



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



Assessment and Training Package

For a

**HANDBALL
PRACTITIONER**

Qualification Level: 1

Occupational Cluster: Physical Education

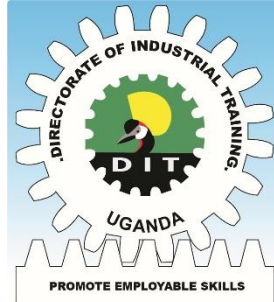
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



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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.

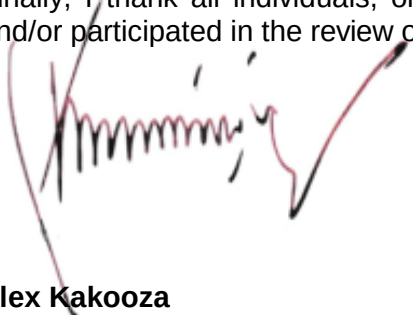
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive 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 **HANDBALL 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 HANDBALL PRACTITIONER.** This Occupational Profile which was reviewed by Handball practitioner practicing in the world of work mirrors the duties and tasks that Handball practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Handball 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 HANDBALL PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Handball 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.



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 handball practitioner from various secondary schools.
- Physical Education Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

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

Key definitions

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

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

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

Qualification

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

Task

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

1.0 ATP-PART I

Occupational Profile for a HANDBALL PRACTITIONER

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

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

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

Job Expert Panel

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Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"HANDBALL PRACTITIONER"

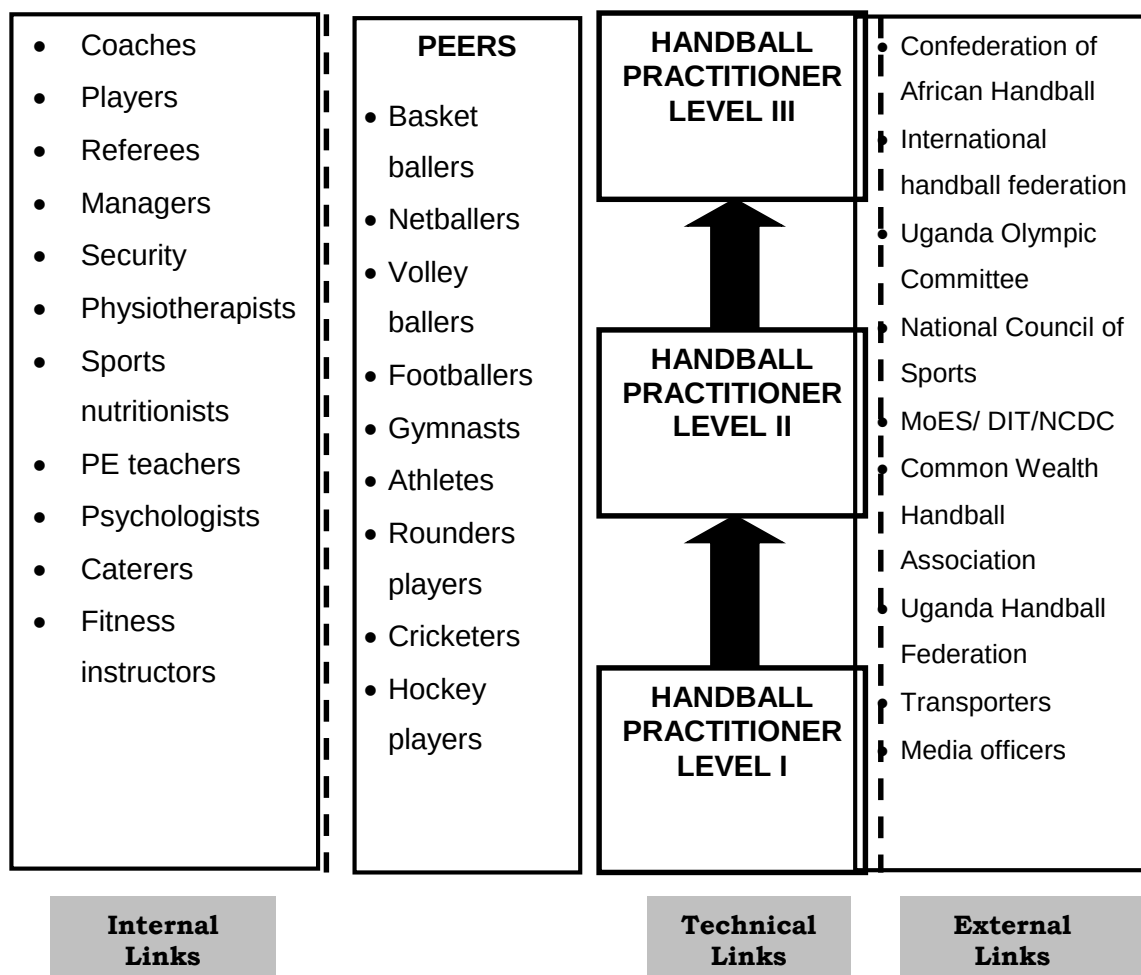
Developed by: Qualifications Standards
Directorate of Industrial Training

