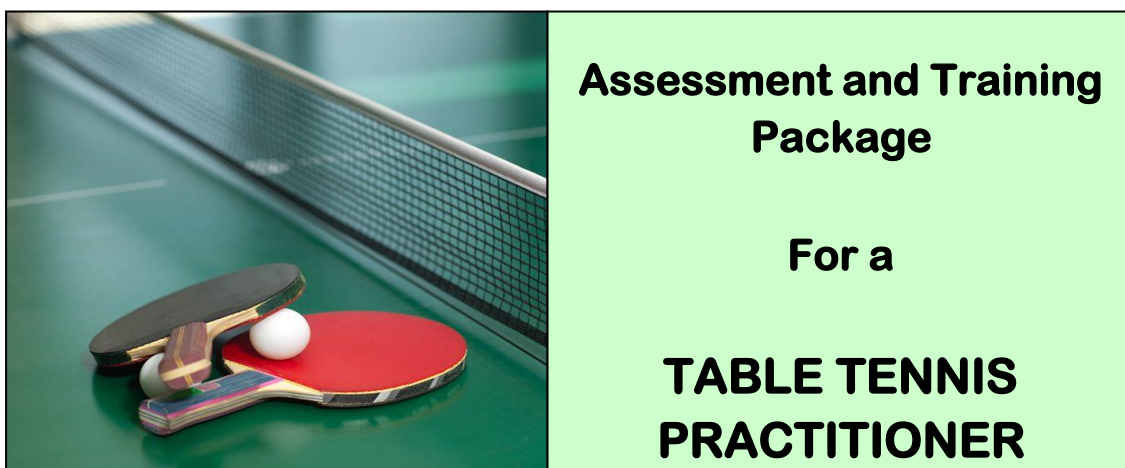




THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Qualification Level: 1

Occupational Cluster: Physical Education

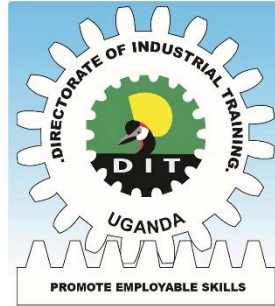
September 2020

Developed by:

**Qualifications Standards Department
Directorate Of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

TABLE TENNIS 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 **TABLE TENNIS 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:

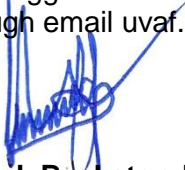
- 0.1 **PART I: The Occupational Profile (OP) of a TABLE TENNIS PRACTITIONER.** This Occupational Profile which was reviewed by Table Tennis practitioners practicing in the world of work, mirrors the duties and tasks that Table Tennis practitioners are expected to perform.
- 0.2 **PART II: Training Modules**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

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

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

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

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



Patrick Byakatonda
Ag Director

Acknowledgement

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

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of table tennis 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: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricular are developed in modular form
Duty	A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations/assignments.
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/behavior, tools, materials and equipment required to perform as well as trends/concerns in the occupation.

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

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

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

1.0 ATP-PART I

Occupational Profile for a TABLE TENNIS PRACTITIONER

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists 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’

Expert Panel

Kirema Gerald
Seeta High School

Mpalanyi Noordin
Nabisunsa Girls School

Okou-Imakit John Mike
In-line Enterprise

Kitayimbwa Micheal
Kings College Buddo

Saddam Hussien
Bwera Secondary School

Sentamu Musa
Amity Secondary School

Balenzi E. Fred
Mukono High School

Kimuli Joshua Kawesa
Kyambogo College School

Nankya Zainab
Aga Khan High School/NCDC

Oryema Nelson
Our Lady of Africa SS-
Namilyango

Nkurunziza Allan
Mbarara High School

Co-ordinator
Mukyala Ruth Elizabeth
Directorate of Industrial Training

Facilitators
Asiimwe Maureen
Directorate of Industrial Training

Nabirye Asha
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
"TABLE TENNIS
PRACTITIONER"

