



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

**Directorate of Industrial Training**



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

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

**December 2020**

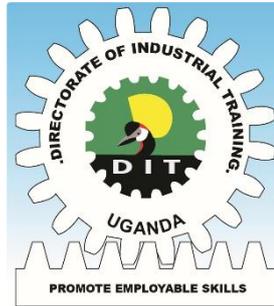
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**Developed by:**

**Qualifications Standards Department  
Directorate Of Industrial Training**

**Funded by:**

**Government of Uganda**



# **Assessment and Training Package**

**For a**

**BADMINTON PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

## 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 a Badminton Practitioner .....</b>	<b>1</b>
<b>2.0 ATP-PART II .....</b>	<b>9</b>
<b>Training Modules for a Badminton Practitioner .....</b>	<b>9</b>
<b>3.0 ATP-PART III .....</b>	<b>21</b>
<b>Assessment Instruments for a Badminton Practitioner.....</b>	<b>21</b>
<b>Written Test Items (Samples) .....</b>	<b>23</b>
<b>Performance Test Items (Samples).....</b>	<b>31</b>
<b>4.0 ATP- PART IV .....</b>	<b>36</b>
<b>Information on Development Process .....</b>	<b>36</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 a **BADMINTON 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 BADMINTON PRACTITIONER.**  
This Occupational Profile which was reviewed by Badminton practitioner practicing in the world of work mirrors the duties and tasks that Badminton practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train badminton 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 BADMINTON PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Badminton 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 badminton from various secondary schools.
- Physical Education Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