Dates of workshop: 21st –25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF A HANDBALL PRACTITIONER

Definition: A Handball Practitioner is a person who has the competence to play, train, officiate, manage, and develop a handball game.

JOB ORGANISATION CHART FOR A HANDBALL PRACTITIONER



Descriptions for the levels in the occupation of Handball Practitioner

A Handball Practitioner Level 1: Is a person who plays handball competently and also performs game supporting activities.

A Handball Practitioner Level 2: Is a person who has the competences of organising and officiating handball.

A Handball Practitioner Level 3: Is person who has the competences of coaching and managing handball.

Duties and Tasks

A. ESTABLISH HANDBALL COURT	A1 Identify site	A2 Organise site	A3 Prepare budget
	A4 Source funds	A5 Procure equipment and tools	A6 Demarcate play court
	A7 Set up equipment		

B. COACH PLAYER	B1 Develop training program	B2 Prepare training sessions	B3 Brief participants
	B4 Select teams	B5 Train players	B6 Appraise players
	B7 Evaluate team	B8 Give feedback	

C. PLAY HANDBALL	C1 Wear sports attire	C2 Select equipment	C3 Perform warm up exercises
	C4 Take positions	C5 Pass ball	C6 Defend goal
	C7 Attack goal	C8 Shoot goal	C9 Perform cool down exercises

D. OFFICIATE HANDBALL GAME	D1 Prepare for the game	D2 Inspect court	D3 Inspect players
	D4 Oversee tossing	D5 Start and restart game	D6 Enforce rules
	D7 Communicate technical decisions	D8 Manage time	D9 Manage discipline
	D10 Record match statistics	D11 Make match reports	

E. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRACTICES	E1 Take fitness test	E2 Observe personal hygiene	E3 Administer first aid
	E4 Manage nutrition	E5 Take medical check up	E6 Perform firefighting
	E7 Manage waste	E8 Sensitise staff on communicable diseases	

G. PERFORM ADMINISTRATIVE TASKS	G1 Mobilise resources	G2 Manage resources	G3 Market game
	G4 Carryout capacity building	G5 Manage welfare	G6 Recruit staff
	G7 Assign roles	G8 Appraise staff	G9 Keep inventory
	F10 Supervise work	F11 Coordinate activities	F12 Conduct meetings

G. PURSUE PROFESSIONAL DEVELOPMENT	G1 Attend workshops	G2 Participate in handball competitions	G3 Conduct research
	G4 Provide career guidance	G5 Train in new and upcoming technology	G6 Obtain membership in professional associations

Additional Information

Generic Knowledge & Skills

- | | |
|------------------------------------|--|
| 1. Rules of the game | 9. Communication skills |
| 2. Nutrition knowledge | 10. Tournaments |
| 3. Materials, tools and equipment | 11. Safety and health issues |
| 4. First aid administration | 12. Event management |
| 5. Factors that affect performance | 13. Security |
| 6. Associations and federations | 14. Managerial skills |
| 7. Handling tools and equipment | 15. Organisational skills |
| 8. Marketing skills | 16. Maintenance of facility, tools,
equipment and materials |

Tools, Materials and Equipment

- | | |
|----------------------------------|---------------------------|
| 1. Goal posts | 16. Computers |
| 2. Tape measure | 17. Shelter |
| 3. Hammer | 18. First aid kit |
| 4. Pegs | 19. Brush |
| 5. Strings | 20. Ropes |
| 6. Nails | 21. Whistles |
| 7. Goal nets | 22. Timer |
| 8. Balls | 23. Stationery |
| 9. Rakes | 24. Boots |
| 10. Paint/line marking materials | 25. Sports wear |
| 11. Cones | 26. Protective gloves |
| 12. Slashers | 27. Groin guards |
| 13. Spade | 28. Furniture |
| 14. Wheel barrow | 29. Public address system |
| 15. Panga | |