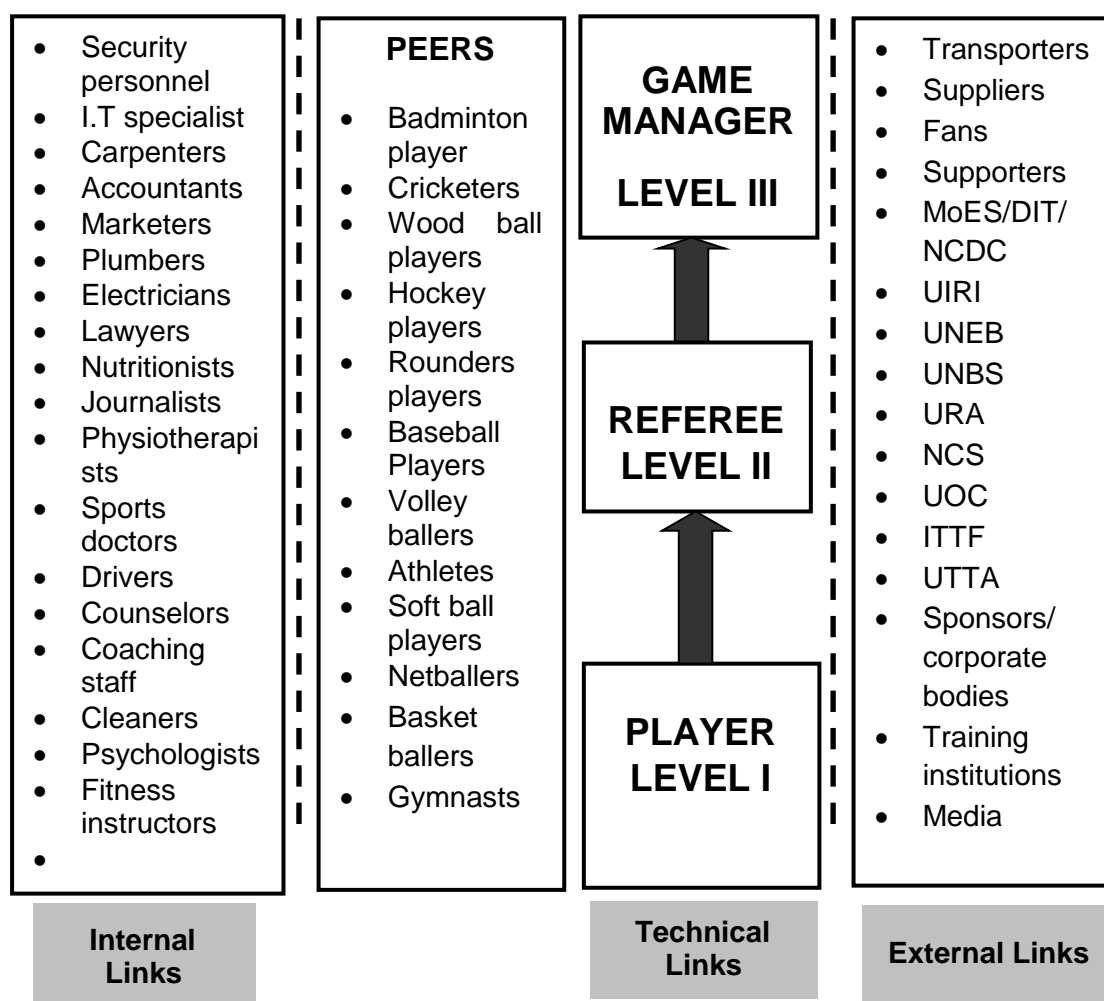
Developed by: Directorate of Industrial
Training (Qualifications
Standards)

Dates of Workshop: 7th – 11th September 2020

NOMENCLATURE FOR THE OCCUPATION OF TABLE TENNIS PRACTITIONER

Definition: A Table Tennis Practitioner is a person who has the competences of playing, officiating, coaching, organising and managing table tennis game.

JOB ORGANISATION CHART FOR A TABLE TENNIS PRACTITIONER



Descriptions for the levels in the occupation of a 'Table Tennis Practitioner'

UVQ Level 1: Player This is a person who plays table tennis competently and performs game supporting activities.

UVQ Level 2: Official This is a person who has the competences of officiating table tennis game.

UVQ Level 3: Coach This is a person who has the competences of coaching and managing table tennis game.

