

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

**Directorate of Industrial Training**



**Assessment and  
Training Package**  
**For an**  
**ATHLETICS  
PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

**December 2020**

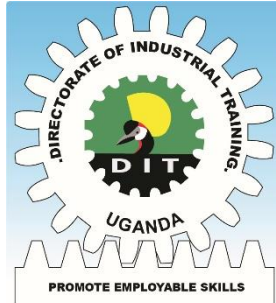
---

**Developed by:**

**Qualifications Standards Department  
Directorate Of Industrial Training**

**Funded by:**

**Government of Uganda**



## **Assessment and Training Package**

**For an**

**ATHLETICS 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)

© Directorate of Industrial Training  
2021

ISBN: 978-9913-626-20-0

ISO: 9001:2015      Certificate No.: UG92580A

All rights reserved. No reproduction or copy transmission of this publication may be made without written permission or in accordance with the provisions of the Copyright, Designs and Patents Act or under the terms of licence permitting limited copying issued by the licencing agency in Uganda. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

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.

## Table of Contents

<b>Word from Permanent Secretary</b> .....	<b>iv</b>
<b>Executive Summary</b> .....	<b>vi</b>
<b>Acknowledgement</b> .....	<b>viii</b>
<b>Abbreviations and acronyms</b> .....	<b>ix</b>
<b>Key definitions</b> .....	<b>x</b>
<b>1.0 ATP-PART I</b> .....	<b>1</b>
<b>Occupational Profile for an Athletics Practitioner</b> .....	<b>1</b>
<b>2.0 ATP-PART II</b> .....	<b>9</b>
<b>Training Modules for an Athletics Practitioner</b> .....	<b>9</b>
<b>3.0 ATP-PART III</b> .....	<b>22</b>
<b>Assessment Instruments for an Athletics Practitioner</b> .....	<b>22</b>
<b>Written Test Items (Samples)</b> .....	<b>24</b>
<b>Performance Test Items (Samples)</b> .....	<b>31</b>
<b>4.0 ATP- PART IV</b> .....	<b>34</b>
<b>Information on Development Process</b> .....	<b>34</b>

## 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 an **ATHLETICS 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 an ATHLETICS PRACTITIONER.** This Occupational Profile which was reviewed by Athletics practitioner practicing in the world of work mirrors the duties and tasks that Athletics practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Athletics 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 an ATHLETICS PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Athletics 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 athletics 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. curricular 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>Module</b>	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.
<b>Occupational Profile (OP)</b>	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>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.</p>

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

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

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

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

## 1.0 ATP-PART I

### **Occupational Profile for an ATHLETICS PRACTITIONER**

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

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop, the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, 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**

**Byaruhanga K. Michael Akiiki**  
Kyambogo University/Uganda Athletics  
Federation

**Abdallah Muhammed**  
Gombe S.S / Uganda Athletics  
Federation

**Ejobu Moses Edeu**  
KIU- Western Campus

**Kabasindi Jeska Annet**  
KIU – Main campus

**Mukiibi Charles Balagana**  
Kyambogo University / NCDC

**Gamba Mildred**  
Rainbow International /  
Uganda Athletics Federation

**Cherich Fred**  
Kawowo S.S, Kapchorwa

**Mutwamu Paul Nyakazingo**  
Kyeabambe Girls' S.S.S

**Nambawa Sarah**  
Federation of Christian Athletes

**Oyella Lucy**  
Nampugwe Community High Sch.

**Kyakuwa Ibrahim**  
Kibuli Primary Teachers' College

**Okwir Okello Martin**  
Coach / KCCA

**Tamwesigire Daniel**  
Private Consultant

**Ogwang Opolot Steven**  
Mukura Memorial Secondary School

**Facilitators**  
**Ahimbisibwe Judith**  
Directorate of Industrial Training  
**Kiswiriri Umaru**  
Directorate of Industrial Training