Attitudes/ Traits/ Behaviour	Future Trends and Concerns
1. Honest and transparent	1. Expansion of market
2. Tolerant	2. Use of advanced technology
3. Hardworking	3. More people joining handball game
4. Punctual	4. Handball practitioner groups and associations
5. Realistic	5. Professionalising handball in Uganda
6. Social	6. Development of modern handball infrastructures
7. Organised	7. Handball becoming more vibrant
8. Respectful	8. Inadequate funding from the government
9. Confident	9. Media coverage to improve visibility of the game
10. Dedicated	10. Popularisation of the game
11. Team player	11. Inadequate facilities
12. Disciplined	12. Substandard facilities
13. Enthusiastic	13. Inadequate human resource
14. Creative and innovative	14. Handball as a tool for development
15. Resourceful	
16. A good listener	
17. Result oriented	
18. Trainable	
19. Strategic	
20. Committed	
21. Practical	
22. Resilient	
23. Focused	

2.0 ATP-PART II

Training Modules for a HANDBALL PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricular are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Handball 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 training centre, at the workplace; or a combination of both.

WHO IS A HANDBALL PRACTITIONER QUALIFICATION LEVEL 1?

A Handball Practitioner Level 1 is a person who plays handball competently and also performs game supporting activities.

TRAINING MODULES FOR A HANDBALL PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/HB/M1.1	Establish Handball court	40	1
UE/HB/M1.2	Play Handball Game	280	7
UE/HB/M1.3	Manage Tools, Equipment and Court	80	2
UE/HB/M1.4	Perform Entrepreneurship Tasks	240	6
Summary	3 Training modules	640 hours	16 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

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

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

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

Code	UE/HB/M1.1
Module title	M1.1: Establish Handball Court
Related Qualification	Part of: Uganda Vocational Qualification (Handball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to setup a standard Handball court.
Learning-Working Assignments (LWAs)	LWA 1/1: Clear Site LWA 1/2: Demarcate Field LWA 1/3: Set up goal Posts LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices Note: <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	LWA 1/1: Clear Site PEX 1.1: Identify site PEX 1.2: Select tools, equipment and materials PEX 1.3: Remove obstacles PEX 1.4: Fill holes PEX 1.5: Compact ground PEX 1.6: Make rubber or wood playing surface LWA 1/2: Demarcate Field PEX 2.1: Take measurements PEX 2.2: Mark court dimensions PEX 2.3: Fix goal posts PEX 2.4: Fix corner flags LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective equipment PEX 4.2: Manage waste PEX 4.3: Display safety notices PEX 4.4: Create safety spaces PEX 4.5: Maintain general hygiene PEX 4.6: Administer first aid

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i> • Observation skills • Court design/layout • Standard court measurements • Usage of clearing, levelling and measuring tools • First aid procedures
Average duration of learning	80 hours (10 days) of nominal learning suggested to include: • 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 that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	slasher, hoe, hammer, trowel, spade, pick axe, spirit level, panga, rake, wheelbarrow, compactor, tape measure, pegs and strings, brush and paint or ash/lime, goal posts, goal nets, first aid kit.
Minimum required materials and consumables or equivalent	paint/lime/ash, strings, nails, poles, nets, pegs.
Special notes	In the absence of rubber or wood or vinyl playing surfaces, improvise with a grass field.

