



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

Directorate of Industrial Training



## **Assessment and Training Package**

**For a**

**VOLLEYBALL  
PRACTITIONER**

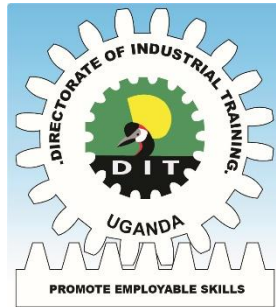
**Qualification Level: 1**

**Occupational Cluster: Physical Education**

**DECEMBER 2020**

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

**Funded by:**  
**Government of Uganda**



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**VOLLEYBALL PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

Directorate of Industrial Training  
Plot 97/99 Jinja Road/ Corner 3<sup>rd</sup> Street,  
P.O Box 20050, Lugogo, Kampala, Uganda  
Tel: +256 414 253 704; +256 312 279 344  
E-mail: [uvqf.dit@gmail.com](mailto:uvqf.dit@gmail.com)  
[Web: www.dituganda.org](http://www.dituganda.org)

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2021

ISBN: 978-9913-626-25-5

ISO: 9001:2015      Certificate No.: UG92580A

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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 **VOLLEYBALL 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 VOLLEYBALL PRACTITIONER.**

This Occupational Profile which was reviewed by Volleyball practitioners practicing in the world of work mirrors the duties and tasks that Volleyball practitioners are expected to perform.

0.2 **PART II: Training Modules** in the form of guidelines to train Volleyball 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 VOLLEYBALL PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Volleyball Practitioner) and instructors based on the occupational profile and training modules.

0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**

0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.

0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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

<b>Assessment</b>	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.
<b>Certification</b>	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.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<b>CBET</b>	Competence-based education and training means that programs: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Modules</b>	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.
<b>Occupational Profile (OP)</b>	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

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

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

**Qualification** A qualification is a formal 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 VOLLEYBALL PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “Volleyball Practitioner” below defines the **Duties** and **Tasks** a competent Volleyball 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.”<sup>1</sup>

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panellists 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 panellists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