**Coordinator**  
**Mukyala E Ruth**  
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 an**

# **"ATHLETICS PRACTITIONER"**

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

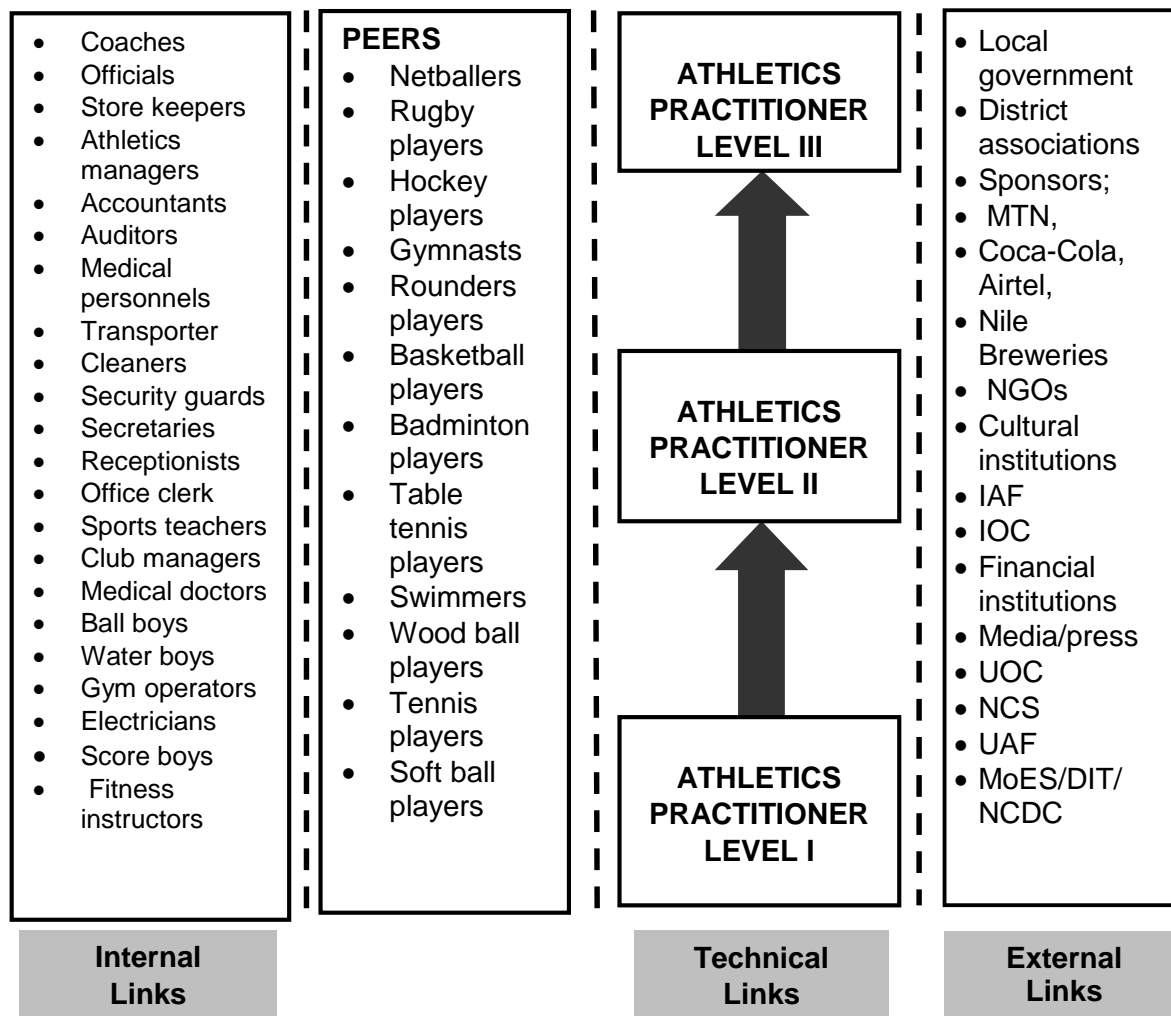
**Date of workshop: 21<sup>st</sup> – 25<sup>th</sup> September, 2020**



## NOMENCLATURE FOR THE OCCUPATION OF ATHLETICS PRACTITIONER

**Definition: ATHLETICS PRACTITIONER:** Is a person who competently engages in athletics activities as an athlete, coach, official, and manager.

### JOB ORGANISATION CHART FOR ATHLETICS PRACTITIONER



#### Descriptions for the levels in the occupation of an "ATHLETICS Practitioner"

**UVQ Level I Athletics Practitioner:** Is a person who competently engages in running, jumping and throwing events, and performs other athletics supporting activities

**UVQ Level II Athletics Practitioner:** is a person who has the competency of organising and officiating athletics competitions

**UVQ Level III Athletics Practitioner:** is person who has the competences of coaching athletes in different events and managing the sport

## Duties and Tasks

<b>A. ESTABLISH ATHLETICS ACTIVITY AREA</b>	<b>A1</b> Identify site	<b>A2</b> Prepare tools and equipment	<b>A3</b> Clear site
	<b>A4</b> Demarcate site	<b>A5</b> Interpret drawings	<b>A6</b> Mark dimensions

<b>B. PLAN ATHLETICS ACTIVITIES</b>	<b>B1</b> Develop a work plan	<b>B2</b> Identify tools and equipment	<b>B3</b> Mobilise resources
	<b>B4</b> Source funds	<b>B5</b> Prepare budgets	<b>B6</b> Schedule competitions