## Abbreviations and Acronyms

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

## Key definitions

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

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

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

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

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

## 1.0 ATP-PART I

### **Occupational Profile for a BADMINTON PRACTITIONER**

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

**Expert Panel**

**Katende David**  
National Council of Sports

**Masiko Edwin**  
Uganda Badminton Association

**Makyeme Stella**  
Hana Mixed School- Nsangi

**Mwesigwa Peter**  
St Patrick SS Ntete

**Lumbuye Linika**  
Kibuli Secondary School

**Bulamba Sulaiman**  
Mbogo High School

**Kirya Lukman**  
Shimon CPTC/ NCDC

**Nyanzi James**  
ST. Charles Lwanga SS

**Semiyagi Allan Samuel**  
Nabisunsa Girls School

**Opira Geoffrey**  
Soroti CPTC

**Nakku Eva**  
Ntinda VTI

**Musisi Silas**  
St Thomas Bazadde

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

**Facilitators**  
**Nakimuli Patra**  
Directorate of Industrial Training

**Kirabo Mugenyi Thomas**  
Directorate of Industrial Training

**Funded by**  
Government of Uganda



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

**Directorate of Industrial Training**

## **Occupational Profile**

**For a**

# **“BADMINTON PRACTITIONER”**

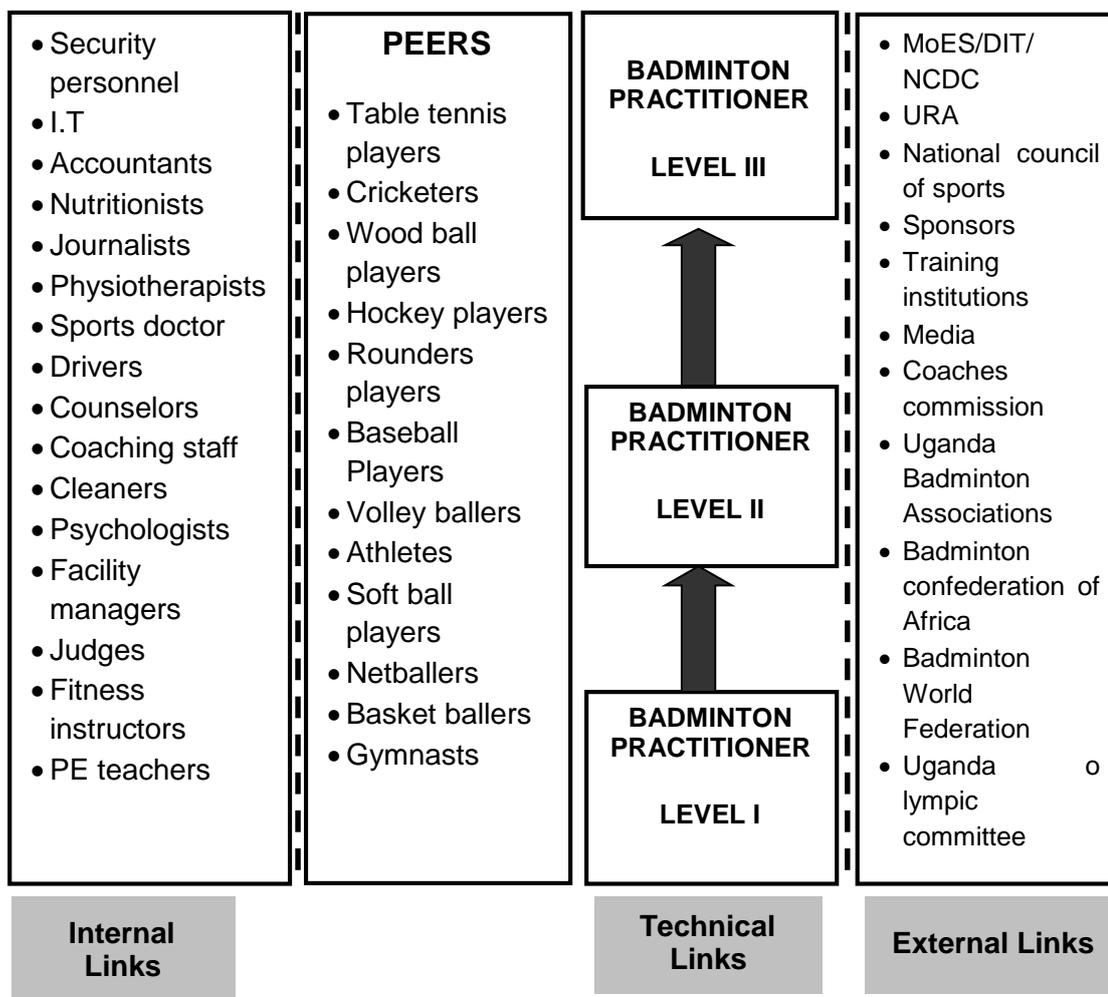
**Developed by: Directorate of Industrial  
Training (Qualifications  
Standards)**

**Dates of Workshop: 7<sup>th</sup> – 11<sup>th</sup> September 2020**

## NOMENCLATURE FOR THE OCCUPATION OF BADMINTON PRACTITIONER

**Definition:** A Badminton Practitioner is a person who has the competence of playing, coaching, organising, managing and developing the game of Badminton.

### JOB ORGANISATION CHART FOR A BADMINTON PRACTITIONER



### Descriptions for the levels in the occupation of 'Badminton Practitioner'

#### UVQ Level 1: Player

This is a person who plays Badminton competently and performs game supporting activities.

#### UVQ Level 2: Official

This is a person who has the competences of officiating Badminton game.

#### UVQ Level 3: Coach

This is a person who has the competences of coaching and managing Badminton game.

## Duties and Tasks

<b>A. ESTABLISH A BADMINTON COURT</b>	<b>A1</b> Identify play area	<b>A2</b> Measure dimensions	<b>A3</b> Mark lines
	<b>A4</b> Place support poles	<b>A5</b> Fix net	<b>A6</b> Remove obstacles from the play area
	<b>A7</b> Wipe court	<b>A8</b> Create safety zone	

<b>B. PLAY BADMINTON</b>	<b>B1</b> Prepare for the game	<b>B2</b> Perform warm up	<b>B3</b> Take a toss
	<b>B4</b> Take position	<b>B5</b> Serve shuttle cock	<b>B6</b> Receive shuttle cock
	<b>B7</b> Perform attack	<b>B8</b> Perform defense	<b>B9</b> Score points
	<b>B10</b> Perform cool down		

<b>C. OFFICIATE BADMINTON</b>	<b>C1</b> Inspect court	<b>C2</b> Inspect equipment	<b>C3</b> Inspect players
	<b>C4</b> Oversee tossing	<b>C5</b> Start and end game	<b>C6</b> Perform officiating signals
	<b>C7</b> Score points	<b>C8</b> Communicate technical decisions	<b>C9</b> Oversee fair play
	<b>C10</b> Direct court procession	<b>C11</b> Prepare game report	

