



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

RUGBY PRACTITIONER

Qualification Level: 1

Occupational Cluster: Physical Education

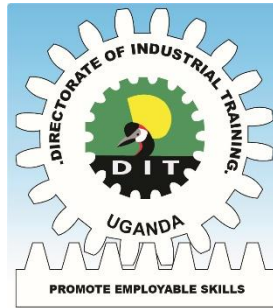
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a RUGBY 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 **RUGBY 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:

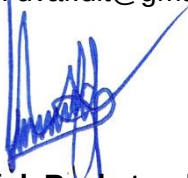
- 0.1 **PART I: The Occupational Profile (OP) of a RUGBY PRACTITIONER.** This Occupational Profile which was reviewed by Rugby practitioner practicing in the world of work mirrors the duties and tasks that Rugby practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Rugby 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 RUGBY PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Rugby 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 BT/VET, 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 rugby 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 programs: 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.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behaviour, 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 RUGBY PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Rugby Practitioner” below defines the **Duties** and **Tasks** a competent Rugby 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 panellists 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 panellists, 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’

Expert Panel

Wandera Besweri
NCDC

Kasasa Yayiro
Uganda Rugby Association

Ecimon Thomas
Namilyango College

Tuheise Peter
Ntare School

Makanga Kenneth
Entebbe S.S.S

Bizimana Valence
Nabisunsa Girls' School

Namisi Geoffrey
Mbale Rugby Club

Temper Benjamin
Ndejje University

Mutebi Ronald
Pirates Rugby Club

Butono Paul
Busoga College, Mwiri

Facilitators
Christopher Derrick Lubowa
Directorate of Industrial Training

Asiimwe Maureen
Directorate of Industrial Training

Co-ordinator
Elizabeth Ruth Mukyala
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"RUGBY PRACTITIONER"

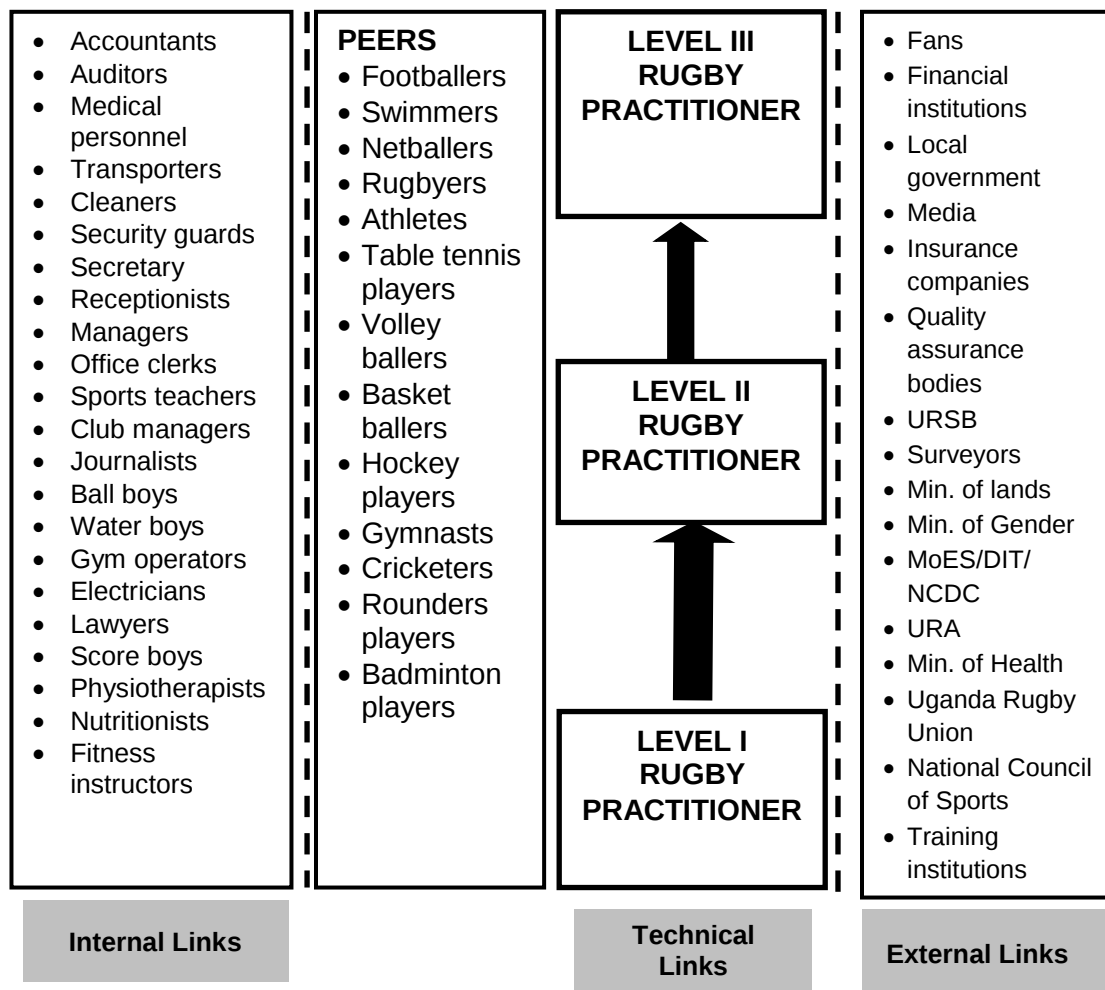
Developed by: Directorate of Industrial
Training (Qualifications
Standards)

