



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and
Training Package
For a
SWIMMING
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

SWIMMING 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.

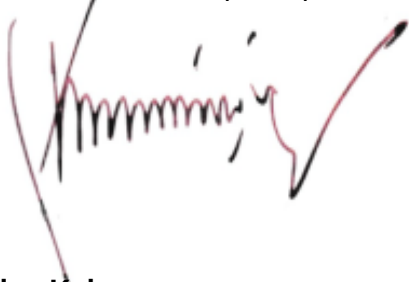
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **SWIMMING 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 SWIMMING PRACTITIONER.**
This Occupational Profile which was reviewed by Swimming practitioners practicing in the world of work mirrors the duties and tasks that Swimming practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train swimming 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 SWIMMING PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Swimming Practitioners) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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



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 swimming 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. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations /assignments.
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 SWIMMING PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “Swimming Practitioner” below defines the **Duties** and **Tasks** a competent Swimming 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.”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

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Swimmer

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Kalodo Douglas
Kiira SS

Mathew Oryada Odada
Swimmer Ndejje University

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Uganda Swimming Coaches
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Funded by
The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

'Swimming Practitioner'

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

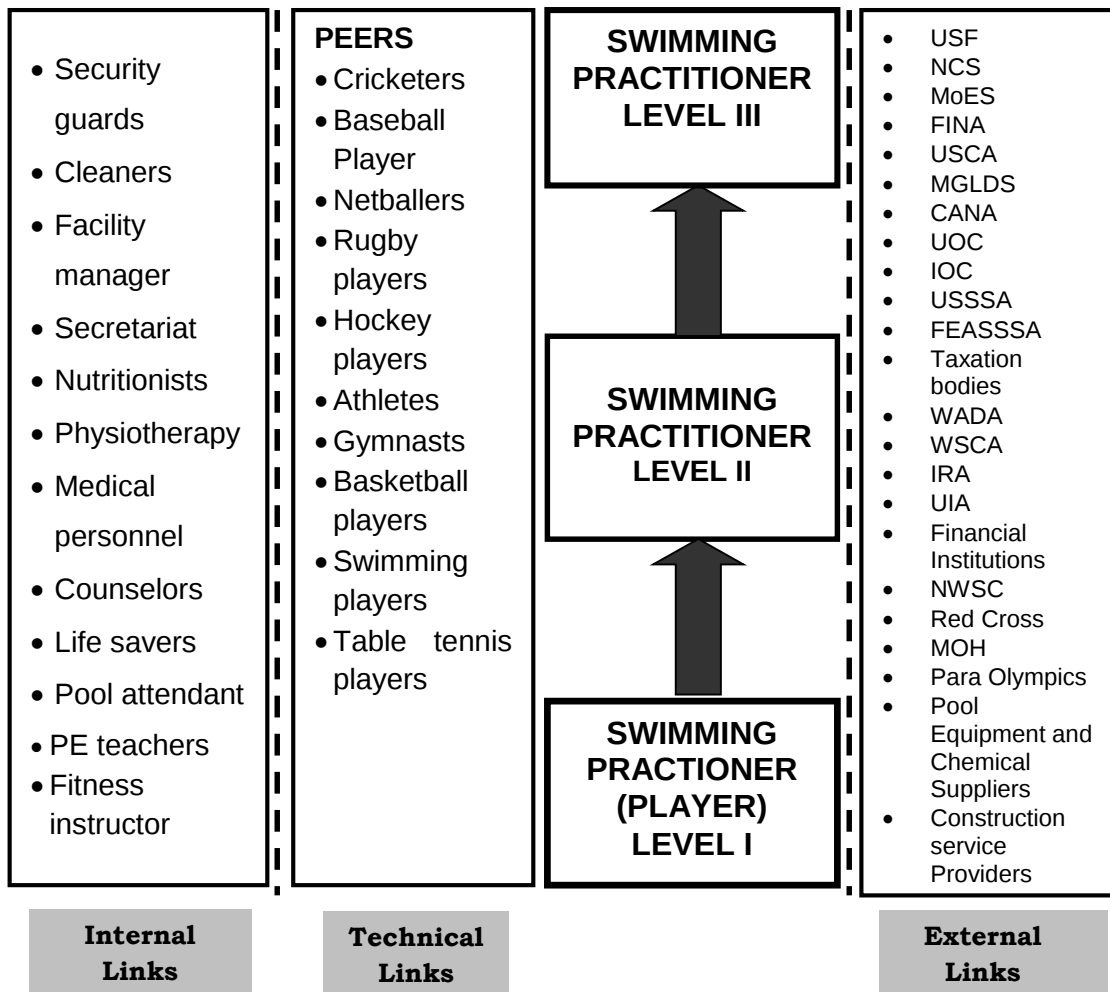
Date of workshop: 21st – 25th September, 2020

