



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

Directorate of Industrial Training



**Assessment and Training  
Package**  
**For a**  
**BASKETBALL  
PRACTITIONER**

**Qualification Level: 1**

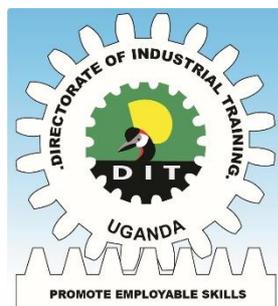
**Occupational Cluster: Physical Education**

**December 2020**

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

**Funded by:**  
Government of Uganda



## **Assessment and Training Package**

**For a**

**BASKETBALL PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

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2021

ISBN: 978-9913-626-17-0

ISO: 9001:2015      Certificate No.: UG92580A

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and Certification.
- (c) Assessment of Prior Learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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## Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

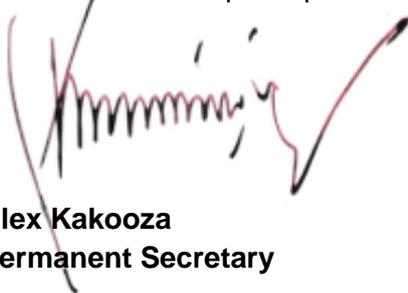
Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **BASKETBALL 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 BASKETBALL PRACTITIONER.** This Occupational Profile which was reviewed by Basketball practitioner practicing in the world of work mirrors the duties and tasks that Basketball practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train basketball 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 BASKETBALL PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Basketball 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 basketball practitioner from various secondary schools.
- Agriculture Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

## Abbreviations and Acronyms

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

## Key Definitions

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
<b>Certification</b>	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
<b>Competence</b>	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard.
<b>Competency</b>	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
<b>CBET</b>	Competence-Based Education and Training means that programs: <ol style="list-style-type: none"><li>1. have content directly related to work</li><li>2. focus is on 'doing something well'</li><li>3. assessment is based upon industry work standards, and</li><li>4. curricula are developed in modular form</li></ol>
<b>Duty</b>	A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
<b>Learning-Working Assignment (LWA)</b>	LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment, LWAs are real work situations /assignments.
<b>Modules</b>	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.

<b>Occupational Profile (OP)</b>	<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> <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.</p> <p>Occupational profiles are the reference points for developing modular curricular and assessment standards.</p>
<b>Qualification</b>	<p>A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.</p>
<b>Task</b>	<p>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. (<i>Also see: Duty</i>)</p>

