Baliraba Elizabeth
Taremwa Yehu
Kabagambe Gideon, RO
Turyasingura Yusuf
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.

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