Dates of workshop: 21st – 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF RUGBY PRACTITIONER

Definition: A Rugby Practitioner is a person has competences of playing, coaching, officiating rugby and managing its related activities

JOB ORGANISATION CHART FOR A RUGBY PRACTITIONER



Descriptions for the levels in the occupation of "Rugby Practitioner"

UVQ Level I Rugby Practitioner: Is a person who plays rugby competently and performs game supporting activities.

UVQ Level II Rugby Practitioner: Is a person who has the competency of officiating a rugby game.

UVQ Level III Rugby Practitioner: Is a person who has the competences of coaching and managing the rugby game.

Duties and Tasks

A. ESTABLISH RUGBY PITCH	A1 Identify site	A2 Select site	A3 Clear site
	A4 Level site	A5 Plant grass	A6 Water grass
	A7 Mark boundaries	A8 Demarcate pitch	A9 Place goals
	A10 Place post pads		

B. PLAY RUGBY	B1 Prepare for the game	B2 Take position	B3 Kick ball
	B4 Pass ball	B5 Run with ball	B6 Tackle opponent
	B7 Contest ball	B8 Form ruck	B9 Secure ball
	B10 Perform scrum	B11 Form maul	B12 Perform lineout
	B13 Score points	B14 Take place kicks	B15 Perform cool down

C. COACH RUGBY	C1 Draw training schedule	C2 Prepare training sessions	D3 Train players
	C4 Appraise players	C5 Assess players	D6 Select team
	C7 Manage player's discipline	C8 Assign roles	C9 Make training report

D. OFFICIATE RUGBY GAME	D1 Inspect pitch	D2 Inspect teams	D3 Inspect equipment
	D4 Start game and restart	D5 Oversee tossing	D6 Enforce rules
	D7 Manage time	D8 Manage discipline	D9 Communicate technical decisions
	C10 Confirm score	C11 Stop game	C12 Prepare game report

E. PERFORM ADMINISTRATIVE TASKS	E1 Draw activity plan	E2 Procure tools and equipment	E3 Mobilise funds
	E4 Organise competitions	E5 Prepare budgets	E6 Organise meetings
	E7 Maintain records	E8 Remunerate workers	E9 Train staff
	E10 Coordinate and supervise activities	E11 Perform capacity building	E12 Motivate staff
	E13 Provide welfare		

F. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT PROTECTION PRACTICES	F1 Perform routine medical check ups	F2 Insure rugby players	F3 Prepare first aid kit
	F4 Identify sick players	F5 Perform physical fitness	F6 Observe nutritional guidance
	F7 Perform firefighting	F8 Wear protective gear	F9 Manage waste
	F10 Disinfect a rugby facility		

G. PERFORM MARKETING	G1 Brand rugby	G2 Advertise rugby	G3 Perform customer care services
	G4 Maintain fun base	G5 Sell rugby items and accessories	G6 Perform corporate social responsibility
	G8 Perform invitational competitions	G9 Partner with media	

H. MAINTAIN PITCH	H1 Prepare maintenance schedule	H2 Trim grass	H3 Refill holes
	H4 Remark lines	H5 Repair equipment	H6 Replace equipment
	H7 Improvise equipment		

Additional Information

Generic Knowledge and Skills

- | | |
|--|------------------------------------|
| 1. Tools and equipment usage | 16. Interpersonal relations |
| 2. Negotiation skills | 17. Customer care |
| 3. Records keeping | 18. Training skills |
| 4. Analytical skills | 19. Problem solving skills |
| 5. Standard measurements and specifications | 20. Safety, health and environment |
| 6. Marketing skills | 21. Public relations |
| 7. First aid administration | 22. Time management |
| 8. Waste management | 23. Physiotherapy |
| 9. Communication skills | 24. Climatic changes |
| 10. Information and Communication Technology | 25. Physical education |
| 11. Firefighting | 26. Anti-doping regulations |
| 12. Store management | 27. Games calendar |
| 13. Human resource management | 28. Sports nutrition |
| 14. Entrepreneurship skills | 29. Competition manuals |
| 15. Environmental awareness and sustainability | 30. Terminologies in rugby |
| | 31. Fitness components |

Tools, Equipment and

Materials

- | | | |
|-------------------|--------------------------|------------------------|
| 1. Head gear | 17. Sanitiser dispensers | 33. Jersey |
| 2. Tape measure | 18. Dust bins | 34. Boots |
| 3. String | 19. Ice coolers | 35. Stockings |
| 4. Rope | 20. Recovery coolers | 36. Knee support |
| 5. Goal posts | 21. Ball pump | 37. Ankle support |
| 6. Scrum machine | 22. Weighing scale | 38. Slashers |
| 7. Whistle | 23. Temperature gun | 39. Trolley |
| 8. First aid kit | 24. Water dispenser | 40. Overall |
| 9. Kicking tee | 25. Cones | 41. Gym equipment |
| 10. Score numbers | 26. Training bibs | 42. Marking trolley |
| 11. Stretchers | 27. Timber | 43. Mouth guard |
| 12. Computer | 28. Post pads | 44. Lime/paint/ash |
| 13. Stationery | 29. Tag belts | 45. Benches and chairs |
| 14. Pens | 30. Corner flags | 46. Bottle carriers |
| 15. Score cards | 31. Pens | |
| 16. Score board | 32. Match book | |

Attitudes/Traits/Behaviour

1. Self-motivated
2. Time management
3. Patient
4. Observant
5. Trustworthy
6. Honest
7. Tolerant
8. Hard working
9. Customer care
10. Disciplined
11. Committed
12. Flexible
13. Result oriented
14. Innovative
15. Diligent
16. Confidentiality
17. Sportsmanship
18. Responsible
19. Physically fit
20. Knowledgeable
21. Good hand-eye coordination
22. Respectful
23. Intelligent
24. Trainable
25. Creative
26. Sharing skills
27. Quality of output
28. Resilient
29. Integrity
30. Passionate
31. Equity and equality
32. Team work
33. Gender sensitivity
34. Dignity

Future Trends and Concerns

1. Inadequate facilities and equipment
2. Perception of the sport by the public
3. Professionalisation of the sport
4. Anti-doping
5. Advancement in technology
6. Depression
7. Alcohol abuse
8. Attrition rates
9. Financial constraints
10. Limited government support
11. Commercialisation of sports
12. Age cheating
13. Match fixing
14. Popularisation of the game

2.0 ATP-PART II

Training Modules for a RUGBY 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 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 Rugby 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 RUGBY PRACTITIONER QUALIFICATION LEVEL 1?