## 1.0 ATP-PART I

### Occupational Profile for a BASKETBALL PRACTITIONER

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

**Drileba Tonny**  
City Oilers Club

**Omongin Abel Halley**  
St. Noah Girls Secondary School

**Lokwameri Zainah A**  
Uganda Christian University

**Manzi Edwin**  
Entebbe Archers Club

**Nsereko Enock Geoffrey**  
King's College Buddo

**Okwera Moses**  
Our Saviour Basketball

**Angella Namirimu**  
Just Kip Livin Lady Dolphins

**Pagwe Marian**  
Makerere College School

**Nankya Zainab**  
NCDC

**Raymond Muhumuza**  
Aga Khan High School

**Co-ordinator**  
**Mukyala E Ruth**  
Directorate of Industrial Training

**Facilitators**  
**Mushabenta Brendah**  
Directorate of Industrial Training

**Kirabo Thomas Mugenyi**  
Directorate of Industrial Training

**Funded by**  
The Government of Uganda



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

Directorate of Industrial Training

**Occupational Profile**

**For a**

**"BASKETBALL  
PRACTITIONER"**

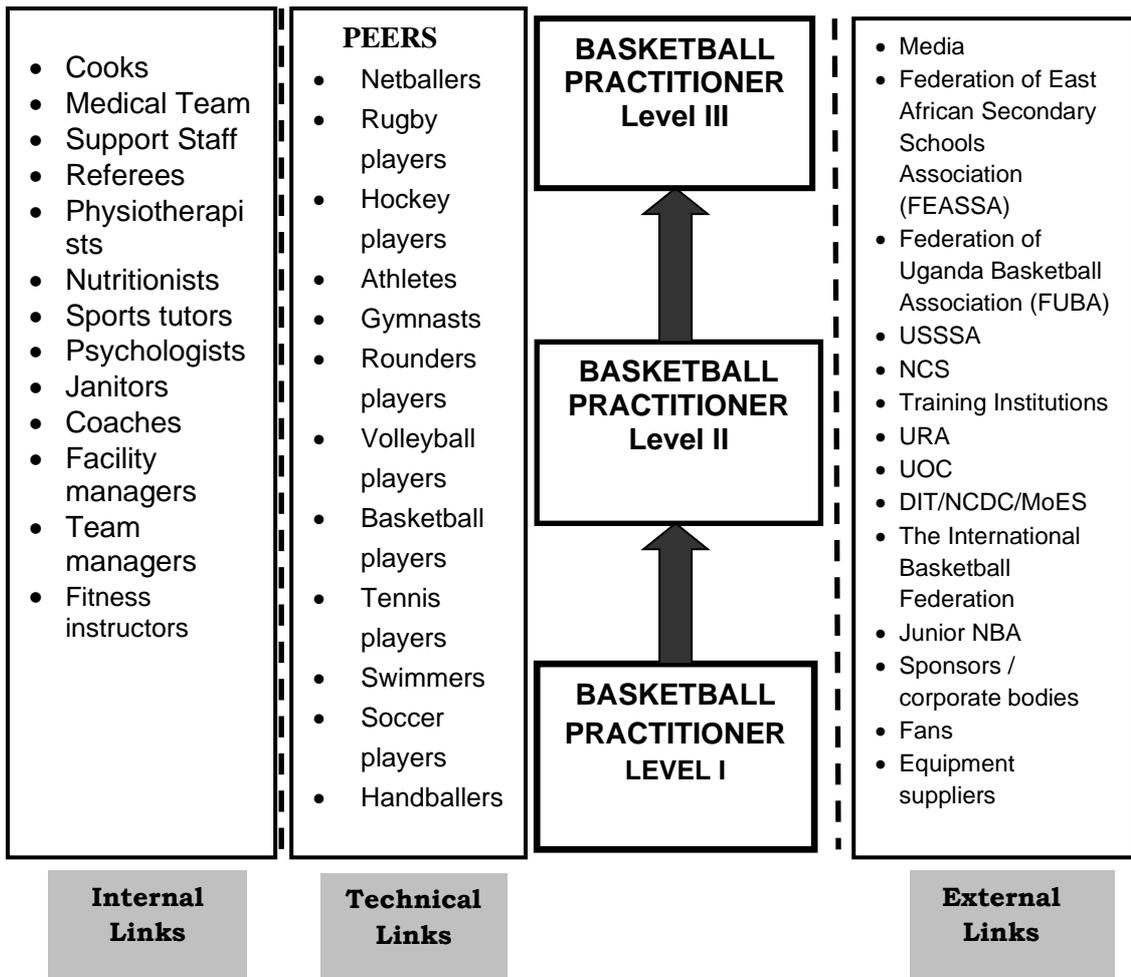
**Developed by: Qualifications Standards  
Department of the  
Directorate of Industrial  
Training**

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

## NOMENCLATURE FOR THE OCCUPATION OF A BASKETBALL PRACTITIONER

**Definition:** A Basketball Practitioner is a person who is able to play, officiate, coach and manage basketball activities competently.

### JOB ORGANISATION CHART FOR A BASKETBALL PRACTITIONER



#### Descriptions for the levels in the occupation of "Basketball Practitioner"

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

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

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

## Duties and Tasks

<b>A. ESTABLISH BASKETBALL COURT</b>	<b>A1</b> Identify site	<b>A2</b> Select tools and equipment	<b>A3</b> Clear site
	<b>A4</b> Level ground	<b>A5</b> Mark court boundaries	<b>A6</b> Demarcate court
	<b>A7</b> Setup equipment		
<b>B. COACH BASKETBALL PLAYERS</b>	<b>B1</b> Design training schedules	<b>B2</b> Prepare training session	<b>B3</b> Select game equipment
	<b>B4</b> Brief players	<b>B5</b> Train players	<b>B6</b> Mentor and inspire players
	<b>B7</b> Assess players	<b>B8</b> Manage discipline	<b>B9</b> Appraise players
	<b>B10</b> Scout players	<b>B11</b> Offer in game guidance	<b>B12</b> Select teams
	<b>B13</b> Make training reports		
<b>C. OFFICIATE BASKETBALL GAME</b>	<b>C1</b> Inspect court	<b>C2</b> Inspect players	<b>C3</b> Start and re-start game
	<b>C4</b> Manage game time	<b>C5</b> Enforce rules	<b>C6</b> Communicate technical decisions
	<b>C7</b> Confirm score	<b>C8</b> Manage player's discipline	<b>C9</b> End game
	<b>C10</b> Prepare game reports		