NOMENCLATURE FOR THE OCCUPATION OF A SWIMMING PRACTITIONER

Definition of a Swimming Practitioner

This is a person who has competences of swimming, lifesaving, officiating, coaching swimming and managing its related activities.

JOB ORGANISATION CHART FOR A SWIMMING PRACTITIONER



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

- | | |
|--|--|
| A Swimming Practitioner Level I | is a person who has competences in swimming and performing game supporting activities. |
| A Swimming Practitioner Level II | is a person who has the competences of organising and officiating swimming activities or events. |
| A Swimming Practitioner Level III | is a person who has the competences of coaching and managing swimming activities. |

Duties and Tasks

A. ESTABLISH SWIMMING FACILITY	A1 Prepare work plan	A2 Identify site	A3 Identify source of funds
	A4 Identify suppliers	A5 Purchase equipment	A6 Construct swimming pool
	A7 Demarcate swimming pool facility	A8 Set up equipment	

B. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	B1 Inspect swimming facility	B2 Display safety signs and rules	B3 Train lifesaving skills
	B4 Perform fire safety drills	B5 Administer first aid	B6 Maintain swimming pool facility
	B7 Wear swimming attire		

C. PERFORM SWIMMING	C1 Familiarise with water	C2 Float on water	C3 Perform free style
	C4 Perform back stroke	C5 Perform breast stroke	C6 Perform butterfly stroke
	C7 Perform diving	C8 Perform boating/floatin g	C9 Perform water games
	C10 Execute artistic swimming	C11 Glide on water	C12 Perform starts and turns

D. COACH SWIMMING	D1 Mobilise participants	D2 Develop training program	D3 Design training sessions
	D4 Train participants	D5 Manage discipline	D6 Mentor and inspire participants
	D7 Appraise players	D8 Make training reports	

E. OFFICIATE SWIMMING	E1 Inspect swimming pool	E2 Inspect swimmers	E3 Register participants
	E4 Enforce rules of the race	E5 Start and stop race	E6 Score race
	E7 Communicate technical decisions	E8 Make reports of the race	

F. ORGANISE SWIMMING EVENTS	F1 Choose event	F2 Plan for event	F3 Prepare venue
	F4 Invite participants	F5 Mobilise materials and equipment	F6 Recruit officials
	F7 Run event	F8 Evaluate event	F9 Prepare event reports

G. PERFORM ADMINISTRATIVE TASKS	G1 Plan activity calendar	G2 Prepare budget	G3 Organise and coordinate Swimming activities
	G4 Conduct meetings	G5 Organise training courses	G6 Procure tools, equipment and materials
	G7 Supervise activities	G8 Manage resources	G9 Recruit staff
	G10 Assign roles	G11 Market swimming activities	G12 Keep records

H. MARKET SWIMMING	H1 Organise game exhibitions	H2 Form clubs	H3 Participate in competitions
	H4 Partner with corporate bodies	H5 Brand swimmers	H6 Advertise swimming
	H7 Network with peers		