<b>D. COACH PLAYER</b>	<b>D1</b> Develop training programme	<b>D2</b> Prepare training session	<b>D3</b> Organise court
	<b>D4</b> Brief players	<b>D5</b> Train players	<b>D6</b> Mentor and inspire players
	<b>D7</b> Assess players	<b>D8</b> Perform physical fitness	<b>D9</b> Appraise players
	<b>D10</b> Manage player discipline	<b>D11</b> Make training reports	

<b>E. ORGANISE BADMINTON COMPETITIONS</b>	<b>E1</b> Plan for competitions	<b>E2</b> Select team	<b>E3</b> Mobilise participants (officials, players etc.)
	<b>E4</b> Set tournament rules and regulations	<b>E5</b> Set conditionality for participation	<b>E6</b> Advertise game
	<b>E7</b> Secure resources		

<b>F. PERFORM ADMINISTRATIVE ACTIVITIES</b>	<b>F1</b> Make draws/ fixtures	<b>F2</b> Plan activity calendar	<b>F3</b> Prepare budgets
	<b>F4</b> Source for funding	<b>F5</b> Recruit staff	<b>F6</b> Remunerate workers
	<b>F7</b> Manage resources	<b>F8</b> Appraise staff	<b>F9</b> Procure tools, equipment and materials
	<b>F10</b> Organise and coordinate activities	<b>F11</b> Motivate workers	<b>F12</b> Obtain membership in professional association
	<b>F13</b> Pursue continuous professional development	<b>F14</b> Keep inventory	

<b>G. PERFORM OCCUPATIONAL SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION PRACTICES (OSHEPP)</b>	<b>G1</b> Remove obstacles from play area	<b>G2</b> Take fitness test	<b>G3</b> Observe personal hygiene
	<b>G4</b> Administer First Aid	<b>G5</b> Perform fire fighting	<b>G6</b> Display safety signs
	<b>G7</b> Sensitise staff on emerging diseases	<b>G8</b> Keep activity area dry	<b>G9</b> Identify injuries
	<b>G10</b> Manage waste	<b>G11</b> Maintain sanitation	<b>G12</b> Manage nutrition

<b>H. MAINTAIN TOOLS, EQUIPMENT AND PLAY AREA</b>	<b>H1</b> Prepare maintenance schedule	<b>H2</b> Repair tools and equipment	<b>H3</b> Replace tools and equipment
	<b>H4</b> Service equipment	<b>H5</b> Clean play area	<b>H6</b> Remark court
	<b>H7</b> Store tools, equipment and materials	<b>H8</b> Keep maintenance reports	

## Additional Information

### Generic Knowledge & Skills

- |   |  |
|---|--|
| 1. Quality of equipment                         | 12. Physical fitness components                    |
| 2. Resource mobilisation                        | 13. Court dimensions and specifications            |
| 3. Public relations                             | 14. Rules of the game                              |
| 4. Environmental changes                        | 15. Factors affecting performance                  |
| 5. Nutritional management                       | 16. Officiation signals                            |
| 6. Anti-doping regulations                      | 17. Human resource management                      |
| 7. Psychology of performance                    | 18. Events management                              |
| 8. Spectator management                         | 19. Injury management and first aid administration |
| 9. Communication skills                         | 20. Organisational skills                          |
| 10. Care and maintenance of equipment and court | 21. Managerial skills                              |
| 11. Various tournaments                         |  |