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

**Job Expert Panel**

**Nason Bwesigye**  
National Team Coach

**Eric Bethel Ojono**  
Centre for Sports AWD  
Development Initiative

**Mohamed Bachu Raffi**  
Kinawa High School/UPC

**Daniel Kazibwe**  
Mbogo Mixed S.S

**Innocent Asizu**  
KCCA Volley Ball Club

**Stella Makyeme**  
Hana Mixed High School/NCDC

**Joshua Osiya**  
Namugongo Sec & Vocational  
School

**Kassim Lumaama**  
Mbogo Mixed SS

Micheal Odongo  
Central College School

**Peter Mwesigwa**  
St. Patrick S.S

**John Mike Imakit Okuo**  
Kyambogo University

**Co-coordinator**

**Mukyala E Ruth**  
Directorate of Industrial Training

**Facilitators**

**Willy Muwanguzi**  
Directorate of Industrial Training

**Einstein Luke Eitit**  
Directorate of Industrial Training

**Funded by**  
The Government of Uganda



**THE REPUBLIC OF UGANDA**  
**Ministry of Education and Sports**

**Directorate of Industrial Training**

**Occupational Profile**  
  
**For a**  
  
**"Volleyball Practitioner"**

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

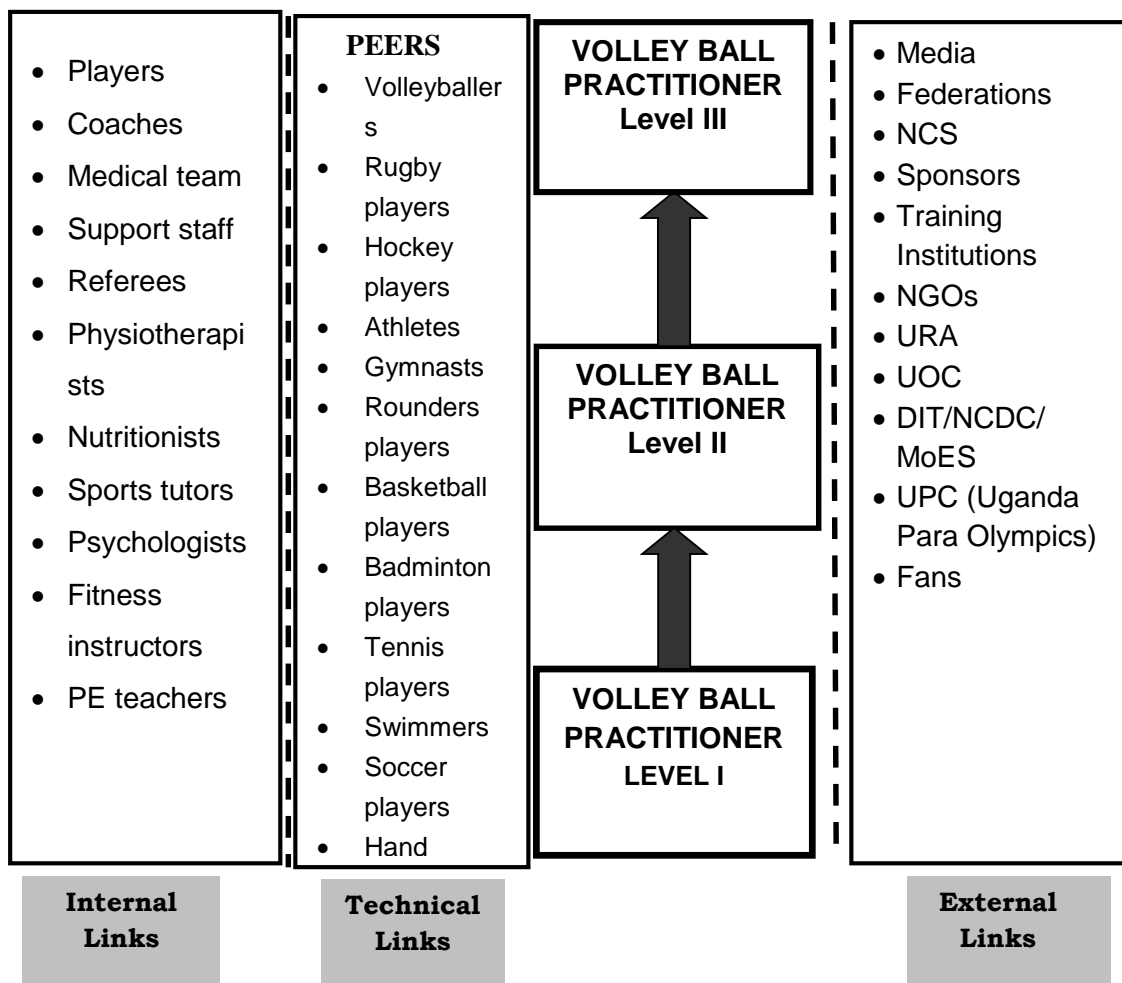
**Date of workshop: 21<sup>st</sup> – 25<sup>th</sup> September, 2020**



## NOMENCLATURE FOR THE OCCUPATION OF A VOLLEYBALL PRACTITIONER

**Definition: A Volleyball Practitioner** Is a person who has the competences of playing, officiating, coaching and managing a volleyball game.

### JOB ORGANISATION CHART FOR A VOLLEYBALL PRACTITIONER



### Descriptions for the levels in the occupation of a "Volleyball Practitioner"

**UVQ Level I Volleyball Practitioner** is a person who plays volleyball competently and performs game supporting activities.

**UVQ Level II Volleyball Practitioner** is a person who has the competency of organising and officiating a volleyball game.