<b>C. COACH ATHLETES</b>	<b>C1</b> Design training schedule	<b>C2</b> Prepare training sessions	<b>C3</b> Organise activity area
	<b>C4</b> Brief athletes	<b>C5</b> Train athletes	<b>C6</b> Manage athlete's discipline
	<b>C7</b> Appraise athletes	<b>C8</b> Evaluate athletes	

<b>D. MANAGE TEAM</b>	<b>D1</b> Recruit athletes	<b>D2</b> Enter athletes for competitions	<b>D3</b> Confirm athletes
	<b>D4</b> Participate in competition	<b>D5</b> Evaluate performance	<b>D6</b> Provide feedback
	<b>D7</b> Provide team kit	<b>D8</b> Provide welfare	<b>D9</b> Manage team discipline

<b>E. PARTICIPATE IN ATHLETICS</b>	<b>E1</b> Prepare for the event	<b>E2</b> Prepare athletics kit	<b>E3</b> Develop physical fitness and conditioning
	<b>E4</b> Perform running events	<b>E5</b> Perform throwing events	<b>E6</b> Perform Jumping events
	<b>E7</b> Communicate with team mates	<b>E8</b> Support teammates	<b>E9</b> Observe occupational ethics

<b>F. OFFICIATE EVENTS</b>	<b>F1</b> Inspect activity area	<b>F2</b> Inspect athletes	<b>F3</b> Inspect equipment
	<b>F4</b> Communicate officiating signals	<b>F5</b> Verify athletes	<b>F6</b> Manage time
	<b>F7</b> Start race	<b>F8</b> Manage protests	<b>F9</b> Record results
	<b>F10</b> Announce results	<b>F11</b> Enforce rules	<b>F12</b> Communicate technical decisions

<b>G. PERFORM ADMINISTRATIVE TASKS</b>	<b>G1</b> Recruit workers	<b>G2</b> Train workers	<b>G3</b> Assign roles
	<b>G4</b> Conduct meetings	<b>G5</b> Communicate to stakeholders	<b>G6</b> Draw discipline guidelines
	<b>G7</b> Draw programs and fixtures	<b>G8</b> Motivate staff	<b>G9</b> Coordinate and supervise activities
	<b>G10</b> Make reports	<b>G11</b> Keep records	

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES</b>	<b>H1</b> Prepare first aid kit	<b>H2</b> Identify sick/injured players	<b>H3</b> Perform regular exercises
	<b>H4</b> Take medical checkups	<b>H5</b> Observe nutritional guidance	<b>H6</b> Administer first aid
	<b>H7</b> Report injuries	<b>H8</b> Manage waste	<b>H9</b> Play by rules
	<b>H10</b> Wear sports attire	<b>H11</b> Wear protective gear	<b>H12</b> Sensitise stakeholders on emerging health issues
	<b>H13</b> Display safety signs		

<b>I. MANAGE TOOLS, MATERIALS, EQUIPMENT AND FACILITY</b>	<b>I1</b> Prepare maintenance schedule	<b>I2</b> Trim grass	<b>I3</b> Water grass
	<b>I4</b> Manage drainage system	<b>I5</b> Identify faulty tools, equipment	<b>I6</b> Procure materials, tools and equipment
	<b>I7</b> Repair equipment	<b>I8</b> Replace equipment	<b>I9</b> Mark activity area
	<b>I10</b> Clean tools and equipment	<b>I11</b> Store materials, tools and equipment	<b>I12</b> Keep inventory

## Additional Information

### Generic Knowledge & skills

1. Tools and equipment usage
2. Record keeping
3. Analytical skills
4. Standard measurements
5. First aid administration
6. Waste management
7. Communication skills
8. Information and communication Technology
9. Store management
10. Human resource management
11. Interpersonal relations
12. Technical language
13. Organisational hierarchy
14. Training skills
15. Problem solving skills
16. Safety, health and environment
17. Public relations
18. Financial management
19. Coaching skills
20. Guidance and counselling
21. Tool identification and use
22. Event planning
23. Nutrition management
24. Entrepreneurship skills
25. Environmental awareness and sustainability
26. Equipment Vs age and gender
27. Officiating signals

### Tools, Equipment and Materials

1. Shot put
2. Discoid
3. Javelin
4. Hammer
5. Starting blocks
6. Hurdles
7. Relay batons
8. Steeple chase hurdles
9. Tape measure
10. Take off board
11. Stop board
12. Stop watch
13. Starting gun/ clapper
14. Flags
15. Lap score cards
16. Green and red officiating cards
17. Reflector jackets
18. Sports attire
19. Punching machine,
20. Photocopier
21. Computer
22. Wind vane
23. Paper clips
24. Brush
25. Box files
26. Note books
27. Fire extinguisher
28. Hoes
29. Rakes
30. Mowing machine
31. Slasher /brush cutter machine
32. Roller /marking machine
33. First aid box
34. Overall
35. Bell
36. Ear plugs
37. Whistles
38. Sand
39. Lime/paint
40. Jumping mats
41. Cross bars
42. Uprights
43. Printers
44. Stepping machine
45. Wind gauge