### Tools, Materials and Equipment

- |                   |                           |                       |
|-------------------|---------------------------|-----------------------|
| 1. Rackets        | 19. Public address system | 34. Bibs              |
| 2. Nets           | 20. Wheel chair           | 35. skittles          |
| 3. Shuttles       | 21. Tape measure          | 36. Stringing machine |
| 4. Poles          | 22. Elastic tape          | 37. Pen               |
| 5. Paint          | 23. Timer                 | 38. Stapling machine  |
| 6. Brushes        | 24. Sports shoes          | 39. Seal              |
| 7. Strings        | 25. Jersey                | 40. Towel             |
| 8. Light brokers  | 26. Short                 | 41. Temperature gun   |
| 9. Wind brokers   | 27. Shocks                | 42. Dust bin          |
| 10. Masking tape  | 28. Basin                 | 43. Agility ladder    |
| 11. Whistle       | 29. Papers                | 44. Grips             |
| 12. Cones         | 30. Printer               | 45. Sanitiser         |
| 13. Rug           | 31. Balloons              | 46. Hawk eye machine  |
| 14. Clip board    | 32. Gym mat               | 47. Baskets           |
| 15. Computer      | 33. Broom                 | 48. Pegs              |
| 16. First aid kit |                           | 49. Chairs            |
| 17. Racket bag    |                           |                       |
| 18. File          |                           |                       |

**Attitudes/ Traits/ Behaviour**

- |                      |                          |
|----------------------|--------------------------|
| 1. Leadership skills | 12. Open to criticism    |
| 2. Determination     | 13. Team work            |
| 3. Social skills     | 14. Dedicated            |
| 4. Commitment        | 15. Patience             |
| 5. Endurance         | 16. Communication skills |
| 6. Flexibility       | 17. Interest in the game |
| 7. Agility           | 18. Computer knowledge   |
| 8. Creativity        | 19. Interpersonal skills |
| 9. Time management   | 20. Co-operative         |
| 10. Self confidence  | 21. Respect for all      |
| 11. Acceptance       |                          |

**Future Trends and Concerns**

- |   |  |
|---|--|
| 1. Need to benchmark with other Practitioners                                   | 10. Inadequate play facilities                 |
| 2. Popularisation of the game   | 11. Limited government support and involvement |
| 3. Cost of equipment  | 12. Limited exposure                           |
| 4. Inadequate supply of equipment   | 13. Limited publicity                          |
| 5. Forming badminton clubs and associations                                     | 14. Emerging new markets                       |
| 6. Need for advanced technology equipment e.g. hawk eye, service height machine | 15. Changing format of play                    |
| 7. Inadequate networking between sports practitioners                           | 16. Commercialisation of the game              |
| 8. Inadequate finances  | 17. Match fixing                               |
| 9. Inclusiveness/ special needs   | 18. Partnering with corporate bodies           |
|   | 19. Continuity of the sport after school       |
|   | 20. Professionalisation of the game            |
|   | 21. Doping in sports                           |
|   | 22. Inadequate training facilities             |

## **2.0 ATP-PART II**

### **Training Modules for a BADMINTON 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 development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Badminton 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 BADMINTON PRACTITIONER QUALIFICATION LEVEL 1?

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

### TRAINING MODULES FOR BADMINTON PRACTITIONER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/BP/M1.1	Set up Badminton Court	240	6
UE/BP/M1.2	Play Badminton	480	12
UE/BP/M1.3	Manage Tools, Equipment and Court	160	4
UE/BP/M1.4.	Perform Entrepreneurial Skills	160	4
<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 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/BP/M1.1</b>
<b>Module title</b>	<b>M1.1 Set up Badminton Court</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Badminton PractitionerUVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module the trainee shall be able to set up a Badminton court.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Prepare Site</b></p> <p><b>LWA 1/2: Demarcate Court</b></p> <p><b>LWA 1/3: 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 must be repeated until the trainee acquires a 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 1/1: Prepare Site</b></p> <p>PEX 1.1: Identify site</p> <p>PEX 1.2: Clear site</p> <p>PEX 1.3: Level surface</p> <p>PEX 1.4: Take size and height measurements of site</p> <hr/> <p><b>LWA 1/2: Demarcate Court</b></p> <p>PEX 2.1: Take court measurements</p> <p>PEX 2.2: Sketch out Badminton court</p> <p>PEX 2.3: Mark out court</p> <hr/> <p><b>LWA 1/3: Setup Net</b></p> <p>PEX 3.1: Measure height of poles</p> <p>PEX 3.2: Fix support poles</p> <p>PEX 3.3: Fix net</p> <p>PEX 3.4: Measure height of net</p> <hr/> <p><b>LWA 1/4: Perform Occupational Health and Environmental Protection Practices</b></p> <p>PEX 4.1: Remove obstacles</p> <p>PEX 4.2: Clean and dry activity area</p> <p>PEX 4.4: Display safety signs</p> <p>PEX 4.5: Wear protective gear</p> <p>PEX 4.6: Maintain general hygiene</p> <p>PEX 4.7: Manage waste</p>