**UVQ Level III Volleyball Practitioner** is a person who has competences in coaching and managing volleyball.

## Duties and Tasks

<b>A. PREPARE VOLLEYBALL COURT</b>	<b>A1</b> Select site	<b>A2</b> Select tools and equipment	<b>A3</b> Clear site
	<b>A4</b> Level ground	<b>A5</b> Mark court boundaries	<b>A6</b> Demarcate court
	<b>A7</b> Fix poles	<b>A8</b> Raise net	
<b>B. COACH VOLLEYBALL PLAYERS</b>	<b>B1</b> Design training schedules	<b>B2</b> Prepare training session	<b>B3</b> Organise court
	<b>B4</b> Brief players	<b>B5</b> Train players	<b>B6</b> Mentor and inspire players
	<b>B7</b> Assess players	<b>B8</b> Manage discipline	<b>B9</b> Appraise players
	<b>B10</b> Scout players	<b>B11</b> Profile player	<b>B12</b> Select teams
	<b>B13</b> Make training reports		
<b>C. OFFICIATE VOLLEYBALL GAME</b>	<b>C1</b> Inspect court	<b>C2</b> Inspect equipment	<b>C3</b> Inspect players
	<b>C4</b> Oversee tossing	<b>C5</b> Start and re-start game	<b>C6</b> Enforce rules
	<b>C7</b> Communicate technical decisions	<b>C8</b> Manage score sheets	<b>C9</b> Confirm score
	<b>C10</b> Manage player's discipline	<b>C11</b> End game	<b>C12</b> Prepare game reports
<b>D. PLAY VOLLEYBALL GAME</b>	<b>D1</b> Wear sports attire	<b>D2</b> Carryout Warm up	<b>D3</b> Take a toss
	<b>D4</b> Take positions	<b>D5</b> Pass ball	<b>D6</b> Serve ball
	<b>D7</b> Block ball	<b>D8</b> Spike ball	<b>D9</b> Cover ball
	<b>D10</b> Perform cool down		

<b>E. MAINTAIN TOOLS, EQUIPMENTS AND FACILITY</b>	<b>E1</b> Prepare maintenance schedules	<b>E2</b> Repair tools and equipment	<b>E3</b> Replace tools and equipment
	<b>E4</b> Remark court	<b>E5</b> Clean equipment	<b>E6</b> Store tools and equipment
	<b>E7</b> Keep maintenance records		

<b>F. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRECAUTIONS</b>	<b>F1</b> Wear Personal Protective Equipment	<b>F2</b> Administer First Aid	<b>F3</b> Carryout medical checks
	<b>F4</b> Display safety signs	<b>F5</b> Perform fire fighting	<b>F6</b> Manage waste
	<b>F7</b> Mark safety zones	<b>F8</b> Perform physical fitness	

<b>G. MARKET VOLLEYBALL GAME</b>	<b>G1</b> Organise game exhibitions	<b>G2</b> Form clubs	<b>G3</b> Participate in competitions
	<b>G4</b> Partner with corporate bodies	<b>G5</b> Brand team	<b>G6</b> Advertise team
	<b>G7</b> Establish networks	<b>G8</b> Participate in community outreaches	

<b>H. PERFORM ADMINISTRATIVE TASKS</b>	<b>H1</b> Plan activity calendar	<b>H2</b> Prepare budgets	<b>H3</b> Secure funding
	<b>H4</b> Recruit staff	<b>H5</b> Assign roles	<b>H6</b> Organise training courses
	<b>H7</b> Organise and coordinate volleyball competitions	<b>H8</b> Procure tools, equipment and materials	<b>H9</b> Supervise activities
	<b>H10</b> Manage resources	<b>H11</b> Appraise staff	<b>H12</b> Conduct meetings
	<b>H13</b> Make reports	<b>H14</b> Keep records	

## Additional Information

### Generic Knowledge & Skills

- |  |                                  |
|--|----------------------------------|
| 1. Brief history of volleyball                             | 12. Color of court lines         |
| 2. Importance of volleyball                                | 13. Etiquette and ceremonies     |
| 3. Terminologies used in volleyball                        | 14. Waste management             |
| 4. Administration of first aid                             | 15. Safety regulation            |
| 5. Rules of the game                                       | 16. Net height Vs age and gender |
| 6. Handling tools  | 17. Conditioning exercises       |
| 7. Usage or application of equipment                       | 18. Injuries and its management  |
| 8. Handling or playing alongside persons with disabilities | 19. Nutrition management         |
| 9. Usage of clearing, levelling and measuring tools        | 20. Selection of equipment       |
| 10. Standard dimensions of court                           | 21. Playing skills               |
| 11. Thickness of the court lines                           | 22. Fitness components           |
|  | 23. Store management skills      |
|  | 24. Communication skills         |
|  | 25. Team composition             |