<b>Attitudes / Traits / Behaviour</b>	<b>Future Trends and Concerns</b>
<ol style="list-style-type: none"> <li>1. Self-motivated</li> <li>2. Time management</li> <li>3. Patient</li> <li>4. Observant</li> <li>5. Trustworthy</li> <li>6. Honest</li> <li>7. Tolerant</li> <li>8. Hard working</li> <li>9. Disciplined</li> <li>10. Commitment</li> <li>11. Good listener</li> <li>12. Flexible</li> <li>13. Result oriented</li> <li>14. Innovative</li> <li>15. Respectful</li> <li>16. Curiosity</li> <li>17. Positivity</li> <li>18. Team work</li> <li>19. Polite</li> <li>20. Responsible</li> <li>21. Knowledgeable</li> <li>22. Decision maker</li> <li>23. Trainable</li> <li>24. Work under pressure</li> <li>25. Diligent</li> <li>26. Confidence</li> <li>27. Humble</li> <li>28. Ethical</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition of athletes</li> <li>2. Professionalisation of the sport</li> <li>3. Government sports policy</li> <li>4. Advancement in technology</li> <li>5. Digital marketing</li> <li>6. Competition</li> <li>7. Economy</li> <li>8. Cost of materials</li> <li>9. Advancement of materials</li> <li>10. Athletics as tool for development</li> <li>11. Distance training</li> <li>12. Inadequate technical manpower</li> <li>13. Corporate social responsibility</li> <li>14. Code of ethics</li> <li>15. Substandard infrastructure</li> <li>16. Compliance to anti-doping regulations</li> <li>17. Commercialisation of the sport</li> <li>18. Specialisation in the sport</li> <li>19. Coach certification, accreditation and licensing</li> <li>20. Media relations</li> <li>21. Talent identification and development</li> <li>22. Age cheating</li> </ol>

## 2.0 ATP-PART II

### Training Modules for an ATHLETICS PRACTITIONER

- 2.1 A curriculum is a “guide / plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricular are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile and the related Test Items that provide the benchmark for assessment as well as for curriculum development.
- 2.2 This modular format of the curriculum allows learners of the Athletics Practitioner occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centres and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes in the form of Test Items described in Part II.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre or at the work place; or combinations of both.

## **WHO IS AN ATHLETICS PRACTITIONER QUALIFICATION LEVEL 1?**

**An Athletics Practitioner Level 1:** Is a person who competently engages in running, jumping and throwing events and performs other Athletics supporting activities.

## **TRAINING MODULES FOR AN ATHLETICS PRACTITIONER UVQ LEVEL 1**

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/SP/M1.1	Setup Activity Area	160	4
UE/SP/M1.2	Perform Athletics Events	720	18
UE/SP/M1.3	Manage Tools, Equipment and Facilities	120	3
UE/SP/M1.4	Perform Entrepreneurship Skills	240	6
<b>Summary</b>	<b>3 Modules</b>	<b>1240 hours</b>	<b>31</b>

***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.



<b>Code</b>	<b>UE/AP/M1.1</b>
<b>Module title</b>	<b>M 1.1: Setup Activity Area</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Athletics Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to set up a standard activity area for athletics events.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Site</b></p> <p><b>LWA 1/2: Demarcate Activity Area</b></p> <p><b>LWA 1/3: Perform Occupational Health, Safety and Environmental Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Prepare Site</b></p> <p>PEX 1.1: Identify tools, equipment and materials</p> <p>PEX 1.2: Clear site</p> <p>PEX 1.3: Level site</p> <p>PEX 1.4: Remove obstacles</p> <p>PEX 1.5: Take measurements</p> <p>PEX 1.6: Mark site</p> <p><b>LWA 1/2: Demarcate Activity Area</b></p> <p>PEX 2.1: Sketch athletic track and field</p> <p>PEX 2.2: Mark running track</p> <p>PEX 2.3: Mark throwing activity area</p> <p>PEX 2.4: Mark jumping activity area</p> <p><b>LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Wear protective gear</p> <p>PEX 3.2: Manage waste</p> <p>PEX 3.3: Maintain general hygiene</p> <p>PEX 3.4: Administer first aid</p> <p>PEX 3.5: Display safety notices</p>
<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>• Thickness of the markings/lines</li> <li>• Colour of flags</li> <li>• Lighting</li> <li>• Direction of wind</li> <li>• Soil texture</li> <li>• Topography</li> <li>• Waste management</li> <li>• Standard dimensions and specification</li> <li>• Tools and equipment usage</li> </ul>
<b>Average duration of learning</b>	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>15 days of occupational practice</i></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>	brush, tape measure, masking tape, scissors, strings, goggles, masks, gloves, overall, safety boots, level, fork hoe, wheelbarrow, panga, rake, spade, slasher, hoe, hammer, net, poles, compactor, first aid kit
<b>Minimum required materials and consumables or equivalent</b>	ash/paint/lime, water, chalk/crayons, nails
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Consideration for deceleration during sprint events</li> <li>• Consideration for spectator space</li> <li>• Cater for people with special needs</li> </ul>