	PEX 4.8: Eliminate slipperiness on the court
<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 court lines</li> <li>• Color of court lines</li> <li>• Lighting</li> <li>• Direction of sun and wind</li> <li>• Position of court</li> <li>• Nature of court surface</li> <li>• Methods of determining topography</li> <li>• Waste management</li> <li>• Safety regulations</li> <li>• Height of facility for setting up a badminton court</li> <li>• Faults in setting up a badminton court and their effects</li> <li>• Indoor and outdoor facilities and their specifications</li> <li>• Standard dimensions of a court</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of normal learning suggested.</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 all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by 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, spirit level, fork hoe, wheelbarrow, panga, rake, spade, slasher, hoe, hammer, net, poles, compactor, fire extinguisher, first aid kit
<b>Minimum required materials and consumables or equivalent</b>	Stationery, lime/ash, water, chalk/crayon, charcoal, nails
<b>Special notes</b>	The theory must be integrated into the practice during training.

<b>Code</b>	<b>UE/BP/M1.2</b>
<b>Module title</b>	<b>M1.2: Play Badminton</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Badminton PractitionerUVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, the trainee shall be able to play Badminton competently.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Prepare for the Game</b></p> <p><b>LWA 2/2: Perform Hitting Skills</b></p> <p><b>LWA 2/3: Perform Court Movement Skills</b></p> <p><b>LWA 2/4: Perform Playing Tactics</b></p> <p><b>LWA 2/5: Perform Occupational Health, Safety and Environmental Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li><i>The learning exercises must be repeated until the trainee acquires a 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 2/1: Prepare for the Game</b></p> <p>PEX 1.1: Wear attire</p> <p>PEX 1.2: Have team talk</p> <p>PEX 1.3: Perform warm up</p> <p>PEX 1.4: Select equipment</p> <p>PEX 1.5: Take toss</p> <p>PEX 1.6: Take position on court</p> <hr/> <p><b>LWA 2/2: Perform Hitting Skills</b></p> <p>PEX 2.1: Carryout a serve</p> <p>PEX 2.2: Carryout net lift</p> <p>PEX 2.3: Carryout net shot</p> <p>PEX 2.4: Carryout drive</p> <p>PEX 2.5: Perform a drop shot</p> <p>PEX 2.6: Perform a clear</p> <p>PEX 2.7: Perform a smash shot</p> <hr/> <p><b>LWA 2/3: Perform Court Movement Skills</b></p> <p>PEX 3.1: Execute movement cycle</p> <p>PEX 3.2: Execute movement patterns</p> <hr/> <p><b>LWA 2/4: Perform Playing Tactics</b></p> <p>PEX 4.1: Carryout single tactics</p> <p>PEX 4.2: Carryout double tactics</p>

	<p>PEX 4.3: Carryout Para badminton tactics</p> <p><b>LWA 2/5: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 5.1: Maintain personal hygiene</p> <p>PEX 5.2: Wear sports attire</p> <p>PEX 5.3: Manage waste</p> <p>PEX 5.4: Administer first aid</p> <p>PEX 5.5: 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>• Techniques of playing Badminton</li> <li>• Rules and regulations of the game</li> <li>• Tournament structures</li> <li>• Factors affecting performance</li> <li>• How to store and care for personal equipment</li> <li>• Status of Badminton in the world of sports</li> <li>• Specifications of equipment used</li> <li>• Anti-doping regulations</li> <li>• Benefits of playing Badminton</li> <li>• Fitness components</li> <li>• Techniques of handling a racket</li> <li>• Types of shuttles</li> <li>• Types of rackets</li> <li>• Parts of a racket</li> <li>• Training procedure of a badminton player</li> <li>• Serving techniques</li> <li>• Shot techniques e.g. overhand stroke, underarm stroke</li> <li>• Types of grips e.g. orthodox forehand grip, backhand grip, thumb grip, pan handle etc.</li> </ul>
<b>Average duration of learning</b>	<p>480 hours (60 days) of nominal learning suggested to include</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 50 days of occupational practice</li> </ul>
<b>Suggestions on organization 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>	racket, badminton attire, net, tape, balloons, bin bag, cones, strings, agility ladder, timer, water bottle, face towel, first aid kit, racket bag, sports wheel chair, basket
<b>Minimum required materials and consumables or equivalent</b>	Water, glucose, shuttlecocks, grips, racket string
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Para badminton player is a person with physical disability.</li> <li>• For para badminton, average duration will be 8 months.</li> <li>• Integrate theory and practice at the same time during training.</li> </ul>