<b>D. PLAY BASKETBALL GAME</b>	<b>D1</b> Carry out warm up	<b>D2</b> Pass ball	<b>D3</b> Dribble ball
	<b>D4</b> Shoot ball	<b>D5</b> Defend opponent	<b>D6</b> Receive ball
	<b>D7</b> Rebound ball	<b>D8</b> Demonstrate footwork	<b>D9</b> Maintain court spacing
	<b>D10</b> Carryout screening	<b>D11</b> Perform cuts	<b>D12</b> Perform cool down

<b>E. MAINTAIN TOOLS, EQUIPMENTS AND FACILITY</b>	<b>E1</b> Prepare maintenance schedules	<b>E2</b> Repair tools and equipment	<b>E3</b> Replace tools and equipment
	<b>E4</b> Remark court	<b>E5</b> Perform repairs on the court	<b>E6</b> Clean equipment
	<b>E7</b> Store tools and equipment	<b>E8</b> Keep maintenance records	

<b>F. PERFORM OCCUPATIONAL HEALTH AND SAFETY PRECAUTIONS</b>	<b>F1</b> Wear sports attire	<b>F2</b> Administer first aid	<b>F3</b> Carryout medical checks
	<b>F4</b> Report injuries	<b>F5</b> Perform firefighting	<b>F6</b> Manage waste
	<b>F7</b> Observe nutritional diet	<b>F8</b> Perform physical fitness	<b>F9</b> Wear personnel protective equipment
	<b>F10</b> Sensitise staff on key health issues	<b>F11</b> Maintain personal hygiene	

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

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

## Additional Information

### Generic Knowledge & Skills

1. Rules and regulations of the game
2. Warm-up and cool down techniques
3. First Aid & injury preventions
4. Nutritional management
5. Court dimensions and specifications
6. Scouting techniques
7. Size and quality of games equipment
8. Fitness components
9. Playing techniques and tactics
10. Maintenance of tools, equipment and facility
11. Roles of different officials
12. Communication skills
13. Marketing skills
14. Financial management skills
15. Interpersonal skills
16. Record keeping
17. Resource mobilisation and management
18. Current state of the game in the world of sports
19. Goal setting
20. Environmental conservation

### Tools, Equipment and Materials

1. Basket ball
2. Cones
3. Sports wear
4. Agility ladder
5. Skipping rope
6. Stop clock
7. Coaching board
8. Stationery
9. Scoring boards
10. First aid kit
11. Whistle
12. Hurdles
13. Resistance bands
14. Form roller
15. Exercise mat
16. Water bottle
17. Rim nets
18. Medicine balls
19. Tennis balls
20. Dribbling aids
21. Dumb bells
22. Weight lifting equipment
23. Wrist grip machine

<p><b>Attitudes / Traits / Behaviour</b></p> <ol style="list-style-type: none"> <li>1. Flexibility</li> <li>2. Team work</li> <li>3. Discipline</li> <li>4. Time management</li> <li>5. Tolerance</li> <li>6. Self Confidence</li> <li>7. Self-motivated</li> <li>8. Vigilant</li> <li>9. Trainable</li> <li>10. Alert</li> </ol>	<ol style="list-style-type: none"> <li>11. Knowledgeable</li> <li>12. Interested</li> <li>13. Open minded</li> <li>14. Respectful</li> <li>15. Honesty</li> <li>16. Integrity</li> <li>17. Fair play</li> <li>18. Humility</li> <li>19. Result oriented</li> <li>20. Exemplary</li> <li>21. Sportsmanship</li> </ol>
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<p><b>Future Trends and Concerns</b></p> <ol style="list-style-type: none"> <li>1. Information and communication technology</li> <li>2. Poor infrastructure</li> <li>3. Inadequate competition opportunities</li> <li>4. Inadequate competent basketball practitioners</li> <li>5. Popularisation of the game</li> <li>6. Capacity building</li> <li>7. Commercialisation of the sport</li> <li>8. Poor equipment (basketballs)</li> </ol>	<ol style="list-style-type: none"> <li>9. Match fixing</li> <li>10. Inadequate training institutions</li> <li>11. Inadequate basketball clinics</li> <li>12. Partnering with corporate bodies and sponsors</li> <li>13. Media visibility</li> <li>14. Early talent identification</li> <li>15. Competition opportunities at grass root levels</li> </ol>
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## 2.0 ATP – PART II

### Training Modules for a BASKETBALL PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Basketball Practitioner to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre, at the workplace; or a combination of both.