Additional Information

Related knowledge & skills

- | | |
|---|--|
| 1. Numeracy | 13. Interpersonal relations |
| 2. Tools and equipment usage | 14. Training skills |
| 3. Negotiation skills | 15. Problem solving skills |
| 4. Records keeping | 16. Time management |
| 5. Analytical skills | 17. Planning skills |
| 6. First Aid administration | 18. Financial management |
| 7. Waste disposal and management | 19. Evaluation skills of water conditions |
| 8. Information and communication technology | 20. Lifesaving skills |
| 9. Firefighting | 21. Maintaining a swimming pool, tools and equipment |
| 10. Human resource management | 22. Rules of the sport |
| 11. Entrepreneurship skills | |
| 12. Swimming techniques | |

Tools, Equipment and Materials

- | | |
|----------------------|----------------------|
| 1. Swimming costumes | 14. Swimming goggles |
| 2. Diving boards | 15. Swim caps |
| 3. Lane ropes | 16. Nose plugs |
| 4. Pull buoys | 17. Kickboards |
| 5. Noodles | 18. Water toys |
| 6. Floaters | 19. Pool lights |
| 7. Ring buoys | 20. Beach beds |
| 8. Rescue tube | 21. Towels |
| 9. Pumps | 22. Brushes |
| 10. Sand filters | 23. Swimming tents |
| 11. Fins | 24. Noose pipes |
| 12. Arm Peddles | 25. Chairs |
| 13. Snorkels | 26. Tables |
| | 27. Disinfectants |

Attitudes / Traits / Behaviour	Future Trends and Concerns
1. Perseverance	1. Popularisation of the sports
2. Creativity	2. Inadequate swimming facilities
3. Hard working	3. Set up associations for swimming practitioners
4. Adaptability	4. Capacity building programs
5. Flexible	5. ICT concerns
6. Honesty	6. Advocacy and funding for the sport
7. Interest in the business	7. Commercialisation of the sport
8. Professionalism	8. Cost of equipment
9. Outgoing	9. Lack of specific activity area
10. Leadership skills	10. Partnering with sponsors and corporate bodies
11. Dynamic	
12. Enterprising	
13. Social	
14. Cooperative	
15. Committed	
16. Hygiene	

2.0 ATP – PART II

Training Modules for a SWIMMING PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Swimming 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 SWIMMING PRACTITIONER QUALIFICATION LEVEL1?

A Swimming Practitioner Level 1 is a person who has competences in swimming and performing game supporting activities.

TRAINING MODULES FOR SWIMMING PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/SW/M1.1	Perform Swimming	320	8
UE/SW/M1.2	Perform Training	160	4
UE/SW/M1.3	Perform Life Saving	240	6
UE/SW/M1.4	Maintain Tools, Equipment and Facility	160	4
UE/SW/M1.5	Perform Entrepreneurship Tasks	160	4
Summary	5 Training Modules	1040 hours	26 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 recognized Agencies, the users of these Module Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/SW/M1.1
Module title	M 1.1: Perform Swimming
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Swimming Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able perform front crawl, breast stroke and tread water competently.
Learning-Working Assignments (LWAs)	LWA 1/1: Familiarise with Water LWA 1/2: Perform Front Crawl LWA 1/3: Perform Breast Stroke LWA 1/4: Tread Water LWA 1/4: 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)	LWA1/1: Familiarise with Water PEX 1.1: Enter and exit water PEX 1.2: Perform breathing exercises PEX 1.3: Perform float PEX 1.4: Perform jellyfish float PEX 1.5: Perform back float PEX 1.6: Perform prone float PEX 1.7: Perform star float PEX 1.8: Glide in water
	LWA 1/2: Perform Front Crawl PEX 2.1: Position body PEX 2.2: Perform leg movement PEX 2.3: Perform arm movement PEX 2.4: Perform breathing PEX 2.5: Coordinate arm and leg movement PEX 2.6: Perform starts, turns and finishes.
	LWA1/3: Perform Breast Stroke PEX 3.1. Position body PEX 3.2. Perform leg movement PEX 3.3. Perform arm movement