Code	UE/HB/M1.2
Module title	M1.2: Play Handball Game
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Handball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to play Handball game competently.
Learning-Working Assignments (LWAs)	LWA 2/1: Prepare for the Game LWA 2/2: Perform Catching LWA 2/3: Pass Ball LWA 2/4: Dribble Ball LWA 2/5: Shoot at Goal LWA 2/6: Perform Goal Keeping LWA 2/7: Defend Opponent LWA 2/8: Perform Offensive Tactics LWA 2/9: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.</i>
Related Practical Exercises (PEXs)	LWA 2/1: Prepare for the Game PEX 1.1: Identify equipment PEX 1.2: Wear sports attire PEX 1.3: Carryout warm up PEX 1.4: Perform team talk
	LWA 2/2: Perform Catching PEX 2.1: Perform one handed catching PEX 2.2: Perform two handed catching PEX 2.3: Catch high ball PEX 2.4: Catch low balls PEX 2.5: Catch medium/chest level balls
	LWA 2/3: Pass Ball PEX 3.1: Perform overhead pass PEX 3.2: Perform jump pass PEX 3.3: Perform side pass PEX 3.4: Perform wrist pass

	PEX 3.5: Perform bounce pass PEX 3.6: Perform push pass PEX 3.7: Perform back hand pass PEX 3.8: Perform lob/curl pass PEX 3.9: Perform shoulder pass PEX 3.10: Perform under arm pass
	LWA 2/4: Dribble Ball PEX 4.1: Perform low dribble PEX 4.2: Perform high dribble PEX 4.3: Perform stationery dribble PEX 4.4: Perform speed dribble
	LWA 2/5: Shoot at Goal PEX 5.1: Perform standing shot PEX 5.2: Perform jump shot PEX 5.3: Perform dive shot PEX 5.4: Perform falling shot
	LWA 2/6: Perform Goal Keeping PEX 6.1: Perform ball handling PEX 6.2: Perform side to side and cross over movements PEX 6.3: Deflect ball PEX 6.4: Catch ball PEX 6.5: Parry ball PEX 6.6: Punch ball PEX 6.7: Initiate attack or fast break
	LWA 2/7: Defend Opponent PEX 7.1: Take stance PEX 7.2: Mark opponent PEX 7.3: Tackle ball PEX 7.4: Intercept passes PEX 7.5: Block ball PEX 7.6: Mark zones PEX 7.7: Fall back to D
	LWA 2/8: Perform Offensive Tactics PEX 8.1: Perform feints PEX 8.2: Perform fast break
	LWA 2/9: Perform Occupational Health, Safety and Environmental Protection Practices PEX 9.1: Wear personnel protective equipment PEX 9.2: Manage waste PEX 9.3: Create safety spaces PEX 9.4: Maintain general hygiene PEX 9.5: Administer first aid

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate.</i> • Rules of the game • Equipment and materials used in the game • Factors that affect performance • First aid • Nutritional management
Average duration of learning	280 hours (35 days) of nominal learning suggested to include: • 5 days of occupational theory and • 30 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	balls, nets, groin guards, goal posts, cones, elbow guards, knee guards.
Minimum required materials and consumables or equivalent	water, glucose, shoes, jerseys, socks, first aid kit.
Special notes	• Trainees can also execute skills in the absence of groin guards, knee guards and elbow guards. • Theory must be integrated with practical at the same time.

Code	UE/HB/M1.3
Module title	M1.3: Manage Materials, Tools, Equipment and Court
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Handball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of the module a trainee shall be able to maintain Handball tools and equipment.
Learning-Working Assignments (LWAs)	LWA 3/1: Acquire Materials, Tools and Equipment LWA 3/2: Maintain Court Materials, Tools and Equipment LWA 3/3: Maintain court playing surface LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices Note: <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each Learning Working Assignment.</i>
Related Practical Exercises (PEXs)	LWA 3/1: Acquire Materials, Tools and Equipment PEX 1.1: Identify materials, tools and equipment PEX 1.2: Make a budget PEX 1.3: Procure materials, tools and equipment PEX 1.4: Make inventory
	LWA 3/2: Maintain Court Materials, Tools and Equipment PEX 2.1: Perform control checks and inspection PEX 2.2: Replace damaged tools and equipment PEX 2.3: Clean materials, tools and equipment PEX 2.4: Prepare store PEX 2.5: Store materials, tools and equipment PEX 2.6: Keep inventory
	LWA 3/3: Maintain Court Playing Surface PEX 3.1: Inspect playing surface PEX 3.2: Repair damaged area PEX 3.3: Clean playing surface PEX 3.4: Re-mark court PEX 3.5: Adjust goals posts and replace nets

	LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear personnel protective equipment PEX 4.2: Manage waste PEX 4.3: Display safety notices PEX 4.4: Create safety spaces PEX 4.5: Maintain general hygiene PEX 4.6: Administer first aid
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i> • Tools and equipment • General hygiene • Waste management • How to perform maintenance on various surfaces • Record keeping • Store management • Equipment management • First Aid application
Average duration of learning	80 hours (10days) of nominal learning suggested to include: • 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 that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	padlock, trimmer, pressure pump, shovels, wheelbarrows, brooms, slasher, hoe, panga, compacter, tape measure, pegs, goal nets, first aid kit.