### Tools, Equipment and Materials

- |                     |                     |
|---------------------|---------------------|
| 1. Measuring tape   | 22. Score boards    |
| 2. Marking string   | 23. Timer/ watch    |
| 3. Slashers         | 24. Pulling rubber  |
| 4. Axe              | 25. Roller          |
| 5. Wheelbarrow      | 26. Flags           |
| 6. Hoes             | 27. Sports attire   |
| 7. Garden rake      | 28. Score sheets    |
| 8. Spades           | 29. Trampoline      |
| 9. Nails            | 30. Compactor       |
| 10. Volley ball     | 31. Painting brush  |
| 11. Volley net      | 32. Rake            |
| 12. Volley poles    | 33. Mower           |
| 13. Antennas        | 34. Paint/lime/ash  |
| 14. Pump            | 35. Ladders         |
| 15. Whistle         | 36. Computers       |
| 16. Cards           | 37. Whistles        |
| 17. Knee pads       | 38. Kit bag         |
| 18. Training cones  | 39. Glucose         |
| 19. Training walls  | 40. Clip board      |
| 20. Jumping huddles | 41. Pressure pump   |
| 21. Skipping ropes  | 42. Scrubbing brush |
|                     | 43. Padlock         |
|                     | 44. Lights          |

**Attitudes / Traits / Behaviour**

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Smartness            | 10. Confidence                |
| 2. Respect              | 11. Self esteem               |
| 3. Sportsmanship        | 12. Motivation                |
| 4. Teamwork             | 13. Optimism                  |
| 5. Communication skills | 14. Willingness to learn      |
| 6. Fair play            | 15. Love for the game         |
| 7. Cooperation          | 16. Punctuality               |
| 8. Perseverance         | 17. Decision making hard work |
| 9. Commitment           |                               |

**Future Trends and Concerns**

- |  |   |
|--|---|
| 1. Inadequate funding                            | 10. Inadequate and substandard volleyball infrastructure    |
| 2. Negative attitude to the industry             | 11. Host tournaments at continental and international level |
| 3. Early talent identification                   | 12. Popularisation of the game                              |
| 4. Poor work ethics                              | 13. Embrace global trends                                   |
| 5. Inadequate skilled man power                  | 14. Body health (physical fitness)                          |
| 6. Competition from other sports industries      | 15. Capacity building                                       |
| 7. Inadequate competent volleyball practitioners | 16. Commercialisation of the sport                          |
| 8. Standardised training curriculum              | 17. Partnering with corporate bodies                        |
| 9. Inadequate sponsorship                        | 18. Match fixing  |
|  | 19. Inadequate officiating officials                        |
|  | 20. Competition opportunities at grass root levels          |

## 2.0 ATP – PART II

### Training Modules for a VOLLEYBALL 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 Volleyball 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 VOLLEYBALL PRACTITIONER QUALIFICATION LEVEL 1?**

**A Volleyball Practitioner** is a person who plays volleyball competently and performs game supporting activities.

## **TRAINING MODULES FOR A VOLLEYBALL PRACTITIONER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/VP/M1.1	Establish Volleyball Court	240	6
UE/VP/M1.2	Play Volleyball	560	14
UE/VP/M1.3	Manage Tools, Equipment and Facility	160	4
Summary	3 Training Modules	960 hours	24 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 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.

<b>Code</b>	<b>UE/VP/M1. 1</b>
<b>Module title</b>	<b>M1.1: Establish Volleyball Court</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Volleyball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to establish a standard Volleyball court
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 1/1: Prepare Court Site</b> <b>LWA 1/2: Draw and Mark out Court</b> <b>LWA 1/3: Set up Net</b> <b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</b>  <u><b>Note:</b></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.
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 1/1: Prepare Court Site</b> PEX 1.1: Select site PEX 1.2: Select tools and equipment PEX 1.3: Clear site PEX 1.4: Level site PEX 1.5: Measure size of play area PEX 1.6: Construct drainage channel
	<b>LWA 1/2: Draw and Mark Court</b> PEX 2.1: Measure court PEX 2.2: Sketch court PEX 2.3: Mark out court
	<b>LWA 1/3: Set up Net</b> PEX 3.1: Select tools, materials and equipment PEX 3.2: Erect poles PEX 3.3: Raise net
	<b>LWA1/ 4: Perform Occupational Health, Safety and Environmental Protection Practices</b> PEX 4.1: Display safety signs PEX 4.2: Wear personnel protective equipment PEX 4.3: Manage waste PEX 4.4: Administer first aid PEX 4.5: Perform firefighting PEX 4.6: Mark out safety zones