## **WHO IS A BASKETBALL PRACTITIONER QUALIFICATION LEVEL 1?**

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

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

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/BP/M1.1	Establish Basketball Court	240	6
UE/BP/M1.2	Play Basketball	400	10
UE/BP/M1.3	Manage Tools, Equipment and Facility	160	4
UE/BP/M1.4	Establish Basketball Enterprise	240	6
<b>Summary</b>	<b>4 Training Modules</b>	<b>1040 hours</b>	<b>26 weeks</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 160hours of nominal learning

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

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

Prior to summative assessment by 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/BP/M1. 1</b>
<b>Module title</b>	<b>M1.1: Establish Basketball Court</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Basketball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to setup a standard Basketball court
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Court Site</b>  <b>LWA 1/2: Demarcate Basketball Court</b>  <b>LWA 1/3: Fix Backboards</b>  <b>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</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 competences;</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 Court Site</b>                  PEX 1.1: Select site                  PEX 1.2: Select tools and equipment                  PEX 1.3: Clear site                  PEX 1.4: Level site                  PEX 1.5: Measure size of play area                  PEX 1.6: Construct drainage channel</p> <p><b>LWA 1/2: Demarcate Basketball Court</b>                  PEX 2.1: Take measurements                  PEX 2.2: Mark lines                  PEX 2.3: Mark centre circle                  PEX 2.4: Mark free throw circle                  PEX 2.5: Mark restricted area</p> <p><b>LWA 1/3: Fix Goal Posts</b>                  PEX 3.1: Fix backboards                  PEX 3.2: Fix rims                  PEX 3.3: Fix basketball net                  PEX 2.4: Erect poles</p>

	<p><b>LWA1/ 4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Display safety signs                  PEX 4.2: Wear personnel protective equipment                  PEX 4.3: Manage waste                  PEX 4.4: Administer first aid                  PEX 4.5: Perform firefighting                  PEX 4.6: Maintain personal hygiene                  PEX 4.7: Sensitise staff on key health issues</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>• Analytical skills</li> <li>• Standard measurements and specifications</li> <li>• Use of tool, equipment and materials</li> <li>• Choice of colour for balls, backboards and paint for lines and circles</li> <li>• Thickness of court lines</li> <li>• Waste management</li> <li>• Rules of the game</li> <li>• Communication skills</li> <li>• Interpersonal skills</li> <li>• Negotiation skills</li> <li>• Financial skills</li> <li>• Quality of materials</li> <li>• Team work</li> <li>• Waste management</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 6 days of occupational theory</li> <li>• 24 days of occupational practice</li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.

<b>Minimum required tools/ equipment/ implements or equivalent</b>	slasher, hoe, panga, axe, measuring tape, spirit level, compacter, wheel barrow, hammer, roller, rake, watering can, trowel, spade, pick axe, mower, painting brush, ropes, screw driver, broom, tape measure, poles.
<b>Minimum required materials and consumables or equivalent</b>	paint/lime/ash, water, nails, cement, sand, screws and nuts, wood, cushions.
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Ring height is constant for all gender and ages</li> <li>• Improvise tools, equipment and materials where necessary.</li> </ul>