Duties and Tasks

A. SET UP ACTIVITY AREA	A1 Identify play area	A2 Source Funds	A3 Purchase equipment
	A4 Set up playing table	A5 Mark table	A6 Fix net

B. PLAY TABLE TENNIS	B1 Wear sports attire	B2 Perform warm up	B3 Take positions
	B4 Serve ball	B5 Perform offensive strokes	B6 Perform defensive strokes
	B7 Make points	B8 Perform body movements	B9 Perform cool down

C. OFFICIATE TABLE TENNIS	C1 Inspect play area	C2 Inspect equipment	C3 Inspect players
	C4 Oversee tossing	C5 Start game	C6 Score points
	C7 Announce scores	C8 Fill game sheets	C9 Manage discipline

D. COACH PLAYER	D1 Develop training programme	D2 Prepare training schedule	D3 Train players
	D4 Appraise player	D5 Mentor and inspire players	D6 Select players
	D7 Manage player discipline	D8 Make training reports	

E. PERFORM ADMINISTRATIVE ACTIVITIES	E1 Mobilise resources	E2 Manage resources	E3 Recruit staff
	E4 Remunerate workers	E5 Motivate workers	E6 Organise and coordinate activities
	E7 Conduct meetings	E8 Supervise work	E9 Procure tools, equipment and materials
	E10 Appraise staff	E11 Pursue continuous professional development	E12 Obtain membership in professional association
	E13 Participate in competitions or challenges	E14 Keep inventory	

F. PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PRACTICES	F1 Remove obstacles from play area	F2 Take fitness test	F3 Observe personal hygiene
	F4 Administer first aid	F5 Perform firefighting	F6 Display safety signs
	F7 Sensitise staff on emerging diseases	F8 Keep activity area dry	F9 Identify injuries
	F10 Manage waste	F11 Maintain sanitation	F12 Manage nutrition

G. MAINTAIN TOOLS, EQUIPMENT AND PLAY AREA	G1 Prepare maintenance schedule	G2 Repair tools and equipment	G3 Replace tools and equipment
	G4 Service equipment	G5 Clean play area	G6 Store tools equipment, and materials
	G7 Keep maintenance reports		

Additional Information

Generic Knowledge & Skills

- | | |
|--|---|
| 1. Resource mobilisation | 13. Human resource management |
| 2. Public relations | 14. Cleaning skills |
| 3. Environmental changes | 15. Planning skills |
| 4. Safety, health and environment | 16. Negotiation skills |
| 5. Tools, equipment and implement usage, operation and maintenance | 17. Measurements |
| 6. Problem solving | 18. Leadership skills |
| 7. Time management | 19. Design and construction of structures |
| 8. Inter-personal relations | 20. Staff training and mentoring |
| 9. Analytical skills | 21. Taxation |
| 10. Business and customer service skills | 22. Rules and regulations of the game |
| 11. Administrative networking | 23. Outstanding performance records |
| 12. Physical fitness components | 24. Nutrition management |
| | 25. Performance of strokes |

Tools, Materials and Equipment

- | | |
|-------------------------|------------------------------------|
| 1. Table tennis table | 20. Bat/racket carriers and covers |
| 2. Table tennis bats | 21. Agility ladders |
| 3. Table tennis net | 22. Wood chopper |
| 4. Table tennis stags | 23. Elastics |
| 5. Table tennis balls | 24. Water bottles |
| 6. Table tennis blades | 25. Dumb bells |
| 7. Table tennis rubbers | 26. Mats |
| 8. Table tennis attire | 27. Stair boards |
| 9. Score boards | 28. Tornado balls |
| 10. Tables and chairs | 29. Weighted vests |
| 11. Stationery | 30. Weighted rollers |
| 12. Training manuals | 31. Masking tape |
| 13. Computers | 32. Medicine balls |
| 14. Officiating cards | 33. Boxes |
| 15. Water based glue | 34. Table tennis robots |
| 16. Rugs | 35. Skipping ropes |
| 17. First aid kit | 36. Cones |
| 18. Towels | 37. Timers |
| 19. Brooms | |