	PEX 3.4. Perform breathing PEX 3.5. Coordinate arm and leg movement PEX 3.6. Perform starts, turns and finishes
	LWA 1/4: Tread Water PEX 4.1: Scull water PEX 4.2: Tread water with flutter kicks PEX 4.3: Tread water with breast-stroke kicks PEX 4.4. Coordinate arm and leg movements
	LWA 1/5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Wear swimming costume PEX 5.2: Manage waste PEX 5.3: Maintain general hygiene PEX 5.4: Administer first aid PEX 5.5: Display safety notices PEX 5.6: Observe rules of the sport
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> • Breathing intervals according to speed and distance • Swimming distance for each stroke • Opening eyes in water • Breathing exercises • Progression from shallow end to deep end • Usage of floating devices • Drills for teaching swimming strokes • Principles of buoyance and propulsion • Insurance for swimmers • Physical fitness components and conditioning • Rules of the sports
Average duration of learning	320 hours (40 days) of nominal learning suggested to include: • 10 days of occupational theory • 30 days of occupational practice

Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	swimming costume, swim caps, pull buoy, noodles, first aid kit, submersible toys, lane ropes, arm peddles, tins, swimming goggles, reserve tube/buoy, kick boards.
Minimum required materials and consumables or equivalent	swimming pool chemicals, chloride tablet filler, aqua wool filter filler, soap, towels
Special notes	• There must be a fulltime life saver at the pool • All participants insured. • Seek signed consent from the participants or guardians for those below legal age. • Cater for people with special needs in all aspects of training.

Code	UE/SW/M1.2
Module title	M1.2: Perform Training
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Swimming Practitioner UVQ 1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to plan, conduct and execute training sessions for beginners.
Learning-Working Assignments (LWAs)	LWA 2/1: Plan Training LWA 2/2: Execute Training Session LWA 2/3: Supervise Training Session LWA 2/4: Evaluate Training Session 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: Plan Training PEX 1.1: Identify trainees PEX 1.2: Evaluate and categories trainees PEX 1.3: Design training session PEX 1.4: Prepare equipment PEX 1.5: Register trainees LWA 2/2: Execute Training Session PEX 2.1: Organise trainees PEX 2.2: Instruct front crawl PEX 2.2: Instruct breast-stroke PEX 2.2: Instruct treading water LWA 2/3: Supervise Training Session PEX 3.1: Observe trainees PEX 3.2: Correct errors LWA 2/4: Evaluate Training Session PEX 4.1: Appraise trainees PEX 4.2: Give feedback PEX 4.3: Make reports PEX 4.4: Promote trainees

	LWA 2/5: Perform Occupational Health, Safety and Environment Protection Practices PEX 5.1: Wear swimming costume PEX 5.2: Administer first aid PEX 5.3: Manage waste PEX 5.4: Display safety signs PEX 5.5: Observe personal hygiene PEX 5.6: Sensitise trainees to 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	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> • Time of breathing and staying in water • Trainees disease history • Drills for practice of the strokes • Procedure of training • Techniques of the game • Body composition • Rules of the sport
Average duration of learning	160 hours (20 days) of nominal learning suggested to include: • 5 days of occupational theory • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided 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	whistle, pose clock, timer, motion sensor, stopwatch, Internet, camera, ice buckets, swim suit

Minimum required materials and consumables or equivalent	swimming pool chemicals, chloride tablet filler, aqua wool filter filler, soap
Special notes	Cater for people with special needs in all aspects of Swimming