Minimum required materials and consumables or equivalent	paint/lime/ash, lubricant, gloves, stain remover, cement, sand, stones, strings.
Special notes	Maintenance practices adopted should be environmental friendly.

Code	UE/HB/M1.4
Module title	M1.4: Perform Entrepreneurship Tasks
Related Qualification	Part of: Uganda Vocational Qualification (Handball Practitioner UVQ1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to establish a Handball enterprise and market the game.
Learning-Working Assignments (LWAs)	LWA 4/1: Establish Handball Enterprise LWA 4/2: Market Handball LWA 4/3: Perform Occupational Health, Safety and Environmental Protection Practices. Note: 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 4/1: Establish Handball Enterprise PEX 1.1: Conduct feasibility study PEX 1.2: Set up an organisation structure PEX 1.3: Make budget PEX 1.4: Mobilise resources PEX 1.5: Recruit staff PEX 1.6: Register enterprise PEX 1.7: Design enterprise logo PEX 1.8: Procure tools equipment and material PEX 1.9: Keep records LWA 4/2: Market Handball PEX 2.1: Advertise handball PEX 2.2: Brand the game PEX 2.3: Organise exhibitions PEX 2.4: Form clubs PEX 2.5: Network with peers PEX 2.6: Sell handball items and accessories PEX 2.7: Carryout community outreaches PEX 2.8: Partner with corporate bodies and sponsors PEX 2.9: Manage fun base/ offer customer care

	LWA 4/3: Perform Occupation Health, Safety and Environmental Protection Practices. PEX 3.1: Wear personnel protective equipment PEX 3.2: Manage waste PEX 3.3: Maintain general hygiene PEX 3.4: Administer first aid PEX 3.5: Sensitise workers and customers on emerging health issues
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i> • Marketing • Mobilisation skills • Communication skills • Problem solving skills • Organisational skills • Resource management skills
Average duration of learning	240 hours (30days) of nominal learning suggested to include, • 10 days of occupational theory and • 20 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	calculators, computers, projectors, cameras, printers.

Minimum required materials and consumables or equivalent	papers, pens, files, rulers, markers, water.
Special notes	

3.0 ATP-PART III

Assessment Instruments for a HANDBALL PRACTITIONER

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, a combined panel of job practitioners and instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items,
 - Multiple choice test items and,
 - Matching test items.

These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.

- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally/or informally.

3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **HANDBALL PRACTITIONER** are included:

3.9 Overview of Test Item Samples included:

No.	Types of Test Items	Numbers included
1.	Written (Theory)- short answer	2
2.	Written (Theory)- multiple Choice	2
3.	Written (Theory)- matching item with generic	2
4.	Written (Theory)- matching with cause and effect	1
5.	Written (Theory)- matching with work sequence	2
6.	Performance (practical) test item	2
	Total	11

WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	Name two (2) equipment used to play Handball
Answer spaces	(i) (ii)
Expected key (answers)	(i) Ball (ii) Net (iii) Goal posts (iv) Attire (v) Cones (vi) Foot wear

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

Test Item	List three circumstances under which a player may dribble
Answer spaces	(i) (ii) (iii)
Expected Key (answer)	(i) To move upfront (ii) To beat the three step rule (iii) To stay with the ball longer (iv) To dodge an opponent (v) To get out of difficult situation.

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/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:	1 minute			

Test Item	Which of the following is the most commonly used pass in handball?
Distractors and correct answers	A. Shoulder pass B. Bounce pass C. Wrist pass D. Underhand

Key (answer)	A
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/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:	1 minute			

Test Item	For how long is a player allowed to hold the ball in one position
Distractors and correct answers	A. For as long as the player wants B. For five seconds only C. Not more than three seconds D. For one minute as long as you dribble.