Attitudes/ Traits/ Behaviour	Future Trends and Concerns
1. Honest	1. Need to benchmark with other Practitioners
2. Just and fair	2. Popularise the game
3. Creative	3. Cost of equipment
4. Market researcher	4. Inadequate supply of equipment
5. Committed	5. Forming table tennis clubs and associations
6. Good listener	6. Need for advanced technology
7. Flexible	7. Need for mechanisation
8. Result oriented	8. Inadequate management skills
9. Curious	9. Lack of customer care skills
10. Innovative	10. Inadequate networking between sports practitioners
11. Responsible	11. Inadequate finances
12. Physically fit	12. Inadequate play facilities
13. Knowledgeable	13. Limited government support and involvement
14. Patience	14. Limited exposure
15. Polite	15. Limited publicity
16. Vigilant	16. Emerging new markets
17. Patriotic	17. Changing format of play
18. Trainable	18. Commercialisation of the game
19. Respectful	
20. Co-operative	
21. Organised	
22. Sociable	
23. Tolerant	
24. Hardworking	
25. Observant	
26. Team work	
27. Discipline	
28. Good time management	
29. Self-management	
30. Economical	
31. Diligence	
32. Healthy	
33. Good decision maker	
34. Integrity	
35. Empathetic	

2.0 ATP-PART II

Training Modules for a TABLE TENNIS PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricular are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Table Tennis 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 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 TABLE TENNIS PRACTITIONER QUALIFICATION LEVEL 1?

A Table Tennis Practitioner Level I is a person who plays table tennis competently and performs game supporting activities.

TRAINING MODULES FOR A TABLE TENNIS PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/TTP/M1.1	Set up Play Area	120	3
UE/TTP/M1.2	Play Table Tennis	320	8
UE/TTP/M1.3	Manage Facility, Tools and Equipment	80	2
UE/TTP/M1.4.	Perform Entrepreneurial Skills	80	2
Summary	4 Training Modules	600 hours	15 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 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/TTP/M1.1
Module title	M1.1 Set up Play Area
Related Qualification	Part of: Uganda Vocational Qualification (Table Tennis PractitionerUVQ1)
Qualification Level	1
Module purpose	By the end of this module the trainee shall be able to set up a Table Tennis play area.
Learning-Working Assignments (LWAs)	LWA 1/1: Plan Play Area LWA 1/2: Setup Table Tennis Equipment and Materials LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices Note: 1. The learning exercises must be repeated until the trainee acquires a 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: Plan Play Area PEX 1.1: Survey area PEX 1.2: Identify activity area PEX 1.3: Select activity area PEX 1.4: Secure activity area LWA 1/2: Set up Table Tennis Equipment and Materials PEX 2.1: Identify tools, equipment and materials PEX 2.2: Select tools, equipment and materials PEX 2.3: Assemble table PEX 2.4: Fix net LWA 1/3: Perform Occupational Health and Environmental Protection Practices PEX 3.1: Remove obstacles PEX 3.2: Clean and dry activity area PEX 3.4: Display safety signs PEX 3.5: Wear protective gear PEX 3.6: Maintain general hygiene PEX 3.7: Manage waste PEX 3.8: Demarcate activity area

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Appropriate equipment and tools • Record keeping • Usage of equipment and tools • Numeracy and literacy skills • Interpersonal skills • Procurement process • Time management • Lighting
Average duration of learning	<p>120hrs (15 days) of normal learning suggested.</p> <ul style="list-style-type: none"> • 5 days of occupational theory. • 10 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	table tennis table, racket, balls, net, surroundings, stags, rubbers, blades and first aid kit.
Minimum required materials and consumables or equivalent	stationery, pens, pencils, ropes, nails, water, record books, sand, paint, timber, water based glue, rugs, towels, soap
Special notes	The theory must be integrated into the practice during training.