Code	UE/SW/M1.3
Module title	M1.3: Perform Life Saving
Related Qualification	Part of: Uganda Vocational Qualification (Swimming Practitioner, UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to carry out water rescues.
Learning-Working Assignments (LWAs)	LWA 3/1: Inspect Pool Environment LWA 3/2: Enter Water LWA 3/3: Rescue Victim from Water LWA 3/4: Defend and Escape from Victim LWA 3/5: Perform Occupational Health, Safety and Environment Protection Practices Note: 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 3/1: Inspect Pool Environment PEX 1.1: Familiarise with pool environment PEX 1.2: Identify safety equipment PEX 1.3: Identify safety hazards LWA 3/2: Enter Water PEX 2.1: Perform slide in entry PEX 2.2: Perform straddle entry PEX 2.3: Perform step in entry PEX 2.4: Perform compact jump PEX 2.5: Perform wade in PEX 2.6: Perform dive entry LWA 3/3: Rescue Victim from Water PEX 3.1: Perform shout and signal PEX 3.2: Perform throwing rescue PEX 3.3: Perform reaching rescue PEX 3.4: Perform wading rescue PEX 3.5: Perform swim extension rescue PEX 3.6: Perform tow rescue LWA 3/4: Defend and Escape from Victim PEX 4.1: Take defensive position

	PEX 4.2: Perform defensive reverse PEX 4.3: Perform defensive arm block PEX 4.4: Perform defensive leg block PEX 4.5: Disentangle from wrist grasp PEX 4.6: Disentangle from ankle grasp PEX 4.7: Disentangle from rear head grasp PEX 4.8: Disentangle from front head grasp
	LWA 3/5: Perform Occupational Health, Safety and Environment Protection Practices PEX 5.1: Wear personnel protective equipment PEX 5.2: Manage waste PEX 5.3: Maintain general hygiene PEX 5.4: Administer first aid PEX 5.5: Observe rules of the sport
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> • The period someone has to spend under water without breathing • Rescue equipment and how to use it • Hand and whistle signals • Ladder approach during rescue i.e. rescuers should start with the safest rescue • First aid and CPR • How to respond in rescues • Signs of swimmer in difficulty • How to recognise panicking, non-panicking and unconscious victims • How to identify a causality • How to support a causality in water e.g. with or without buoyant aid or against a firm support • How to land a casualty e.g. assisted lift, stirrup lift and horizontal lift • How to perform rescues with and without aids

Average duration of learning	240 hours (30days) of nominal learning suggested to include: • 5 days of occupational theory and • 25 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	life jackets, little Anne, whistles, life buoys, rescue tube, marine beacon, water stretch, rope, first aid box, perry buoy, football, empty jerry can, throw bag, brushes, oar.
Minimum required materials and consumables or equivalent	chloride tablet filler, aqua wool filter filler, swimming pool chemicals
Special notes	Avail trainees with supporting participants

Code	UE/SW/M1.4
Module title	M1.4: Manage Tools, Equipment, Materials and Facility
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Swimming Practitioner UVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee shall be able to maintain tools, equipment, materials and facility
Learning-Working Assignments (LWAs)	LWA 4/1: Acquire Tools, Equipment and Materials LWA 4/2: Maintain Tools, Equipment and Materials LWA 4/3: Maintain Swimming Pool Facility LWA 4/4: 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, Equipment and Materials PEX 1.1: Identify tools, equipment and materials PEX 1.2: Procure tools, equipment and materials PEX 1.3: Keep inventory PEX 1.4: Store tools, equipment and materials 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, equipment and materials PEX 2.5: Service tools and equipment PEX 2.6: Clean tools, equipment and materials PEX 2.7: Keep maintenance records LWA 3/3: Maintain Swimming Pool Facility PEX 3.1: Demarcate swimming pool area PEX 3.2: Clean swimming pool PEX 3.3: Skim swimming pool PEX 3.4: Vacuum swimming pool PEX 3.5: Test pH and chlorine levels of water

	LWA 3/4: Perform Occupational, Health Safety and Environmental Protection Practices PEX 4.1: Display safety signs and rules PEX 4.2: Carryout regular checkups on equipment PEX 4.3: Administer first aid PEX 4.4: Wear protective gear PEX 4.5: Observe general hygiene PEX 4.6: 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	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> • Proper storage of tools, equipment and materials • Market survey • How to prepare a budget • How to operate maintenance equipment • Basics on chemistry of water and treatment • Waste management • How to swim • Record keeping techniques
Average duration of learning	160hrs (20 days) of normal learning suggested. • 05 days of occupational theory. • 15 days of occupational practice.
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided 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	PH + Adjuster, Low PH, PH-Adjuster (High PH), magic touch, 8 wheel sweeper, telescopic pole, barracuda, green scrubs, testing kits, sand filters, water pumps, deep nets, pool brush, boat

Minimum required materials and consumables or equivalent	electricity, water, aluminum sulphate (flocculator), chlorine 65, 90, liquid soap, stationary, aluminium chloride, sinuric acid, algaecide, anti stain
Special notes	The theory must be integrated into the practice during training.