<b>Occupational health and safety</b>	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.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Usage of clearing, levelling and measuring tools</li> <li>• Standard dimensions of court</li> <li>• Thickness of the court lines</li> <li>• Colour of the court lines</li> <li>• Waste management</li> <li>• Safety regulation</li> <li>• Net height</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 6 days of occupational theory</li> <li>• 24 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	slasher, hoe, panga, axe, measuring tape, spirit level, compacter, wheelbarrow, hammer, roller, rake, watering can, trowel, spade, pick axe, mower, painting brush
<b>Minimum required materials and consumables or equivalent</b>	paint/lime/ash, paraffin, water, nails, cement, sand
<b>Special notes</b>	In absence of tarmac or wood ground surface, improvise with a grass field

<b>Code</b>	<b>UE/VP/M1.2</b>
<b>Module title</b>	<b>M1.2: Play Volleyball</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (volleyball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to play volleyball competently
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p><b>LWA 2/2: Perform Skills of Volleyball</b></p> <p><b>LWA 2/3: Perform Playing Tactics</b></p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b><u>Note:</u></b></p> <p>1. The learning exercises may be repeated until the trainee acquires targeted competence;</p> <p>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</p>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p>PEX 1.1: Wear sports attire</p> <p>PEX 1.2: Perform warm up</p> <p>PEX 1.3: Have team talk</p> <p>PEX 1.4: Take a toss</p> <p>PEX 1.5: Take position</p> <p><b>LWA 2/2: Perform Skills of Volleyball</b></p> <p>PEX 2.1: Dig Ball</p> <p>PEX 2.2: Volley Ball</p> <p>PEX 2.3: Serve Ball</p> <p>PEX 2.4: Block Ball</p> <p>PEX 2.5: Spike Ball</p> <p>PEX 2.6: Cover Ball</p> <p><b>LWA 2/3: Perform Playing Tactics</b></p> <p>PEX 3.1: Carryout defensive formations</p> <p>PEX 3.2: Develop offence formations</p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Observe personnel hygiene</p> <p>PEX 4.2: Wear sports attire</p> <p>PEX 4.3: Administer first aid</p>

	PEX 4.4: Perform routine medical check ups PEX 4.5: Perform fire fighting PEX 4.6: Perform cool down
<b>Occupational health and safety</b>	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.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Team composition</li> <li>• Rules of the game</li> <li>• Umpire's signals</li> <li>• Volleyball etiquette</li> <li>• Common injuries on court</li> <li>• Usage of first aid materials</li> <li>• Nutrition management</li> <li>• Tournament structures</li> <li>• Movement on the court e.g. rotations</li> <li>• Techniques and types of serving, spiking, digging, blocking etc.</li> </ul>
<b>Average duration of learning</b>	560 hours (70 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 14 days of occupational theory</li> <li>• 56 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	volleyballs, sports attire, net, ball bag, cones, huddles, agility ladder, face towels, first aid kits, antennas, sports wheel chair, score board, computers, whistles, knee pads, rollers, skipping ropes, ankle braces, knee braces, watch/timer, projectors, computer, camera, kit bag.

<b>Minimum required materials and consumables or equivalent</b>	glucose, water.
<b>Special notes</b>	Cater for people with special needs in all aspects of volleyball playing (carryout para volleyball tactics)

<b>Code</b>	<b>UE/VP/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage Tools, Equipment and Facility</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Volleyball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	On completion of this module, the trainee shall be able to maintain tools, equipment and Volleyball court
<b>Learning-Working Assignments (LWAs)</b>	<b>LWA 3/1: Acquire Tools, Equipment and Materials</b> <b>LWA 3/2: Maintain Tools and Equipment</b> <b>LWA 3/3: Maintain Volleyball Court</b> <b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</b>  <u><b>Note:</b></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.
<b>Related Practical Exercises (PEXs)</b>	<b>LWA 3/1: Acquire Tools, Equipment and Materials</b> 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
	<b>LWA 3/2: Maintain Tools, Equipment and Materials</b> PEX 2.1: Repair tools and equipment PEX 2.2: Replace tools and equipment PEX 2.3: Clean tools and equipment PEX 2.4: Lubricate poles PEX 2.5: Paint poles
	<b>LWA 3/3: Maintain Volleyball Court</b> PEX 3.1: Clean court PEX 3.2: Perform minor repairs PEX 3.3: Renovate courts ground surface PEX 3.4: Remark court