<b>Code</b>	<b>UE/BP/M1.2</b>
<b>Module title</b>	<b>M1.2: Play Basketball</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Basketball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to play Basketball competently.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p><b>LWA 2/2: Perform Dribbling</b></p> <p><b>LWA 2/3: Perform Shooting</b></p> <p><b>LWA 2/4: Perform Defence</b></p> <p><b>LWA 2/5: Perform Rebounding</b></p> <p><b>LWA 2/6: Perform Footwork</b></p> <p><b>LWA 2/7: Pass Ball</b></p> <p><b>LWA 2/8: Perform Offensive Tactics</b></p> <p><b>LWA 2/9: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>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 the Game</b></p> <p>PEX 1.1: Wear sports attire</p> <p>PEX 1.2: Perform warm up</p> <p>PEX 1.3: Have team talk</p> <p>PEX 1.4: Familiarise with the ball</p> <p>PEX 1.5: Familiarise with the court</p>
	<p><b>LWA 2/2: Perform Dribbling</b></p> <p>PEX 2.1: Perform low dribble</p> <p>PEX 2.2: Perform left and right hand dribble</p> <p>PEX 2.3: Perform V dribble</p> <p>PEX 2.4: Perform between the legs dribble</p> <p>PEX 2.5: Execute behind the back dribble</p> <p>PEX 2.6: Perform speed dribble</p>
	<p><b>LWA 2/3: Perform Shooting</b></p> <p>PEX 3.1: Perform jump shot</p> <p>PEX 3.2: Perform layup shot</p>

	PEX 3.3: Perform a hook shot PEX 3.4: Perform a set shot PEX 3.5: Perform a dunk
	<b>LWA 2/4: Perform Defence</b> PEX 4.1: Perform defensive stance PEX 4.2: Perform defensive footwork PEX 4.3: Perform close out PEX 4.4: Perform on ball defence PEX 4.5: Perform off ball defence PEX 4.6: Perform post defence PEX 4.7: Perform zonal defence PEX 4.8: Perform man to man defence
	<b>LWA 2/5: Perform Rebounding</b> PEX 5.1: Perform defensive rebound PEX 5.2: Perform offensive rebound
	<b>LWA 2/6: Perform Foot Work</b> PEX 6.1: Perform pivoting PEX 6.2: Perform jab step PEX 6.3: Perform side step PEX 6.4: Perform crossover step PEX 6.5: Perform drop step
	<b>LWA 2/7: Pass Ball</b> PEX 7.1: Perform chest pass PEX 7.2: Perform bounce pass PEX 7.3: Perform overhead pass PEX 7.4: Perform baseball pass PEX 7.5: Perform sidearm pass PEX 7.6: Perform behind the back pass PEX 7.7: Perform shoulder pass PEX 7.8: Perform an underarm pass
	<b>LWA 2/8: Perform Offensive Tactics</b> PEX 8.1: Screen ball PEX 8.2: Make cuts PEX 8.3: Carryout fast break PEX 8.4: Perform perimeter offence
	<b>LWA 2/9: Perform Occupational Health, Safety and Environmental Protection Practices</b> PEX 9.1: Maintain personal hygiene PEX 9.2: Wear sports attire PEX 9.3: Administer first aid PEX 9.4: Perform routine medical check ups

	PEX 9.5: Sensitise players on key health issues PEX 9.6: Perform cool down
<b>Occupational health and safety</b>	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<b>Pre-requisite modules</b>	None
<b>Related knowledge/ theory</b>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Rules and regulations</li> <li>• Fair play</li> <li>• Knowing basketball sizes</li> <li>• Triple threat position</li> <li>• Legal aggression</li> <li>• Maintaining court vision</li> <li>• Progression of drills</li> <li>• Types of shooting</li> <li>• Types of passes</li> <li>• Emphasis on man to man defence</li> <li>• Timing and positioning on the rebound</li> <li>• Types of screens</li> <li>• Player offensive progression</li> <li>• Offense tactics</li> <li>• Defence tactics</li> <li>• Team composition</li> <li>• Umpire's signals</li> <li>• Basketball etiquettes</li> <li>• Common injuries on court</li> <li>• Usage of first aid materials</li> <li>• Nutrition management</li> </ul>
<b>Average duration of learning</b>	400 hours (50 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• 10 days of occupational theory</li> <li>• 40 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>	basketballs, cones, resistance band, bibs, jerseys, whistle, ropes, weighted vests, anklets, ladders, tennis ball, blocking pads, hurdles, first aid kit.
<b>Minimum required materials and consumables or equivalent</b>	water
<b>Special notes</b>	Cater for persons with special needs