Code	UE/SW/M1.5
Module title	M1.5: Perform Entrepreneurship Tasks
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Swimming Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to establish a Swimming enterprise and market the sport
Learning-Working Assignments (LWAs)	LWA 5/1: Setup Swimming Enterprise LWA 5/2: Market Swimming LWA 5/3: Perform Administrative Duties LWA 5/4: 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 5/1: Setup Swimming 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 materials PEX 1.9: Keep records LWA 5/2: Market Swimming PEX 2.1: Advertise swimming activities PEX 2.2: Brand sport and swimmers PEX 2.3: Organise swimming exhibitions PEX 2.4: Sell swimming items and accessories PEX 2.5: Network with peers PEX 2.6: Partner with corporate bodies PEX 2.7: Offer promotional discounts on swimming activities e.g. classes PEX 2.8: Carryout community outreaches

	LWA 5/3: Perform Administrative Duties PEX 3.1: Manage resources PEX 3.2: Supervise swimming activities PEX 3.3: Offer customer care services PEX 3.4: Make reports PEX 3.5: Keep records LWA 5/4: Perform Occupation Health, Safety and Environmental Protection Practices. PEX 4.1: Wear personal protective equipment PEX 4.2: Manage waste PEX 4.3: Maintain general hygiene PEX 4.4: Administer first aid PEX 4.5: 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> • Marketing skills • Mobilisation skills • Communication skills • Problem solving skills • Organisational skills • Resource management skills • Rules and regulations of the game • How to establish and manage an enterprise • Regulatory bodies • Book and record keeping
Average duration of learning	160 hours (20days) of nominal learning suggested to include, • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	rulers, calculators, computers, projectors, cameras, first aid kit, furniture, phones
Minimum required materials and consumables or equivalent	papers, pens, files, rulers, markers, water, flyers, brochures, Internet, banners.
Special notes	

3.0 ATP- PART III

Assessment Instruments for a SWIMMING 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, only sample test items for assessing (practical) performance and occupational knowledge (theory) 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	2
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with work-sequence	1
5.	Performance (Practical) test items	1
Total		7

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	List at least four lifesaving equipment
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Rescue tube (ii) Rope (iii) Life buoy ring (iv) Shepherd's crook (v) Whistle (vi) Life jacket (vii) Life boat (viii) First aid kit

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

Test Item	Mention three (3) vital swimming pool safety signs
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Depth marks (ii) Diving zone signs (iii) Water parameter readings (iv) Swimming pool rules chart (v) Fencing

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

Test Item	Which is the proper breathing technique used in water?
Distractors and correct answer	A. Breath in under water, breath out above water B. Breath in under water, breath out under water C. Breath out under water, breath in under water D. Breath out under water, breath in above water

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

Test Item	 is the exercise used to train how to open eyes in water
Distractors and correct answer	A. Treasure hunt B. Water polo C. Floating D. Walking

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

Test Item	Match the following swimming items with their uses
-----------	--

Column A (Items)		Column B (Uses)	
1	Goggles	A	Improve arm movement technique
2	Swim caps	B	Add propulsion to your kicks
3	Fins	C	Keep legs a float without kicking
		D	Protect eyes from chlorine
		E	Protect hair from effects of chlorine

Key (answer)	1-D, 2-E, 3-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Swimming Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	3 minutes			

Test Item	Arrange the steps followed in familiarising with water
-----------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Glide in water
2 nd	B	Float on water
3 rd	C	Enter water
4 th	D	Submerge water