Key (answer)	C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/M1.1, UE/HB/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, M1.3			
Time allocation:	4 minutes			

Test item	Match the following aspects as applied to handball
------------------	--

Column A (Aspects)		Column B (Measurements)	
1	Goal post	A	8cm wide
2	Size of court	B	425g-475g
3	Inner goal line	C	325g -375g
4	Team substitution area	D	40X20m
5	Weight of male's handball	E	5cm wide
		F	4.5X4.5m
		G	5.2m
		H	3X2m

Key (answer)	1-H, 2-D, 3-A, 4-F, 5-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/M1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	5 minutes			

Test item	Match the following skills in Handball to their desired outcome
-----------	---

Column A (Skills)	
1	Catching
2	Shooting
3	Dribbling
4	Goal keeping

Column B (Outcome)	
A	To cover distance
B	To stop shots
C	To hit the referee
D	To score goal
E	To threaten opponent
F	To gain possession

Key (answer)	1-F, 2-D, 3-A, 4-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/M1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
			✓	
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	3 minutes			

Test Item	Match the following causes with their effects in Handball
-----------	---

Column A (Causes)	
1	Wasting time
2	Lack of warm up
3	Failure to stop the shot
4	Contact the ball on the side

Column B (Effects)	
A	Injuries
B	Losing the ball
C	Passive play
D	Illegal dribble
E	Scoring goal
F	Concede goal

Key (answer)	1-C, 2-A, 3-F, 4-D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/M1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	5 minutes			

Test Item	Arrange the following steps involved in executing the passing skill in Handball
-----------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Throw ball
2 nd	B	Take proper stance
3 rd	C	Follow through
4 th	D	Lift the ball above head
5 th	E	Grip ball
6 th	F	Place elbow slightly behind shoulder

Key (answer)	1-E, 2-B, 3-D, 4-F, 5-A, 6-C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Handball Practitioner			
Competence level:	Level 1			
Code no.	UE/HB/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:	M1.3			
Time allocation:	5 minutes			

Test Item	Arrange the following steps in the correct order taken when establishing a handball court
-----------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Take measurements
2 nd	B	Demarcate field
3 rd	C	Identify site
4 th	D	Set up goal posts
5 th	E	Remove obstacles
6 th	F	Clear and level field
7 th	G	Secure site

Key (answer)	1-C, 2-G, 3-E, 4-F, 5-A, 6-B, 7-D
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no. 10
Occupational Title:	Handball Practitioner
Competence level:	Level 1
Code no.	UE/HB/M1.1
Test Item:	Establish a Handball court
Complexity level:	P3
Date of OP:	September 2020
Related modules:	M1.1
Related skills and knowledge:	• Observation skills • Court design/layout • Court measurements
Required tools, Materials and Equipment:	Slasher, hoe, panga, rake, wheelbarrow, compactor, tape measure, pegs and strings, brush and paint or ash/lime, goal posts, goal nets, First Aid kit.
Time allocation:	6 hours
Preferred venue:	Open field
Remarks for candidates	Wear protective gear
Remarks for assessors	• The assessor should make sure that the candidate is availed with the necessary tools and equipment • Allow helper

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Assessed site	2	
		Wore personnel protective equipment		2
		Selected tools	2	
		Assembled tools	2	
2	Levelling field	Removed obstacles	3	
		Filled holes	2	
		Compacted soil	2	
3	Demarcating field	Placed pegs	2	
		Tied strings	1	

		Applied markings	4	
		Measured rectangle /outer line	2	2
		40/20 metres rectangle/outer line observed		2
		Centre line 20metres observed		4
		Measured goal area line, 6metres in shape of D, on both sides	4	
		Goal area line observed		4
		Marked free throw line (9metres broken line) on both sides		4
		Measured goal keeper's restraining line, (4metre line) on both sides	2	
		Goal keeper restraining line observed		2
		Marked 7metre line on both sides		2
		Measured substitution line 4.5metres on either side of centre line	2	
		Substitution line observed		2
5	Goal post tasks	Fixed goal posts on the goal lines		2
		Fixed nets onto the goal posts		2
6	Completed task	Collected and cleaned tools and equipment	2	
		Stored tools and equipment		2
	TOTAL		32	30
	Maximum score (Y)	X/Y		