<b>Code</b>	<b>UE/BP/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage Tools, Equipment and Facility</b>
<b>Related Qualification</b>	Part of Uganda Vocational Qualification (Basketball Practitioner UVQ 1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	On completion of this module, the trainee shall be able to maintain tools, equipment and Basketball court
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Acquire tools, Equipment and Materials</b>  <b>LWA 3/2: Maintain Equipment</b>  <b>LWA 3/3: Maintain Basketball Court</b>  <b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices (OHSEPP)</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 Tools, Equipment and Materials</b>                  PEX 1.1: Identify tools, equipment and materials                  PEX 1.2: Make a budget                  PEX 1.3: Procure tools, equipment and materials                  PEX 1.4: Keep Inventory                  PEX 1.5: Store tools, equipment and materials</p> <p><b>LWA 3/2: Maintain Equipment</b>                  PEX 2.1: Prepare maintenance schedule                  PEX 2.2: Identify faulty/broken equipment                  PEX 2.3: Replace 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: Keep maintenance records</p> <p><b>LWA 3/3: Maintain Basketball Court</b>                  PEX 3.1: Inspect activity area                  PEX 3.2: Clean court</p> <p>PEX 3.3: Perform minor repairs on court surface                  PEX 3.4: Remark faded lines                  PEX 3.5: Paint surface</p>

	<p><b>LWA 3/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear personnel protective gear                  PEX 4.2: Administer first aid                  PEX 4.3: Maintain personal hygiene                  PEX 4.4: Display talking posts                  PEX 4.5: Perform firefighting                  PEX 4.6: Manage waste                  PEX 4.7: Inspect equipment</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>• Store management skills</li> <li>• Factors affecting performance</li> <li>• Communication skills</li> <li>• Rules and regulations of the game</li> <li>• Basketball court management skills</li> <li>• Lighting systems and various types of lights used</li> <li>• Various tools, equipment and materials used</li> <li>• Various court services</li> <li>• Usage of safety gears</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</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>	first aid kit, padlock, hammers, strings, squeezers, computers, printers, broom, flat iron, painting brush, jerricans, basins, dustbins, buckets

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

<b>Code</b>	<b>UE/BP/M1.4</b>
<b>Module title</b>	<b>M1.4: Perform Entrepreneurship Tasks</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Basketball Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to establish a basketball enterprise and market the game
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Establish Basketball Enterprise</b>  <b>LWA 4/2: Market Basketball</b>  <b>LWA 4/3: 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 4/1: Establish Basketball Enterprise</b>                  PEX 1.1: Conduct feasibility study                  PEX 1.2: Set up an organisational structure                  PEX 1.3: Make budget                  PEX 1.4: Mobilise resources                  PEX 1.5: Recruit staff                  PEX 1.6: Register enterprise                  PEX 1.7: Design enterprise logo                  PEX 1.8: Procure tools equipment and material                  PEX 1.9: Keep records</p> <p><b>LWA 4/2: Market Basketball</b>                  PEX 2.1: Advertise basketball                  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 basketball items and accessories</p>

	<p>PEX 2.7: Carryout community outreaches                  PEX 2.8: Partner with corporate bodies and sponsors                  PEX 2.9: Manage fun base/ offer customer care</p> <p><b>LWA 4/3: Perform Occupation Health, Safety and Environmental Protection Practices.</b>                  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</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>• Marketing</li> <li>• Mobilisation skills</li> <li>• Communication skills</li> <li>• Problem solving skills</li> <li>• Organisational skills</li> <li>• Resource management skills</li> <li>• Rules and regulations of the game</li> <li>• How to establish and manage an enterprise</li> <li>• Regulatory bodies</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30days) of nominal learning suggested to include,</p> <ul style="list-style-type: none"> <li>• 8 days of occupational theory and</li> <li>• 22 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 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>	rulers, calculators, markers, computers, projectors, files, cameras.
<b>Minimum required materials and consumables or equivalent</b>	papers, pens, files, rulers, markers, water, flyers, brochures.
<b>Special notes</b>	

## **3.0 ATP- PART III**

### **Assessment Instruments for a BASKETBALL PRACTITIONER**

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items,
  - Multiple choice test items and
  - Matching test items.
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a BASKETBALL PRACTITIONER are included.