Code	UE/TTP/M1.2
Module title	M1.2: Play Table Tennis
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Table Tennis PractitionerUVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to play table tennis competently.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Prepare for the Game</p> <p>LWA 2/2: Perform Bat Handling</p> <p>LWA 2/3: Perform Service</p> <p>LWA 2/4: Perform Reception</p> <p>LWA 2/5: Perform Spins</p> <p>LWA 2/6: Demonstrate Smashing</p> <p>LWA 2/7: Demonstrate Foot Work</p> <p>LWA 2/8: Demonstrate Chop Stroke</p> <p>LWA 2/9: Demonstrate Net Play</p> <p>LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 2/1: Prepare for the Game</p> <p>PEX 1.1: Wear sports attire</p> <p>PEX 1.2: Perform warm ups</p> <p>PEX 1.3: Familiarise with the equipment</p> <p>PEX 1.4: Take position</p> <p>LWA 2/2: Perform Bat Handling</p> <p>PEX 2.1: Make forehand grip</p> <p>PEX 2.2: Make backhand grip</p> <p>LWA 2/3: Perform Service</p> <p>PEX 3.1: Make forehand serve</p> <p>PEX 3.2: Make backhand serve</p> <p>LWA 2/4: Perform Reception</p> <p>PEX 4.1: Receive ball with fore hand</p> <p>PEX 4.2: Receive ball with back hand</p>

	LWA 2/5: Perform Spins PEX 5.1: Perform sidespin PEX 5.2: Perform backspin PEX 5.3: Perform topspin
	LWA 2/6: Demonstrate Smashing PEX 6.1: Perform net level smash PEX 6.2: Perform smash above level PEX 6.3: Perform forehand smash PEX 6.4: Play back hand smash
	LWA 2/7: Demonstrate Foot Work PEX 7.1: Perform step movements PEX 7.2: Perform shifting movements
	LWA 2/8: Demonstrate Chop Stroke PEX 8.1: Execute mid distance chop PEX 8.2: Execute far distance chop PEX 8.3: Serve chop PEX 8.4: Receive chop
	LWA 2/9: Demonstrate Net Play PEX 9.1: Perform flip PEX 9.2: Chop a ball close to net
	LWA 2/10: Perform Occupational Health, Safety and Environmental Protection Practices PEX 10.1: Wear personnel protective gear PEX 10.2: Observe personal hygiene PEX 10.3: Manage waste PEX 10.4: Administer first aid PEX 10.5: 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> <ul style="list-style-type: none"> • Decision making • Rules and regulations of table tennis game • Usage of first aid materials • Communication skills • Inter-personal skills

	<ul style="list-style-type: none"> • Computer literacy • Leadership skills • Time Management • Mentorship skills
Average duration of learning	320hrs. (40 days) of nominal learning suggested to include <ul style="list-style-type: none"> • <i>10 days of occupational theory and</i> • <i>30 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	table tennis table, racket, balls, net, surroundings, stags, rubbers, blades and first aid kit
Minimum required materials and consumables or equivalent	stationery, water based glue, rugs, towels, soap,
Special notes	<ul style="list-style-type: none"> • Empathise importance of drills • Subscription to professional associations/federations • Attend professional workshops • Participate in tournaments

Code	UE/TTP/M1.3
Module title	M1.3: Manage Facility, Tools, Equipment and Materials
Related Qualification	Part of: Uganda Vocational Qualification (Table Tennis Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to effectively manage resources.
Learning-Working Assignments (LWAs)	LWA 3/1: Maintain Facility LWA 3/2: Maintain Tools, Equipment and Materials LWA 3/3: Keep Records LWA 3/5: Perform Occupational Health, Safety and Environmental Protection Practices Note: <ol style="list-style-type: none"> The learning exercises must be repeated until the trainee acquires a targeted competence. 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: Maintain Facility PEX 1.1: Clean facility PEX 1.2: Dry play area PEX 1.3: Perform minor repairs LWA 3/2: Maintain Tools, Equipment and Materials PEX 2.1: Clean tools, equipment and materials PEX 2.2: Repair tools and equipment PEX 2.3: Replace tools and equipment PEX 2.4: Service equipment PEX 2.5: Store tools and equipment PEX 2.6: Keep maintenance records LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices PEX 3.1: Wear personnel protective gear PEX 3.2: Observe personal hygiene PEX 3.3: Clean tools and equipment PEX 3.4: Disinfect tools and equipment PEX 3.5: Manage waste PEX 3.6: Administer first aid PEX 3.7: Perform firefighting PEX 3.8: Fumigate play area PEX 3.9: Participate in sensitisation