Rugby Practitioner Level 1 is a person who plays rugby competently and performs game supporting activities.

TRAINING MODULES FOR A RUGBY PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/RG/M1.1	Establish a Rugby Pitch	320	8
UE/RG/M1.2	Play Rugby Game	640	16
UE/RG/M1.3	Maintain Tools, Equipment and Materials	240	6
UE/RG/M1.4	Perform Entrepreneurship tasks	240	6
Summary	4 Training modules	1440 hours	36 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/RG/M1.1
Module title	M1.1: Establish a Rugby Pitch
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Rugby Practitioner UVQ1)
Qualification Level	1
Module purpose	At the completion of this module, a trainee shall be able to establish a safe rugby pitch.
Learning-Working Assignments (LWAs)	LWA 1/1: Prepare Site LWA 1/2: Demarcate Pitch LWA 1/3: 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 1/1: Prepare Site PEX 1.1: Identify site PEX 1.2: Clear site PEX 1.3: Level site PEX 1.4: Plant grass PEX 1.5: Water grass PEX 1.6: Trim grass LWA 1/2: Demarcate Pitch PEX 2.1: Take measurements PEX 2.2: Mark lines PEX 2.3: Mark technical area PEX 2.4: Fix goal posts PEX 2.5: Fix corner flags LWA 1/3: Perform Occupational Health, Safety and Environment Protection Practices PEX 3.1: Place post pads PEX 3.2: Clean pitch PEX 3.3: Remove obstacles PEX 3.4: Wear protective gear

	PEX 3.5: Manage waste PEX 3.6: Administer first aid PEX 3.7: Maintain general 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> • Standard measurements and dimensions of a pitch • Marking equipment • Laws of the game • Operating grass trimming equipment • Environment safety laws • Entrepreneurship skills • Pitch maintenance, and usage of too
Average duration of learning	320 hours (40 days) of nominal learning suggested to include: • 10 days of occupational theory and • 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 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	slashers, tape measure, string, rope, goal posts, scrum machine, score numbers, score cards, score board, sanitiser dispensers, dust bins, marking trolley, benches, chairs, corner flags, boots, buckets, overall, rakes, brooms, official flags
Minimum required materials and consumables or equivalent	lime/paint/ash, water, strings, power, masks, soap, sanitiser.
Special notes	Cater for people with special needs and age difference

Code	UE/RG/M1.2
Module title	M1.2: Play Rugby Game
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Rugby Practitioner UVQ1)
Qualification Level	1
Module purpose	On completion of this module, a trainee shall be able to competently play rugby game.
Learning-Working Assignments (LWAs)	LWA 2/1: Prepare Team LWA 2/2: Kick off Game LWA 2/3: Perform Ruck LWA 2/4: Perform Scrum LWA 2/5: Perform Maul LWA 2/6: Perform lineout LWA 2/7: Score Points LWA 2/8: Perform Fair Play LWA 2/9: Conclude Game LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	LWA 2/1: Prepare Team PEX 1.1: Perform medical assessment PEX 1.2: Perform warm up PEX 1.3: Perform team talk PEX 1.4: Wear rugby attire LWA 2/2: Kick off Game PEX 2.1: Take position PEX 2.2: Kick off ball PEX 2.3: Chase ball PEX 2.4: Receive ball PEX 2.5: Pass ball