<b>Code</b>	<b>UE/AP/M1.2</b>
<b>Module title</b>	<b>M1.2: Perform Athletics Events</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Athletics Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to perform athletics events competently.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare for Field Events</b>  <b>LWA 2/2: Perform Runs</b>  <b>LWA 2/3: Perform Jumps</b>  <b>LWA 2/4: Perform Throws</b>  <b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Prepare for Field Events</b>                  PEX 1.1: Wear sports attire                  PEX 1.2: Select equipment                  PEX 1.3: Carryout warm ups                  PEX 1.4: Prepare self (team)</p> <p><b>LWA 2/2: Perform Runs</b>                  PEX 2.1: Perform starts                  PEX 2.2: Perform sprints                  PEX 2.3: Perform relays                  PEX 2.4: Perform hurdles                  PEX 2.5: Perform middle distance runs                  PEX 2.6: Perform long distance runs</p> <p><b>LWA 2/3: Perform Jumps</b>                  PEX 3.1: Perform long jump                  PEX 3.2: Perform triple jump                  PEX 3.3: Perform high jump</p> <p><b>LWA 2/4: Perform Throws</b>                  PEX 4.1: Perform javelin throw                  PEX 4.2: Perform shotput throw                  PEX 4.3: Perform discus throw</p>

	<p><b>LWA 2/5: Perform Occupational Health, Safety and Environment Protection Practices</b></p> <p>PEX 10.1: Wear athletic attire  PEX 10.2: Administer first aid  PEX 10.3: Manage waste  PEX 10.4: Maintain personal hygiene  PEX 10.5: Perform routine medical checkup</p>
<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>• Jumping techniques</li> <li>• Throwing techniques</li> <li>• Running techniques</li> <li>• Competition structures</li> <li>• Factors affecting performance</li> <li>• How to store and care for personal equipment</li> <li>• Governing bodies</li> <li>• Specification of equipment used</li> <li>• Anti-doping regulations</li> <li>• Benefits and values of athletics</li> <li>• Physical fitness components</li> <li>• Training procedures of trade and field athlete</li> <li>• Safety rules and regulations</li> <li>• Communication skills</li> <li>• Rules of the events</li> <li>• Programme interpretation</li> <li>• Performance of occupational health and safety</li> <li>• Rights and responsibilities</li> </ul>
<b>Average duration of learning</b>	<p>720 hours (90days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>10 days of occupational theory</i></li> <li>• <i>80 days of occupational practice</i></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>	cones, strings, timer, water bottle, javelin, shotput, discus, official flags, starting blocks, take off board, whistle, stop watch, first aid kit, tape measure, sports attire, coaching handouts, hurdles, landing mattress, uprights, batons, cross bars, steeplechase hurdles.
<b>Minimum required materials and consumables or equivalent</b>	water, bin bag, pens, notebooks
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Repetitive instruction and training should be done to enable trainee to acquire targeted competences</li> <li>• Cater for people with disability</li> </ul>

<b>Code</b>	<b>UE/AP/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage Tools, Equipment and Field</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Athletics Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, a trainee shall be able to maintain tools and equipment as well as manage athletic track and field
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Acquire Tools and Equipment</b>  <b>LWA 3/2: Maintain Kits, Tools and Equipment</b>  <b>LWA 3/3: Maintain Field</b>  <b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Acquire Materials, Tools and Equipment</b>                  PEX 1.1: Identify materials, tools and equipment                  PEX 1.2: Procure materials, tools and equipment                  PEX 1.3: Prepare store                  PEX 1.4: Store materials, tools and equipment                  PEX 1.5: Keep inventory</p> <p><b>LWA 3/2: Maintain Tools and Equipment</b>                  PEX 2.1: Prepare maintenance schedule                  PEX 2.2: Identify faulty/broken tools and equipment                  PEX 2.3: Replace broken tools and equipment                  PEX 2.4: Repair tools and equipment                  PEX 2.5: Service tools and equipment                  PEX 2.6: Clean tools and equipment                  PEX 2.7: Disinfect tools and equipment                  PEX 2.8: Assemble equipment                  PEX 2.9: Keep maintenance records</p> <p><b>LWA 3/3: Maintain Athletics Facilities</b>                  PEX 3.1: Inspect activity area                  PEX 3.2: Trim grass                  PEX 3.3: Dig up/loosen the sand                  PEX 3.4: Remark various competition activity areas</p>