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

DIT/ QS	Test Item Database Performance Test Item- no. 7
Occupational Title:	Swimming Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Prepare and conduct training session for a beginner on front crawl
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• Warm up and cool down activities • Medical history of the trainee • Usage of swimming equipment • Lifesaving skills • Swimming techniques
Required tools, Materials and Equipment:	Kick boards, swimming caps, goggles, swim suit, floaters, whistle
Time allocation:	6 hours
Preferred venue:	Swimming pool
Remarks for assessors	• Observe rules of the sport • Must be dressed in swimming costume
Remarks for assessors	• Avail candidates with all listed tools, equipment and materials • Avail candidates with a pool attendant and life saver • Avail candidate with a trainee

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Prepare for swimming session	<u>Wore swimming Gear</u> • Swimsuit • Goggles • Watch • Whistle		1 1 1 1

		Organised equipment	1	
		Performed warm up	3	
		Familiarised with the skill to train	2	
2	Conduct training session	Explained activities for the training session	2	
		Demonstrated activities		2
		Entered water with trainee	1	
		Assisted trainee to splash water	1	
		Assisted trainee to bubble while in water	1	
		Assisted trainee to open eyes while in water	1	
		Helped trainee to walk on rails	1	
		Helped trainee to float on water	2	
		Trainee familiarised with water		2
3	Position Body	Arms stretched fully and above the head		2
		Legs together		2
		Toes pointed		2
		Body streamlined		3
4	Leg kick movement	Moved legs	2	
		Legs moved simultaneously in an up and down motion		2
		Knees relaxed		1
		Toes pointed backwards and legs close together		3
		Propulsion with the legs achieved		3
5	Arm movement	Arms stretched fully along the ears		2
		Pulled each arm through the water alternately		1
		Kept fingers together	1	
		Pulled water to past thighs	2	
		Recovered arm over water to original position	1	
6	Breathing	Held breath under water	1	
		Made bubbles	2	
		Turned head out on the side of the		3

		pushing hand		
		Breathed in at the beginning of recovery hand	2	
		Put head back as the hand recovered forward		2
		No choking on water observed		3
		Head not lifted above the water		2
7	Coordination	Moved legs, arms and turned head to breathe at the same time		4
		Perform long slow cool down activities		2
8	Clean and store equipment	Cleaned equipment		1
		Stored equipment		1
	TOTAL		26	48
	Maximum score (Y)	X/Y	74	

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

This Assessment and Training Package was exclusively developed by Swimming 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 Swimming 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 Swimming 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 Swimming trainers, job practitioners and NCDC Physical Education specialist panels consolidated the development.

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 Swimming practitioners, Secondary School teachers who train Physical Education, and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organizations:

Development Panel		
No.	Name	Institution/Organisation
1.	Mugabe Brian	Swimmer
2.	Roger Mukasa	St Mary's College Kisubi.
3.	Kalodo Douglas	Kiira SS
4.	Mathew Oryada Odada	Ndejje University.
5.	Tonnie Kasujja	Uganda Swimming Federation
6.	Mugisha Peter Simon	Uganda Swimming Federation.
7.	Tushabe Jonan	Seeta High School, Main Campus.
8.	Lillian Mugisha	Uganda Swimming Federation/ Makerere University.
9.	Balungi Erinah	NCDC
10.	Simon Bahemuka	Greenhill Academy
11.	Mukana Ronald	Kyambogo University
12.	Orikiriza Gilbert	Rubare Secondary School.

4.4 Quality Assurance Panel

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

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

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

4.5 Facilitator team

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

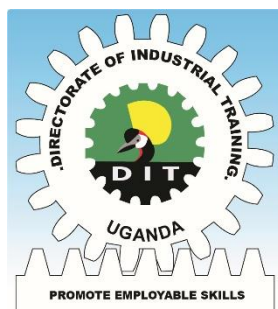
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**
Ms. Ninsiima Isabella, DE DIT and
Mr. Agaba Simon DE DIT
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT
4. **DIT Data Entrants:** Ms. Namulondo Joweria
Ms. Wanyenze Esther
and 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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