<b>Code</b>	<b>UE/BP/M1.3</b>
<b>Module title</b>	<b>M1.3: Manage Tools, Equipment and Court</b>
<b>Related Qualification</b>	<u>Part of:</u> Uganda Vocational Qualification (Badminton Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	At the end of this module, a trainee shall be able to effectively manage tools, equipment and the court.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Maintain Tools and Equipment</b></p> <p><b>LWA 3/2: Maintain Badminton Court</b></p> <p><b>LWA 3/3: 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 must be repeated until the trainee acquires a 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 3/1: Maintain Tools and Equipment</b></p> <p>PEX 1.1: Prepare maintenance schedule</p> <p>PEX 1.2: Identify faulty/broken tools and equipment</p> <p>PEX 1.3: Replace broken parts of tools and equipment</p> <p>PEX 1.4: Repair tools and equipment</p> <p>PEX 1.5: Service tools and equipment</p> <p>PEX 1.6: Clean tools and equipment</p> <p>PEX 1.7: Keep maintenance records</p> <hr/> <p><b>LWA 3/2: Maintain Badminton Court</b></p> <p>PEX 2.1: Wipe moistened area</p> <p>PEX 2.2: Lubricate poles</p> <p>PEX 2.3: Remark faded lines on court</p> <p>PEX 2.4: Regulate lighting system</p> <p>PEX 2.5: Clear area around court</p> <hr/> <p><b>LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 3.1: Administer first aid</p> <p>PEX 3.2: Maintain personal hygiene</p> <hr/> <p>PEX 3.3: Create safety zone</p> <p>PEX 3.4: Clear obstacles from court</p> <p>PEX 3.5: Perform firefighting</p> <p>PEX 3.6: Manage waste</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</li> <li>• Court dimensions</li> <li>• Materials used to maintain tools and equipment</li> <li>• How to wipe court</li> <li>• Lighting system</li> <li>• Types of lights</li> <li>• Types of court surfaces</li> </ul>
<b>Average duration of learning</b>	<p>160 hrs. (20 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>	stringing machine, service height machine, shuttle feeder machine, rackets, shuttlecocks, poles, nets, umpire chair, score board, clip board, panga/slasher.
<b>Minimum required materials and consumables or equivalent</b>	paint, sugar, water, oil, lights, stationery.
<b>Special notes</b>	Eliminate slipperiness on the court surfaces

<b>Code</b>	<b>UE/BP/M1.4</b>
<b>Module title</b>	<b>M1.4: Perform Entrepreneurial Skills</b>
<b>Related Qualification</b>	Part of: Uganda Vocational Qualification (Badminton Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	By the end of this module, the trainee shall be able to establish an enterprise and market Badminton game
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Establish Badminton Enterprise</b></p> <p><b>LWA 4/2: Market Badminton Game</b></p> <p><b>LWA 4/3: Keep Records</b></p> <p><b>LWA 4/3: 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 a 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: Setup Badminton Enterprise</b></p> <p>PEX 1.1: Register the enterprise</p> <p>PEX 1.2: Conduct feasibility study</p> <p>PEX 1.3: Prepare workplace</p> <p>PEX 1.4: Determine source of funds</p> <p>PEX 1.5: Recruit staff</p> <p>PEX 1.6: Procure equipment and materials</p> <p>PEX 1.7: Assign roles</p> <p><b>LWA 4/2: Market the Game</b></p> <p>PEX 2.1: Advertise the game</p> <p>PEX 2.2: Brand the game</p> <p>PEX 2.3: Conduct exhibitions</p> <p>PEX 2.4: Carry out community outreaches</p> <p>PEX 2.5: Network with peers</p> <p>PEX 2.6: Partner with corporate bodies</p> <p><b>LWA 4/3: Keep Records</b></p> <p>PEX 3.1: Keep financial records</p> <p>PEX 3.2: Keep performance records</p> <p>PEX 3.3: Keep inventory records</p> <p>PEX 3.4: Keep medical records</p>