	<p>PEX 3.5: Clean activity area</p> <p>PEX 3.6: Clean and disinfect washroom/restrooms</p> <p><b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Display safety notices/map</p> <p>PEX 4.2: Wear protective gear</p> <p>PEX 4.3: Administer first aid</p> <p>PEX 4.4: Manage waste</p> <p>PEX 4.5: Observe personal hygiene</p> <p>PEX 4.6: Observe manufacturer's safety operational guidelines</p>
<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>	M1.1
<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>• Standard dimensions and specifications</li> <li>• Equipment and tools used</li> <li>• Materials to be used</li> <li>• How to operate the machines used</li> <li>• Type of grass to be used</li> <li>• Thickness of the lines</li> <li>• Rules of the game</li> <li>• Record keeping</li> <li>• Accident and injury management</li> </ul>
<b>Average duration of learning</b>	<p>120 hours (15 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory and</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>	shotput, discoid, javelin, starting blocks, hurdles, relay batons, steeple chase hurdles, tape measure, take off board, stop board, stop watch, starting gun/ clapper, flags, hoes, hurdle stands, nails, strings, pegs, mowing machine, roller, slasher, ruler, scrubbing brushes, water

	containers, basins, brooms, waste bin, first aid kit, padlock, rakes, paint brushes.
<b>Minimum required materials and consumables or equivalent</b>	soap and detergents, disinfectants, paint/lime/ash, sand, water, stationery.
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Some equipment can be locally made to reduce on expenditure</li> <li>• Consideration for deceleration during sprint events</li> <li>• Consideration for spectator space</li> <li>• Cater for persons with special needs</li> </ul>



<b>Code</b>	<b>UE/AP/M1.4</b>
<b>Module title</b>	<b>M1.4: Perform Entrepreneurship Skills</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Athletics Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At completion of this module, the trainee shall be able to setup an Athletics enterprise and market athletics events effectively
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Set Up Athletics Enterprise</b>  <b>LWA 4/2: Market Products and Sports</b>  <b>LWA 4/3: Perform Occupational Health, Safety and Environment Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Set up Athletics Enterprise</b>                      PEX 1.1: Conduct feasibility study                      PEX 1.2: Prepare workplace                      PEX 1.3: Determine source of funds                      PEX 1.4: Procure equipment and material                      PEX 1.5: Recruit staff                      PEX 1.6: Assign roles                      PEX 1.7: Register the enterprise</p> <p><b>LWA 4/2: Market Products and Sports</b>                      PEX 2.1: Advertise sports                      PEX 2.2: Participate in competitions                      PEX 2.3: Brand athletes                      PEX 2.4: Partner with corporate bodies and stakeholders                      PEX 2.5: Sell athletic items and accessories                      PEX 2.6: Network with peers                      PEX 2.7: Carryout community outreaches                      PEX 2.8: Manage fun base</p> <p><b>LWA 4/3: Keep Records</b>                      PEX 3.1: Keep financial records</p>

	<p>PEX 3.2: Keep performance records                  PEX 3.3: Keep inventory records                  PEX 3.4: Keep medical records</p> <p><b>LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices.</b></p> <p>PEX 4.1: Prepare first aid kit                  PEX 4.2: Display safety signs                  PEX 4.3: Manage waste                  PEX 4.4: Administer first aid                  PEX 4.5: Observe personal hygiene                  PEX 4.6: Put banners, flyers and posters in the right place                  PEX 4.7: Observe anti-doping rules</p>
<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>	M1.2
<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>• How to setup and manage an enterprise</li> <li>• How to make a business plan</li> <li>• Different athletics events</li> <li>• History and profile of events</li> <li>• Communication skills</li> <li>• Use of technology</li> <li>• Different languages</li> <li>• Venue and its records</li> <li>• Rules of the athletics events</li> <li>• Messages to use on banners, flyers and posters</li> <li>• How to manage customer base</li> </ul>
<b>Average duration of learning</b>	<p><i>240 hours (30days) of nominal learning suggested to include:</i></p> <ul style="list-style-type: none"> <li>• <i>10 days of occupational theory and</i></li> <li>• <i>20 days of occupational practice</i></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 that all equipment and materials required for this module training are in place.