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	1
2.	Written (Theory)- multiple choice	1
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching with cause and effect	1
5.	Written (Theory)- matching with work-sequence	1
6.	Performance (Practical) test items	1
<b>Total</b>		<b>7</b>

### WRITTEN TEST ITEMS (SAMPLES)

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

Test Item	Identify three ways of maintaining basketball equipment
Answer spaces	i ..... ii ..... iii ..... iv .....
Expected key (answers)	i Cleaning equipment ii Servicing equipment iii Replacing equipment iv Repairing equipment

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

<b>Test Item</b>	To acquire a ball after a missed shot is a.....?
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<b>Distractors and correct answer</b>	A. Foul B. Layup C. Rebound D. Jump shot
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<b>Key (answer)</b>	C
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DIT/ QS	<b>Test Item Database</b> <b>Written (Theory) Test Item- no. 3</b>			
Occupational Title:	Basketball Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	7 minutes			

<b>Test Item</b>	Match the following violations with their scenarios in basketball game
------------------	--

Column A (Violations)	
A	Travel
B	Double dribble
C	Back court
D	8 second violation
E	Out of bounds

Column B (Scenarios )	
1	The team fails to advance the ball from their back court
2	Player closely guarded holds the ball for more than 5 seconds without dribbling or passing
3	A player dribbles the ball outside the sideline
4	A player dribbling the ball catches it and dribbles again
5	A player in control of the ball while not dribbling takes more than two steps
6	A player shooting a free throw steps on the free throw line
7	A player in the front court dribbles the ball and steps the half court line

<b>Key (answer)</b>	A-5, B-4, C-7, D-1, E-3
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Basketball Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M1:2			
Time allocation:	4 minutes			

<b>Test Item</b>	Match the following actions to their relevant shooting concepts in the game of basketball
------------------	---

(Concept)	
A	Body balance
B	Eyes
C	Elbow cocked
D	Follow through

(Action)	
1	Wrist action
2	10 fingers
3	Square up
4	Identify target
5	Jump shot
6	Tucked in

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

<b>Test Item</b>	Match the following causes to their results in a basketball game
------------------	--

(Cause)	
A	Made lay-up
B	Offensive rebound
C	Illegal defence
D	Steal

(Effect)	
1	Turn over
2	Blocked shot
3	Extra possession
4	Between the legs crossover
5	Two point score
6	Foul

<b>Key (answer)</b>	A-5, B-3, C-6, D-1
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6				
Occupational Title:	Basketball Practitioner				
Competence level:	Level 1				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
				√	
Complexity level:	C2				
Date of OP:	September 2020				
Related module:	M1.2				
Time allocation:	3 minutes				

Test Item	Arrange the following steps taken while shooting a free throw
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Follow through
2 <sup>nd</sup>	B	Eyes on target
3 <sup>rd</sup>	C	Jump shot
4 <sup>th</sup>	D	Body balance
5 <sup>th</sup>	E	Elbow out

Key (answer)	1-D, 2-E, 3-B, 4-C, 5-A
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**PERFORMANCE TEST ITEMS (SAMPLE)**