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Storage • Maintenance • Communication skills • Interpersonal skills • Record keeping • Human resource management • Report writing • Contracts law • Choice of equipment
Average duration of learning	<p>80 hrs. (10 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 3 days of occupational theory and • 7 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	stationery, water, rugs, water based glue, dust bin, buckets, brushes, broom computers and disinfectants
Minimum required materials and consumables or equivalent	stationery, water, rugs, water based glue, disinfectants
Special notes	The theory must be integrated into the practice during training

Code	UE/TTP/M1.4
Module title	M1.4: Perform Entrepreneurial Skills
Related Qualification	Part of: Uganda Vocational Qualification (Table Tennis PractitionerUVQ1)
Qualification Level	1
Module purpose	By the end of this module, the trainee shall be able to effectively market a table tennis game.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Market Table Tennis Game</p> <p>LWA 4/2: Perform Customer Care</p> <p>LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 4/1: Market Table Tennis Game</p> <p>PEX 1.1: Advertise game</p> <p>PEX 1.2: Brand game</p> <p>PEX 1.3: Brand player</p> <p>PEX 1.4: Showcase talent</p> <p>PEX 1.5: Participate in corporate social responsibility</p> <p>PEX 1.6: Form clubs</p> <p>PEX 1.7: Conduct community outreaches</p> <p>LWA 4/2: Perform Customer Care</p> <p>PEX 2.1: Identify fan base</p> <p>PEX 2.2: Maintain fan base</p> <p>PEX 2.3: Hold inspirational talks</p> <p>PEX 2.4: Network with players</p> <p>LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 3.1: Maintain sanitation</p> <p>PEX 3.2: Sensitise workers on health and safety</p> <p>PEX 3.3: Wear personnel protective equipment</p> <p>PEX 3.4: Store tools and equipment</p> <p>PEX 3.5: Practice bio-safety measures</p>

	PEX 3.6: Perform firefighting PEX 3.7: Administer first aid PEX 3.8: 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> <ul style="list-style-type: none"> • ICT skills • Soft skills • Report writing • Networking • Contract law • Player statistics • Waste management • First aid management • Club structures • Sport leadership skills
Average duration of learning	80 hrs. (10 days) of normal learning suggested. <ul style="list-style-type: none"> • 2 days of occupational theory. • 8 days of occupational practices.
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	computer, stationery and calculators
Minimum required materials and consumables or equivalent	pens, record books, packs, labels, water, rulers, pencil.
Special notes	The theory must be integrated into the practice during training

3.0 ATP-PART III

Assessment Instruments for a TABLE TENNIS 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
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a TABLE TENNIS PRACTITIONER are included.

3.9 Overview of Test Item Samples included:

No.	Type of Test Item	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)-multiple choice	2
3.	Written (Theory)-matching with generic	2
4.	Written (Theory)- matching with work sequence	1
5.	Performance (practical) test item	1
	Total	8

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	State four occupational health practices performed by a Table Tennis player.
Answer spaces	(i) (ii) (iii) (iv)
Expected Key (answer)	(i) Proper hygiene (ii) Use of personnel protective equipment (iii) Proper nutrition practices (iv) Waste management (v) Administration of

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/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:	M1.2			
Time allocation:	4 minutes			

Test Item	List four equipment used in playing table tennis
Answer spaces	(i) (ii) (iii) (iv)
Expected Key (answer)	(i) Table (ii) Ball (iii) Score board (iv) Bat/racket (v) Net

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/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:	M1.2			
Time allocation:	2 minutes			

Test Item	Which of the following equipment is used to play ball in table tennis?
Answer spaces	A. Bat B. Ball C. Net D. Stags

Key (answer)	A
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DIT/QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/M1.3			
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:	2 minutes			

Test Item	Which of the following is required in repairing a table tennis bat?
Distractors and correct answers	A. Wood based glue B. Water based glue C. Super glue D. Office glue

Key (answer)	B
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/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			
Time allocation:	4 minutes			

Test item	Match the following tools and equipment to their use.
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Column A (Tools and equipment)	
1	Bat
2	Table
3	Stags
4	Safety signs

Column B (Use)	
A	Fixing a net
B	Cautions against danger
C	Dries floor
D	Play surface
E	Hit ball
F	Divide play area