<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	posters, banners, flyers, t-shirts, computer sets, public address system, events programme, media, camera, public drives, stationeries, public address system, radios and Tvs.
<b>Minimum required materials and consumables or equivalent</b>	stationery, power supply, stickers, billboards, flyers, play cards
<b>Special notes</b>	

## 3.0 ATP-PART III

### Assessment Instruments for an ATHLETICS 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 **ATHLETICS PRACTITIONER** are included:

3.9 Overview of Test Item samples included:

	Type of Test Item	Numbers included
1.	Written (theory) –short answer	2
2.	Written (theory)- multiple choice	2
3.	Written (theory)- matching generic	1
4.	Written (theory)- matching with work sequences	2
5.	Performance (practical) test item	1
	<b>Total</b>	<b>8</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Athletics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M1.1			
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:	6 minutes			

Test Item	List four Athletics Events
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected key (answers)	(i) High jump (ii) Triple jump (iii) Long jump (iv) Sprints (v) Hurdles (vi) Long distance events (vii) Middle distance events (viii) Relay races

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

<b>Test Item</b>	List two techniques an athlete would use to clear a cross bar while jumping
<b>Answer spaces</b>	(i) ..... (ii) .....
<b>Expected key (answers)</b>	(i) Straddle technique (ii) Scissors technique (iii) Flosbury technique

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

<b>Test Item</b>	Which of the items below is relevant to track events during athletics
<b>Distractors and correct answer</b>	<ul style="list-style-type: none"> <li>A. Discus</li> <li>B. Baton</li> <li>C. Cross bar</li> <li>D. Jump pit</li> </ul>

<b>Key (answer)</b>	B
---------------------	---



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

Test Item	Which of the following determine the distance covered by the athlete in long jump?
Distractors and correct answer	A. Speed B. Strength C. Flight D. Take off

Key (answer)	C
--------------	---

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

<b>Test Item</b>	Match the following equipment in column A with their area of application in column B
------------------	--

Column A (Skills)	
A	Take off board
B	Cross bar
C	Starting block
D	Stop board

Column B (Technique)	
1	Long distance
2	Middle distance
3	Long jump
4	High jump
5	Shot put
6	Sprints

<b>Key (answer)</b>	A-3, B-4, C-6, D-5
---------------------	--------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6																		
Occupational Title:	Athletics Practitioner																		
Competence level:	Level 1																		
Code no.	UE/AP/M1.2																		
Test Item type:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Short answer</td> <td colspan="3"></td> </tr> <tr> <td>Multiple choice</td> <td colspan="3"></td> </tr> <tr> <td rowspan="2" style="background-color: #f4a460;">Matching item</td> <td style="background-color: #f4a460;">Generic</td> <td style="background-color: #f4a460;">Cause-Effect</td> <td style="background-color: #f4a460;">Work-sequence</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> </table>				Short answer				Multiple choice				Matching item	Generic	Cause-Effect	Work-sequence			√
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																		

<b>Test Item</b>	Arrange the phases of a sprint start chronologically
------------------	--

Column A (chronology)	Column B (work steps) in wrong chronology order	
1 <sup>st</sup>	A	Take off
2 <sup>nd</sup>	B	Get set
3 <sup>rd</sup>	C	Set up the block
4 <sup>th</sup>	D	Report of the gun
5 <sup>th</sup>	E	On your marks
6 <sup>th</sup>	F	Stand behind block

<b>Key (answer)</b>	1-C, 2-F, 3-E, 4-B, 5-D, 6-A
---------------------	------------------------------

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Athletics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	2 minutes			

Test Item	Arrange the following steps in performing a triple jump
-----------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Step
2 <sup>nd</sup>	B	Approach
3 <sup>rd</sup>	C	Land
4 <sup>th</sup>	D	Jump
5 <sup>th</sup>	E	Flight
6 <sup>th</sup>	F	Exit
7 <sup>th</sup>	G	Hop

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

**PERFORMANCE TEST ITEMS (SAMPLES)**

<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- no. 8</b>
<b>Occupational Title:</b>	Athletics Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	UE/AP/M1.1, UE/AP/M1.2, UE/AP/M1.3
<b>Test Item:</b>	Prepare a 400m grass Athletic track for a district championship
<b>Complexity level:</b>	P3
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.1, M1.2, M1.3
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Dimensions</li> <li>• Measurements</li> <li>• Interpretation of design for the 400m track</li> <li>• Usage of tools and materials</li> <li>• Levelling the ground</li> <li>• Safety precautions.</li> <li>• Materials to be used</li> </ul>
<b>Required tools, Materials and Equipment:</b>	strings, pegs, tape measure, nails, lime, hammers, rakes, hoes, spades, slashers, panga (matchet), roller, murrum
<b>Time allocation:</b>	16 hours
<b>Preferred venue:</b>	School play ground
<b>Remarks for Candidate</b>	<ul style="list-style-type: none"> <li>• Wear protective gear</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Avail candidates with all listed tools and materials</li> <li>• Avail helpers to the candidate</li> </ul>