	<b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</b> PEX 4.1: Administer first aid PEX 4.2: Maintain personal hygiene PEX 4.3: Create safety zone PEX 4.4: Perform firefighting PEX 4.5: Manage waste PEX 4.6: Carryout medical check ups
<b>Occupational health and safety</b>	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.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<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"> <li>• Store management skills</li> <li>• Factors affecting performance</li> <li>• Communication skills</li> <li>• Rules and regulations of the game</li> <li>• Volleyball court management skills</li> <li>• Lighting systems and various types of lights used</li> <li>• Various tools, equipment and materials used</li> <li>• Various court services</li> </ul>
<b>Average duration of learning</b>	160 hours (20 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 5 days of occupational theory</li> <li>• 15 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	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.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
<b>Minimum required tools/ equipment/ implements or equivalent</b>	tactical boards, clip boards, pressure pump, roller, slasher, tape measure, ruler, scrubbing brushes, water containers, basins, tarpaulin, brooms, waste bin, kit bag, first aid kit, padlock, hammers, strings, squeezers.

<b>Minimum required materials and consumables or equivalent</b>	paint/lime/ash, water, lights, stationery
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Some equipment can be locally made to reduce on expenditure.</li> <li>• Cater for persons with special needs</li> </ul>

## **3.0 ATP- PART III**

### **Assessment Instruments for a VOLLEYBALL 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 VOLLEYBALL PRACTITIONER are included.



### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	1
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
<b>Total</b>		<b>6</b>

### WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	List four skills expected to be displayed by a volleyball player during the game
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) Serving ball (ii) Digging ball (iii) Spiking ball (iv) Covering ball (v) Blocking ball (vi) Setting ball

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Volleyball 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:	M 1.3			
Time allocation:	2 minutes			

Test Item	Which of the following practices is carried out in maintaining a volleyball court?
Distractors and correct answer	A. Identify site B. Paint poles C. Raise net D. Design structural plan

Key (answer)	B
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Volleyball 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:	M 1.2			
Time allocation:	2 minutes			

Test Item	Which of the following items are considered personnel Protective Equipment for a Volleyball player?
Distractors and correct answer	A. Sneakers, Kneecap, Helmet B. Sneakers, Shin guard, Ankle let C. Anklelet, Kneecap, Sneakers D. First Aid kit, Sneakers and Fire Extinguishers

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

Test Item	Match the following techniques with their meaning in volleyball
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Column A (term)	
1	Dig Pass
2	Spike
3	Block
4	Serve

Column B (Application)	
A	Start Play
B	Take position
C	Under arm pass
D	Act of hitting ball above net
E	Stand behind the end line
F	Prevent ball from crossing net

Key (answer)	1-C, 2-D, 3-F, 4-A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Volleyball 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			
Time allocation:	4 minutes			

Test Item	Arrange the following procedures in constructing a volleyball court
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Column A (chronology)	Column B (work steps) in wrong chronology order	
1 <sup>st</sup>	A	Level site
2 <sup>nd</sup>	B	Demarcate site
3 <sup>rd</sup>	C	Fix poles
4 <sup>th</sup>	D	Clear site
5 <sup>th</sup>	E	Select site
6 <sup>th</sup>	F	Fix antennas
7 <sup>th</sup>	G	Secure tools, equipment and material
8 <sup>th</sup>	H	Raise net
9 <sup>th</sup>	I	Mark volleyball court
10 <sup>th</sup>	J	Verify net height
11 <sup>th</sup>	K	Measure height of poles

Key (answer)	1-E, 2-G, 3-D, 4-A, 5-B,6-I, 7-K, 8-C, 9-H, 10-F, 11-J
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## PERFORMANCE TEST ITEMS (SAMPLE)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6
<b>Occupational Title:</b>	Volleyball Practitioner
<b>Competence level:</b>	Level 1
<b>Code no:</b>	
<b>Test Item:</b>	You have been provided with a levelled ground, mark a volleyball court and set up a men's net.
<b>Complexity level:</b>	P2
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M 1.1
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Court dimension</li> <li>• Thickness of court lines</li> <li>• Colour of court lines</li> <li>• Waste management</li> <li>• Safety regulations</li> <li>• Net height</li> </ul>
<b>Required tools, Materials and Equipment:</b>	Poles, tape measure, brush, nails, hammers, scissors, masking tape, chalk/crayons/charcoal dust/lime, strings, masks, gloves, overall, safety boots, pangas, net, dust bin, antennas, stationery, geometry set, preservatives (if using wooden poles), ladder and pegs.
<b>Time allocation:</b>	6 hours
<b>Preferred venue:</b>	Volleyball court
<b>Remarks for Candidates</b>	<ul style="list-style-type: none"> <li>• Observe health and safety precautions</li> <li>• Handle materials and tools with care</li> <li>• Wear protective gears</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Avail helpers</li> <li>• Avail materials, tools, and equipment</li> </ul>