	PEX 2.6: Run with ball PEX 2.7: Support ball carrier PEX 2.8: Tackle opponent
	LWA 2/3: Perform Ruck PEX 3.1: Present ball PEX 3.2: Convert ball PEX 3.3: Secure ball PEX 3.4: Contest ruck PEX 3.5: Drive over ruck PEX 3.6: Play ball from ruck
	LWA 2/4: Perform Scrum PEX 4.1: Take position PEX 4.2: Engage opponent PEX 4.3: Throw the ball PEX 4.4: Contest ball PEX 4.5: Play ball from the scrum
	LWA 2/5: Perform Maul PEX 5.1: Receive ball PEX 5.2: Present ball PEX 5.3: Support maul PEX 5.4: Drive maul PEX 5.5: Play ball from the maul
	LWA 2/6: Perform Lineout PEX 6.1: Take position PEX 6.2: Throw ball PEX 6.3: Contest ball PEX 6.4: Receive ball PEX 6.5: Play ball from lineout
	LWA 2/7: Score Points PEX 7.1: Make a try PEX 7.2: Perform a conversion PEX 7.3: Take a penalty PEX 7.4: Perform a drop ball
	LWA 2/8: Perform Fair Play PEX 8.1: Play safe PEX 8.2: Honour opponent PEX 8.3: Congratulate opponent

	LWA 2/9: Conclude Game PEX 9.1: Perform cool down PEX 9.2: Perform team talk PEX 9.3: Perform medical assessment PEX 9.4: Change attire PEX 9.5: Secure kit, tools, equipment and materials LWA 2/10: Perform Occupational Health, Safety and Environmental Protection PEX 10.1: Maintain personal hygiene PEX 10.2: Manage waste PEX 10.3: Wear protective gear PEX 10.4: Perform drug test PEX 10.5: Manage injury PEX 10.6: Observe nutrition guidance PEX 10.7: Consent players
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> • Laws of the game • First aid administration • Usage and maintenance of equipment • Hygiene and sanitation • Drills for practicing the basic skills of rugby • Physical fitness and conditioning
Average duration of learning	640 hours (80 days) of nominal learning suggested to include: • 25 days of occupational theory and • 55 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	head gear, goal posts, scrum machine, whistle, kicking tee, score numbers, stretchers, score cards, score board, sanitiser dispensers, dust bins, ice coolers, recovery coolers, ball pump, weighing scale, medical kit, temperature gun, dispenser, cones, bottle, carriers, training bibs, water dispenser, post pads, tag belts, corner flags, match book, playing boots, stockings, knee support, ankle support, mouth guard, benches and chairs, technical board.
Minimum required materials and consumables or equivalent	sanitiser, water, energy drinks, drugs, pens, paper, first aid kit, jersey.
Special notes	• Improvise where necessary • Cater for people with special needs • Take consideration for age difference (kids)

Code	UE/RG/M1.3
Module title	M1.3: Manage Rugby Pitch and Equipment
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Rugby Practitioner UVQ1)
Qualification Level	1
Module purpose	On completion of this module, a trainee shall be able to maintain rugby pitch and equipment.
Learning-Working Assignments (LWAs)	LWA 3/1: Acquire Tools and Equipment LWA 3/2: Maintain Equipment LWA 3/3: Maintain Pitch LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> 1. <i>The learning exercises must be repeated until the trainee acquires a 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 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 Equipment PEX 2.1: Prepare maintenance schedule PEX 2.2: Identify faulty equipment PEX 2.3: Repair equipment PEX 2.4: Replace equipment PEX 2.5: Service equipment PEX 2.6: Improvise equipment PEX 2.7: Clean equipment PEX 2.8: Keep maintenance records

	LWA 3/3: Maintain Pitch PEX 3.1: Replant grass PEX 3.2: Refill holes PEX 3.3: Trim grass PEX 3.4: Remark lines PEX 3.5: Re-paint poles
	LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Maintain personal hygiene PEX 4.2: Manage waste PEX 4.3: Wear protective gear PEX 4.4: Administer first aid PEX 4.5: Perform firefighting
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> • Use of protective gear • Maintenance of equipment • Safety precautions • Record keeping • Rules of the game
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided 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 practical and written test items from item bank.