Key (answer)	1-E, 2-D, 3-F, 4-B
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/M1.1, UE/TTP/M1.3, UE/TTP/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:	M1.1, M1.3, M1.4			
Time allocation:	5 minutes			

Test Item	Match the following tasks with their importance in table tennis.
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Column A (importance)		Column B (tasks)	
1	Improve knowledge and skills	A	Stock take
2	Keep inventory	B	Manage time
3	Market player	C	Disinfect facility
4	Kill germs	D	Perform firefighting
		E	Attend professional workshop
		F	Participate in corporate social responsibility

Key (answer)	1-E, 2:A, 3-F, 4-C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Table Tennis Practitioner			
Competence level:	Level 1			
Code no.	UE/TTP/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 modules:	M1.2			
Time allocation:	5 minutes			

Test Item	Arrange the following steps in the order taken when executing a service in Table Tennis.
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Hit ball
2 nd	B	Move to serving position
3 rd	C	Follow through
4 th	D	Toss ball
5 th	E	Hold bat and ball
6 th	F	Adopt serving stance

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

DIT/ QS	Test Item Database Performance Test Item- no.8
Occupational Title:	Table Tennis Practitioner
Competence level:	Level 1
Code no.	UE/TTP/M1.1, UE/TTP/M1.2
Test Item:	Prepare a table tennis play area and execute a service
Complexity level:	P.2
Date of OP:	September 2020
Related modules:	M1.1, M1.2.
Related skills and knowledge:	<ul style="list-style-type: none"> • Rules and regulation of the table tennis game, • Required equipment, • Time management, • Health and safety, • Usage of tools, materials and equipment, • Measurements and dimensions, • Numeracy and dimension, • First Aid management, • Communication skills.
Required tools, Materials and Equipment:	Table tennis table, racket, balls, net, stags, surroundings, first aid kit
Time allocation:	2 hours
Preferred venue:	Table Tennis Facility
Remarks for candidates	Avail tools, materials and equipment required
Remarks for assessors	Provide tools, materials and equipment listed above

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Assembled tools, materials and equipment		2
		Set table	2	
		Assembled net		2
2	Removed	Placed surrounds		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	obstacles	Obstacle free area observed		1
3	Warm up	Performed general body exercise	2	
		Performed stretches	2	
		Performed skill specific exercises	3	
4	Execution of a service	Got in a ready position	1	1
		Held a ball in one open palm of one hand		1
		Held racket in another hand		1
		Tossed ball at least 15cm high	1	1
		Hit a ball	1	2
		Followed through		1
		Ball bounced once on server's half over the net to the other half observed		4
5	Cool down	Performed simple stretches	2	
		Stable player observed		1
	TOTAL		14	19
	MAXIMUM SCORE (Y)	X/Y X100		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

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

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.3 Development Panels

The participating panels of Table Tennis Practitioner, job practitioners, secondary school teachers who train Table Tennis, 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	Kirema Gerald	Seeta High School-Green campus
2	Mpalanyi Noordin	Nabisunsa Girls School
3	Okou-Imakit John Mike	In-line Enterprise
4	Kitayimbwa Micheal	Kings College –Budo
5	Saddam Hussein	Bwera Secondary School
6	Sentamu Musa	Amity Secondary School
7	Kimuli Joshua	Kyambogo College School
8	Balenzi Fred .E.	Mukono High School
9	Oryema Nelson	Our Lady of Africa SS –Namilyango
10	Nankya Zainab	NCDC, Aga Khan High School
11	Nkunziza Allan	Mbarara High 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 (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:

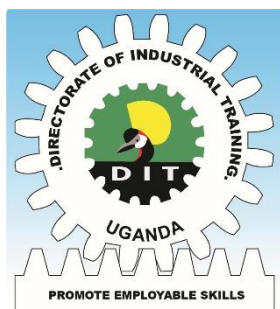
1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept., DIT
2. **Facilitators (Development process):**
Ms. Asiimwe Maureen, and
Ms. Nabirye Asha. DE DIT
3. **Facilitators (Quality checking process):** Baliraba Elizabeth DE DIT
4. **Data Entrants:** Mr. Ongom Augustine
Mr. Orikiriza Andrew
Ms. Alupo Lilian
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT; and

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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