<b>DIT/ QS</b>	<b>Test Item Database Written (Theory) Test Item- no. 7</b>
<b>Occupational Title:</b>	Basketball Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Perform the following dribbling techniques used in playing basketball <ul style="list-style-type: none"> <li>i Left and right dribble</li> <li>ii V dribble</li> <li>iii Between the legs crossover</li> <li>iv Combining different dribble moves</li> <li>v Behind the back crossover</li> <li>vi Speed dribble</li> <li>vii Retreat dribble</li> <li>viii Hesitation dribble</li> </ul>
<b>Complexity level:</b>	P2
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.2
<b>Related skills and knowledge:</b>	Stance, grip on the ball, body coordination, ball control, proper basketball attire
<b>Required tools, Materials and Equipment:</b>	A basketball, cones
<b>Time allocation:</b>	40 minutes
<b>Preferred venue:</b>	Basketball court
<b>Remarks for Candidates</b>	<ul style="list-style-type: none"> <li>• Candidates should be dressed in sports attire</li> <li>• Candidates must keep time</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Allowance for repetitions when assessing</li> <li>• Organise a game situation</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Prepare for the task	Wore sports attire		
		• Socks		1
		• Shoes		1
		• Jerseys		1
		Performed warm up	2	
		Dynamic stretches observed		1
	Static stretches observed		1	
2	Left and right hand dribble	Assumed the correct stance		1
		Had awareness of where the ball bounced		1
		Kept the eyes up		1
		Pounded the ball onto the floor	1	
		Kept hand on top of the ball	1	
		Consistently flexed the wrist on both hands		1
		Dribbled off the finger tips	1	
3	V dribble	Kept the dribble below the knees and changed hands	2	
		Kept hand on top of the ball	1	
		Assumed the correct stance	1	
		Dribbled the ball off the finger tips	1	
		Had awareness of where the ball bounced		1
		Kept eyes up		1
		Pounded the ball onto the floor	1	
5	Between the legs	Assumed the correct stance		1
		Had awareness of where the ball bounced		1
		Kept the eyes up		1
		Dribbled the ball off the finger tips between the legs	1	
		Pounded the ball into the floor	1	
		Kept the ball low	1	
		Protected the ball with the off hand	1	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
6	Behind the back	Slid the dribbling hand to the back of the ball and pushed the ball forward slapping their bottom	3	
		Assumed the correct stance		1
		Had awareness of where the ball bounced		1
		Kept the eyes up		1
		Dribbled the ball off the finger tips	1	
		Pounded the ball onto the floor	1	
		Performed the V dribble behind the back	2	
7	Combining different dribble moves	Ably combined two or more dribbles	3	
		Assumed the correct stance		1
		Had awareness of where the ball bounced	1	
		Kept the eyes up		1
		Dribbled the ball off the finger tips	1	
		Pounded the ball onto the floor	1	
		Changed direction		2
Protected the ball		2		
8	Speed dribble	Bounced the ball directly in front of the body at full speed	3	
		Pushed the ball forward while alternating the right and left hand	2	
		Dribbled the ball off the finger tips	2	
		Had awareness of where the ball bounced	1	
		Kept the eyes up		1
		Protected the ball	1	
		Pounded the ball onto the floor	1	
		Assumed the correct stance		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
9	Retreat dribble	Turned sideways and dribbled the ball at the back foot	3	
		Pushed off the front foot when dribbling	2	
		Changed speed	2	
		Dribbled the ball off the finger tips	1	
		Had awareness of where the ball bounced	1	
		Kept the eyes up		1
		Protected the ball	1	
		Pounded the ball onto the floor	1	
		Assumed the correct stance		1
		Changed direction	2	
10	Hesitation dribble	Stopped feet and kept the knees bent	3	
		Dribbled the ball slightly above the waist	2	
		Lifted the shoulders and the head	3	
		Changed speed	3	
		Assumed the correct stance		1
		Changed direction	1	
		Pounded the ball onto the floor	1	
		Protected the ball	1	
		Kept the eyes up		1
		Had awareness of where the ball bounced	1	
Dribbled the ball off the fingertips	1			
	<b>TOTAL</b>	<b>PROCESS + RESULT</b>	52	15
			67	
	<b>MAXIMUM SCORE(Y)</b>	$\frac{X}{y} \times 100$	<b>X/96* 100</b>	

## **4.0 ATP- PART IV**

### **INFORMATION ON DEVELOPMENT PROCESS**

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

This Assessment and Training Package was exclusively developed by Basketball Practitioners, Secondary School teachers who train Basketball, 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 Basketball 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 Basketball 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 Basketball 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 Basketball Practitioner job practitioners, Secondary School teachers who train Basketball and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organizations:

<b>Development Panel</b>		
<b>No.</b>	<b>Name</b>	<b>Institution/Organisation</b>
1.	Drileba Tonny	City Oilers/Angels club
2.	Omogin Abel Halley	St Noah Girls Secondary School
3.	Lokwameri Zainah A	Uganda Christian University
4.	Manzi Edwin	Entebbe Archers Club
5.	Nsereko Enock Geoffrey	King's College Buddo
6.	Okwera Moses	Our Saviour Basketball
7.	Angella Namirimu	Just Kip Livin Lady Dolphins
8.	Pagwe Marian	Makerere College School
9.	Nankya Zainab	National Curriculum Development Centre (NCDC)
10.	Raymond Muhumuza	Aga Khan High School

#### 4.4 Quality Assurance panel

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

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

<b>Quality Checking Panel</b>		
<b>No.</b>	<b>Name</b>	<b>Organisation</b>
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. Mushabenta Brenda, DIT  
Mr. Kirabo Thomas Mugenyi.
3. **Facilitators (Quality checking process):** Ms Baliraba Elizabeth DIT.
4. **DIT Data Entrants:** Ms. Ssemakula Martin  
Ms. Nuwamanya MaClean  
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. DD., DIT., QS Dept. DIT.
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

#### 4.6 Reference time:

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

#### References:

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ISBN 978-9913-626-17-0



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