Minimum required tools/ equipment/ implements or equivalent	buckets, rugs, brooms, dusters, head gear, trolley, torch, safety gloves and shoes, stock cards, first aid kit, fire extinguisher, printer, computer, air conditioner, rakes, spades, wheelbarrows, mowers,
Minimum required materials and consumables or equivalent	detergents, soap, sanitiser, paint/ash/lime, oil, water, disinfectant, pens, books, paper,
Special notes	

Code	UE/RG/M1.4
Module title	M1.4: Perform Entrepreneurship Tasks
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Rugby Practitioner UVQ1)
Qualification Level	1
Module purpose	On completion of this module, the trainee shall be able to establish a Rugby enterprise and market the sport
Learning-Working Assignments (LWAs)	LWA 4/1: Establish Rugby Enterprise LWA 4/2: Market Rugby LWA 4/3: 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 4/1: Establish Rugby Enterprise PEX 1.1: Conduct feasibility study PEX 1.2: Set up an organisation structure PEX 1.3: Make budget PEX 1.4: Mobilise resources PEX 1.5: Recruit staff PEX 1.6: Register enterprise PEX 1.7: Design enterprise logo PEX 1.8: Procure tools equipment and material PEX 1.9: Keep records LWA 4/2: Market Rugby PEX 2.1: Advertise rugby PEX 2.2: Brand sport PEX 2.3: Organise exhibitions PEX 2.4: Carryout community outreaches PEX 2.5: Partner with corporate bodies and sponsors PEX 2.6: Network with peers

	PEX 2.7: Perform customer care/manage fun base PEX 2.8: Form clubs PEX 2.9: Sell rugby items and accessories LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices PEX 3.1: Wear personnel protective equipment PEX 3.2: Observe personal hygiene PEX 3.3: Manage waste PEX 3.4: Sanitise equipment PEX 3.5: 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> • Marketing strategies • Financial management • Communication skills • Tourism dynamics • Currency exchange rates • Packaging materials • Human resource management • Requirements for establishing an enterprise
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided 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	computer, calculator, printer, photocopier, camera, smart phones, radio and television
Minimum required materials and consumables or equivalent	paper, cartridge, pencils, masks, gloves, rubber, software, sketch book, masking tape, sanitiser, the Internet services.
Special notes	

3.0 ATP-PART III

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

3.9 Overview of test item samples included:

No	Type of test items	Numbers included
1	Written (theory) –short answer	3
2	Written (theory)- multiple choice	2
3	Written (theory)- matching with cause and effect	1
4	Written (theory)- matching with work sequences	1
5	Written (theory)- matching with generic	1
6	Performance (practical) test item	2
Total		10

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	State three ways of formulating rugby brand.
Answer spaces	(i) (ii) (iii)
Expected answers	(i) Designing a logo (ii) Creating posters (iii) Designing banners and fliers (iv) Creating slogans (v) Designing jerseys (vi) Using players for advertisement

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

Test Item	List two ways of re-starting a game in rugby after a foul.
Answer spaces	(i) (ii)
Expected answers	(i) Form a scrum (ii) Take a penalty (iii) Take a free kick

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

Test Item	Which of the following actions comes first in the formation of a lineout?
Distractors and correct answer	A. Receive ball B. Contest ball C. Throw ball D. Take position
Key (answer)	D

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Rugby Practitioner			
Competence level:	Level 1			
Code no.	UE/RG/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:	1 minute			

Test Item	 is the least applicable protective gears in rugby game
Distractors and correct answer	A. Mouth guard B. Knee pads C. Shin guard D. Shoulder pads
Key (answer)	C

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

Test Item	Match the following tools and equipment to their uses
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Column A (Tools and equipment)	
1	Rake
2	Cones
3	Tee
4	Trolley
5	Whistle

Column B (Uses)	
A	Officiating
B	Kicking ball
C	Cleaning pitch
D	Demarcating area
E	Marking pitch
F	Trimming grass
G	Levelling ground

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

Test Item	Match the following rugby infringements to their respective penalties
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Column A (Infringements)	
1	Delay in drop out
2	Ball runs to touch
3	Returning ball to ruck
4	Unplayable ball in a ruck