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for the task	Wore protective gear i.e. overall, gum boots, masks, gloves		3
		Cleared site	3	
		Assembled tools and materials		2
2	Marking the track	Took measurements	2	
		Demarcated track		2
		Located the centre		2
		Settled the rectangle in the centre		3
		Determined length and width of the rectangle		2
		Made curves		4
		Determined and pegged the width of lines		3
		Joined the straights		2
		Joined the curves on both ends		2
		Marked the start/finish points		3
		Marked staggers for		
		200m		3
		400m		3
		800m		3
		1500m		2
		5000m		2
		10000m		2
		4X100m		3
		4X400m		3
		Marked relay exchange zones		2
Marked assembly line		1		
Marked placement points for hurdles	4			
Low hurdle placement point observed		2		
High hurdle placement point observed		2		

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
		White paint/lime/ash used in marking		2
	Clear ground	Assemble the tools and materials used		2
		Managed waste		2
		Transported tools and materials to the store		2
	<b>TOTAL</b>		<b>9</b>	<b>64</b>
	<b>Maximum Score (Y)</b>	<b>X/Y</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 Athletics Practitioners, secondary school teachers who train Athletics, 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 Athletics 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 an Athletics 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 Athletics trainers, job practitioners and NCDC Physical Education specialist panels consolidated the development philosophy.

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

#### **4.3 Development Panels**

The participating panels of Athletics Practitioner job practitioners, secondary school teachers who train Athletics 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		
#	Name	Organisation
1	Byaruhanga Kadoodoba Michael Akiiki	Kyambogo University/ Uganda Athletics Federation
2	Abdallah Muhammed	Gombe S.S / Uganda Athletics Federation
3	Ejobu Moses Edweu	KIU- Western Campus
4	Kabasindi Jeska Annet	KIU- Main Campus
5	Mukiibi Charles Balagana	Kyambogo University / NCDC
6	Gamba Mildred	Rainbow International school / Uganda Athletics Federation
7	Cherich Fred	Kawowo S.S, Kapchorwa
8	Mutwamu Paul Nyakazingo	Kyebambe Girls' S.S.S
9	Nambawa Sarah	Federation of Christian Athletes
10	Oyella Lucy	Nampuge Community High School/ Uganda Athletics Federation
11	Kyakuwa Ibrahim	Kibuli Primary Teachers' College
12	Okwir Okello Martin	Coach / KCCA
13	Tamwesigyire Daniel	Private Consultant
14	Ogwang Opolot Steven	Mukura Memorial Secondary School

#### 4.4 Quality Assurance panel

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

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

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

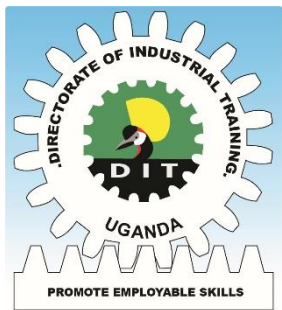
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**  
Ms. Ahimbisibwe Judith, DIT,  
Mr. Kiswiriri Umar, QO DIT.
3. **Facilitators (Quality checking process):** Baliraba Elizabeth DIT
4. **DIT Data Entrants:** Ms. Achom Rose Deborah Sec  
Mr. Niwamanya Mudasiri  
Mr. 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 developed in September 2020, quality checked and compiled in December 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

**References**

1. IAAF, Run! Jump! Throw – The Official Guide to Teaching Athletics. IAAF Development Programme – IAAF Coaches Education and Certification System, Monaco 2010.
2. P. Okanya Basic Introduction to Coaching Athletes National Council of Sports, Kampala, Marianum Press 1997
3. Paish .W. Track and Field Athletics, Lepas Books London 1976
4. Johnson. C, Field Athletics – EP Sport Publishing Ltd. East Ardsley Wakefield 1982
5. Dick, Frank W.: Sprinting and Relay Racing Sixth Edition 1991
6. Paish Wilf: Track and Field athletics. Lepus books 1976
7. Balk Malcolm & Shields Andrew: Master the art of running. Collin & Brown 2006
8. Coh, Milen and Tamazin, Katja: The biomechanical model of sprint starts and block acceleration. Physical Education and sport Vol 4:2 2006
9. Gardener, P.: Specific strength exercises for sprinters, Track Coach 172 (2005)
10. Dyson Geoffrey: The mechanics of athletics. 6th edition University of London 1973



ISBN 978-9913-626-20-0



9 789913 626200

---