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparations for task	<b>Wore protective gear i.e.</b>		
		Overall		1
		Face mask		1
		Gumboots		1
		Gloves		1

		Assembled materials, tools and equipment		2
2	Sketching of the Court	Measured all lines with corresponding angles	2	
		Indicated distances	2	
		Measured court	3	
		Measured 90 degrees angles at each corner		4
		Court of 18mx9m verified		4
		Centre line of the court observed at 9 metres		2
		Measurement of 3m from the centre line on both sides of the court observed		3
3	Setting out of court	Took measurements	3	
		Marked lines	2	
		Boarder lines of 5cm thick observed		2
		Boarder lines within the court dimension observed		2
4	Setting up Men's Net	Measured 500 mm (0.5 metres) from side line of the pole		1
		Dug holes	2	
		Two holes of 200mm (0.2 metres) Diameter and 450mm (0.45 metres) depth verified		4
		Holes aligned to the centre line observed		2
		Painted poles		2
		Fixed poles into ground	3	
		Firmly fixed poles observed		3
		Poles fixed perpendicular to the ground observed		2
		Measured height of poles 3300mm(11ft)		2
		Fixed two (2) nails on each pole	2	
		Upper nails at 3m (10ft) above ground level verified		1
		Lower nails at 1m (3ft) from ground		1



**UVQF: Assessment and Training Package (ATP) for a VOLLEYBALL PRACTITIONER**  
**QUALIFICATION LEVEL: 1** **December 2020**

		level verified		
		Raised net	2	
		Hooked and stretched upper part of the net	3	
		Stretched lower part of the net	1	
		Measured height of the net at 243 cm from the ground		4
		Fixed antennas	2	
		Aligned antennas corresponding with line marked on the ground		4
5	Perform post task activities	Collected used tools and equipment		2
		Cleaned tools and equipment		2
		Stored tools, equipment and unused materials		2
		Disposed waste	1	
		Disposed waste observed in the dust bin		2
	<b>Maximum score (Y)</b>		<b>28</b>	<b>57</b>
			<b>85</b>	

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

#### **4.1 Development process (September 2020)**

The Assessment and Training Package was exclusively developed by Volleyball Practitioners, Secondary School teachers who train Volleyball, 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 Volleyball 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 volleyball 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 Volleyball trainers, job practitioners and NCDC Physical Education specialist panels consolidated the development philosophy.

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

#### **4.3 Development Panels**

The participating panels of Volleyball Practitioner job practitioners, secondary school teachers who train volleyball, 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.	Mr. Nason Bwesigye	National Team Coach
2.	Mr. Daniel Kazibwe	Mbogo Mixed S.S
3.	Ms. Kassim Lumaama	Mbogo Mixed S.S
4.	Mr. Innocent Asizu	K.C.C.A Volley Ball Club
5.	Mrs. Stella Nakyeme	Hana Mixed School (NCDC)
6.	Mr. Joshua Osiya	Namugongo Sec & Voc.
7.	Mr. Micheal Odong	Central College School
8.	Mr. Bethuel Eric Ojono	Centre For Sports AWD Development Initiative
9.	Mr. Peter Mwesigwa	St. Patrick S.S
10.	Mr. Imakit John Mike Okou	Kyambogo University
11.	Mr. Bachu Raffi Mohammed	Kinawa 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:

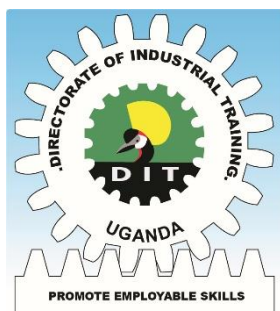
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT.
2. **Facilitators (Development process):**  
Mr. Willy Muwanguzi, DIT. and  
Mr. Einstein Luke Eittit
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT.
4. **DIT Data Entrants:** Ms. Biira Leah  
Mr. Tibagwa Robert  
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. DD, DIT, QS Dept. DIT.
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

#### 4.6 Reference time:

The Assessment and Training Package was 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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ISBN 978-9913-626-25-5



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