Column B (Penalties)	
A	Penalty
B	Free kick
C	Scrum
D	Line out
E	Ruck
F	22 meter kick

Key(answer)	1-F, 2-D, 3-B, 4-C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Rugby Practitioner			
Competence level:	Level 1			
Code no.	UE/RG/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:	3 minutes			

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Secure ball
2 nd	B	Present ball
3 rd	C	Tackle opponent
4 th	D	Play ball
5 th	E	Contest ruck

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

DIT/ QS	Test Item Database Practical Test Item- No. 8
Occupational Title:	Rugby Practitioner
Competence level:	Level 1
Code no.	UE/RG/M1.2
Test Item:	Working with a group of six players that include four attackers and two defenders, perform the following activities of a ruck a). Run with the ball to the defenders and after being tackled, present the ball b). With an opposing player tackled by one of your teammates, turnover the ball c). With one of your teammates tackled and, on the ground, arrive to form a ruck and secure the ball d). With one of your teammates tackled and, on the ground, arrive to drive over the defenders.
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	- Laws about the game - First aid application - Usage of tools - Use of personnel protective gear - Personal hygiene
Required tools, Materials and Equipment:	head gear, goal posts, whistle, kicking tee, score numbers, stretchers, ambulance, score cards, score board, sanitiser dispensers, ice coolers, recovery coolers, ball pump, medical kit, temperature gun, carriers, training bibs, water dispenser, post pads, corner flags, match book, jersey, playing boots, stockings, knee support, ankle support, coolers, mouth guard, benches and chairs.
Time allocation:	2 hours
Preferred venue:	A well-trimmed Rugby pitch
Remarks for candidates	Wear personnel protective equipment
Remarks for assessors	- Provide necessary tools, equipment and materials - Give the trainee enough time for warm up - Avail trainee with 6 supporting players

#	Assessment criteria	Scoring guide	Max Score	
			Processes	Result
1	Preparation for the task	Changed into playing kit		1
		Player in full kit observed (wore PPE)		1
		Player strapped observed		1
		Warmed up for 10 - 20 minutes	2	
		Had team talk with teammates	2	
		Players observed talking and sharing	1	
2	Presented ball	Went down in tackle facing his/her side	3	
		Player on the ground facing his side is observed		1
		Presented ball	2	
		Player's hand stretched out on the ball is observed		2
		Made ball available	1	
		Free ball safely away from the body of the player is observed		2
3	Turned over ball	Ran towards place where tackle has been made	1	
		Player on side (not offside) is observed		2
		Positioned himself ready to pick ball	2	
		Player on his/her feet is observed		2
		Picked and played the turned over ball while on both his/her feet	2	
		Player with ball in hand running or passing is observed		2
4	Secured ball	Ran towards place where tackle has been made	1	
		Player onside (NOT offside) is observed		2
		Stepped over the ball	1	
		Player with one leg in front of the ball and the other behind the ball is		2

		observed		
		Positioned body to offer maximum resistance to any push by the opponents	2	
		Player in a crouch position is observed		2
5	Drove over ruck	Ran towards place where tackle has been made	1	
		Player onside (Not offside) is observed		2
		Bent to go under the opponent	2	
		Player in a crouch position lower than the opponent is observed		3
		Held the opponent	2	
		Player with hands holding opponents' hands/ legs/ body is observed		2
		Drove the opponent away from the ball	3	
		Opponent at least one meter away from the ball is observed		3
	TOTAL		28	30
			58	