DIT/ QS	Test Item Database Performance Test Item- no. 11
Occupational Title:	Handball Practitioner
Competence level:	Level 1
Code no.	UE/HB/M1.2
Test Item:	Perform the following skills used in playing handball i Catching (high ball) ii Passing (overhead pass) iii Shooting (standing shot) iv Dribbling (Stationary dribble) v Goal keeping
Complexity level:	P2
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	• Handball rules • Playing skills • Playing techniques • Positioning
Required tools, Materials and Equipment:	Balls, goal posts, cones, nets, masking tape, tape measure
Time allocation:	1 hour and 10mins
Preferred venue:	Handball court
Remarks for candidates	Wear protective gear
Remarks for assessors	• Allow repetitions • Consider dribbling on motion (ball in front of the dribbler) • Eyes peripherally placed • Organise game situations

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for task	Wore sports attire		1
QUALIFICATION LEVEL 1		Sports shoes		1
		Socks		1
		Jersey		1
2	Warm up	Shorts		1
		Selected tools (balls, cones)		2
		Performed warm up drills related to the skills to be performed	2	
		Low intensity movements	2	
		Moderate intensity movements	2	
		High intensity movements	2	
3	Catching high ball	Stretching activities	2	
		Assumed correct stance	2	
		Focused eyes on the ball	2	
		Spread fingers/thumbs	2	
		Index fingers formed to heart shape	4	
		Out stretched arms above and in front of the head	2	
		Received ball	2	
		Spread fingers on ball	2	
4	Passing (overhead pass)	Cushioned the ball	2	
		Gripped ball	2	
		Lifted the ball slightly above head height	4	
		Placed elbow at 90° slightly behind shoulder	2	
		Took proper stance	2	
		Threw ball	4	
5	Shooting (standing shot)	Followed through	1	
		Gripped ball	2	
		Took proper stance	2	
		Raised the throwing arm backwards and above the shoulder	4	
		Aimed at goal	2	
		Threw hard ball on target	2	
		Followed through	1	

6	Dribbling (stationary dribble)	Took proper stance	1	
		Spread fingers	1	
		Contacted ball on top	3	
		Bounced ball	1	
		Kept eyes on and off the ball	2	
7	Goal keeping	Took proper stance	1	
		Spread out arms slightly in front of the trunk	2	
		Kept eyes on ball	1	
		Moved along imaginary arch to the direction of the ball	2	
		Stopped ball	4	
		Deflected ball down	3	
		Put ball back into play	1	
	TOTAL		77	6
	Maximum score (Y)	X/Y		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Handball Practitioners, secondary school teachers who train Physical Education, and curriculum development specialists working with the National Curriculum Development Centre (NCDC).

The job expert panel, guided by UVQF facilitators developed the Occupational Profile that mirrors duties and tasks performed in the world of work and also provided additional generic information regarding the occupation.

Basing on the Occupational Profile, they developed training modules that will guide Handball 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 Handball 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 Handball 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 Handball Practitioner, job practitioners, secondary school teachers who train Physical Education, and curriculum development specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organisations:

Development Panel		
No	Name	Institution/Organisation
1	Ms.Nampiima Janifer	Kibibi SS
2	Mr. Ongodia Geoerge Edward	Kakungulu Memorial School
3	Mr. George Isabirye	Ndejje University
4	Mr. Mugerwa Fred Tabale	Uganda Handball Federation
5	Mr. Oyeng Benard Opoka	Uganda Prisons Services
6	Mr.Kyeyago Jude Malinzi	National Curriculum Development Centre
7	Ms. Nakamya Diana	Kibuli SS
8	Mr. Jimmy RemieOrotin	Uganda Handball Federation
9	Ms. Nakku Eva	Ntinda VTI
10	Mr. Mawiwi Isaac	Kyambogo College School
11	Mr. Magezi Timothy Apuuli	Mbarara High School
12	Mr.Katende David	National Council of Sports
13	Mr. Kyaluzi Ibrahim	Uganda Handball Federation

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:

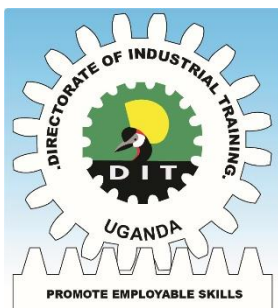
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**
Mr. Nyanja John Fisher ITO DIT
Mr. Ongom Augustine RA DIT
3. **Facilitators (Quality checking process):** Baliraba Elizabeth DIT
4. **Data Entrants:** Ms Kaudha Agnes
Ms, Ashaba Scovia
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

4.6 Reference time:

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

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