DIT/ QS	Test Item Database Practical Test Item- No. 9
Occupational Title:	Rugby Practitioner
Competence level:	Level 1
Code no.	UE/RG/M1.1
Test Item:	Prepare a Rugby pitch
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• Laws about the game • First aid application • Usage of tools • Maintenance of tools • Use of personnel protective gear • Personal hygiene • Standard measurements and dimensions
Required tools, Materials and Equipment:	head gear, goal posts, scrum machine, kicking tee, score numbers, stretchers, score cards, score board, sanitiser dispensers, dust bins, ice coolers, recovery coolers, ball pump, medical kit, temperature gun, carriers, training bibs, water dispenser, post pads, tag belts, corner flags, match book, coolers, benches and chairs,
Time allocation:	2 hours
Preferred venue:	Play ground
Remarks for candidates	• Wear personnel protective equipment
Remarks for assessors	• Provide necessary tools, equipment and materials

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Wore PPE		2
		Trainee wore hand gloves and gum boots		2
		Inspected the pitch for dangerous objects	2	
		Pitch free from stones, plastics, glass is observed		2

2	Marking the pitch	Marked the outline of the playing enclosure	3	
		A rectangle of solid lines between 94 -100m in length and between 68-70m in width is observed		2
		Marked the centre line.	2	
		A solid line dividing the playing enclosure into two equal parts is observed		2
		Marked the 10 meter lines	2	
		Two small dashed lines that are 10 meters on either side of the centre line are observed		2
		Marked the 22 meter line	2	
		Two solid lines that are 22 meters from either goal line are observed		2
		Marked the 5 meter line towards goal line	2	
		Two long dashed lines that are 5 meter from either goal line are observed		2
		Marked dead ball line	2	2
		Marked the 5 meter line near touch line	2	
		Two small dashed lines that are 5 meters from either touch line are observed		2
		Marked the 15 meter line	2	
		Two small dashed lines that are 15 meters from either touch line are observed		2
3	Placed poles and flags	Placed goal posts	3	
		Vertical posts that are 5.6 meters apart and a cross bar 3 meters from the ground is observed		2
		Corner flags placed at the corners of the playing enclosure		2
4	Prepared Technical area	Prepared players and coaching technical area	2	

		Benches for the reserves of both teams placed 5 meters away from the touch line are observed		2
		Prepared officials technical area	2	
		Table and chairs for officials placed 5 meters away from the touch line are observed		2
	TOTAL		26	28
			54	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Rugby Practitioners, secondary school teachers who train Rugby, 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 Rugby 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 Rugby 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 Rugby trainers, job practitioners and NCDC Physical Education specialist panels consolidated the development philosophy.

The panellists 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 Rugby Practitioner job practitioners, secondary school teachers who train Rugby, 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.	Kasasa Yayiro	Uganda Rugby Association
2.	Wandera Besweri	National Curriculum Development Centre
3.	Ecimon Thomas	Namilyango College
4.	Tuheise Peter	Ntare School
5.	Makanga Kenneth	Entebbe S.S.S
6.	Bizimana Valence	Nabisunsa Girls' School
7.	Namisi Geoffrey	Mbale Rugby Club
8.	Temper Benjamin	Ndejje University
9.	Mutebi Ronald	Pirates Rugby Club
10.	Butono Paul	Busoga College, Mwiri

4.4 Quality Assurance panel

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

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

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

4.5 Facilitator team

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

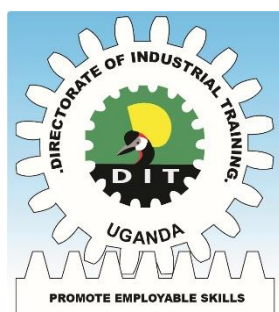
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, QS, DIT
2. **Facilitators (Development process):**
Ms. Maureen Asiimwe
Mr. Lubowa Christopher Derrick, QS, DIT.
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT
4. **Data Entrants:** Ms. Ekwire Esther, Ms. Nantongo Rebecca, and
Turyasingura Yusuf DE DIT
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification
Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

4.6 Reference time:

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

References:

1. World rugby coach Education. (2018). World rugby online coaching guideline. Retrieved from <https://www.worldrugby.org>.
2. Whatman, R. (2000). Auckland Junior rugby coaches guide.
3. Robertson, B. (2000). New Zealand Rugby union coaching guide. New Zealand, The Auckland rugby union.



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