	<p><b>LWA 4/4: Perform Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear badminton attire                  PEX 4.2: Administer first aid                  PEX 4.3: Perform firefighting                  PEX 4.4: Sensitise workers on epidemics                  PEX 4.5: Manage waste</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>• Systems of play</li> <li>• Presentation skills</li> <li>• Tournament rules and regulations</li> <li>• Competition/tournament structures</li> <li>• Marketing skills</li> <li>• Preparing CV and a profile</li> <li>• Drawing fixtures</li> <li>• Communication skills</li> <li>• Managing public address system</li> <li>• Publicity skills</li> <li>• ICT</li> <li>• How to establish an enterprise</li> <li>• Resource mobilisation</li> </ul>
<b>Average duration of learning</b>	<p>120 hrs. (15 days) of normal learning suggested.</p> <ul style="list-style-type: none"> <li>• 5 days of occupational theory.</li> <li>• 10 days of occupational practices.</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>	computer, printer, stapling machine, files, punching machine, mobile phones, camera, public address system, first aid kit

<b>Minimum required materials and consumables or equivalent</b>	pens, record books, packs, labels, water, rulers, pencil.
<b>Special notes</b>	The theory must be integrated into the practice during training

## 3.0 ATP-PART III

### Assessment Instruments for a BADMINTON 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, only sample test items for assessing (practical) performance and occupational knowledge (theory) of a BADMINTON PRACTITIONER are included.

### 3.9 Overview of Test Item Samples included:

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

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
<b>Occupational Title:</b>	Badminton 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			

Test Item	List four equipment used to play Badminton
<b>Answer spaces</b>	(i) ..... (ii) ..... (iii) .....
<b>Expected Key (answer)</b>	(i) Shuttle cock (ii) Rackets (iii) Net (iv) Badminton attire

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Badminton 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:	1 minute			

Test Item	State two instances when a player should replace a racket
Answer spaces	(i) ..... (ii) .....
Expected Key (answer)	(i) When it is damaged (ii) New technology and inventory of rackets (iii) A backup racket (iv) Improvement in skills (v) Inappropriate weight of rackets (vi) User's taste and preferences

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
<b>Occupational Title:</b>	Badminton 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			

Test Item	Which of the following represents the best set of Badminton Practitioners?
<b>Answer spaces</b>	A. Player, Coach, Fan B. Player, Teacher, Referee C. Referee, Umpire, Student D. Player, Coach, Manager

<b>Key (answer)</b>	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no.4			
Occupational Title:	Badminton Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M1.2, M1.3			
Time allocation:	1 minute			

Test Item	The following are parts of a Badminton racket
Distractors and correct answers	A. Top, Arm, Neck B. Top, Hand, Head C. Head, Grip, Arm D. Head, Grip, Neck

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

<b>Test item</b>	Match the following tools and equipment to their use
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Column A (Tools and equipment)	
1	Racket
2	Tape measure
3	Paint brush
4	Poles

Column B (Use)	
A	To divide the court
B	To mark court
C	To signal player
D	To play badminton
E	To measure dimension
F	To suspend the net

<b>Key (answer)</b>	1-D, 2- E, 3- B, 4-F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Badminton Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1, M1.2, M1.3			
Time allocation:	4 minutes			

<b>Test Item</b>	Match the following activities to their health and safety practices
------------------	---

Column A (Activities)	
1	Warm ups and cool down
2	Remove empty water bottles
3	Rest the person
4	Use personal items

Column B (Health and safety practices)	
A	Wear badminton Attire
B	Maintain personal hygiene
C	Manage waste
D	Administer first aid
E	Perform routine medical check-ups
F	Use safe badminton equipment
G	Prevent injury

<b>Key (answer)</b>	1-G, 2:C, 3-D, 4-B
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Badminton 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:	M1.1			
Time allocation:	4 minutes			

<b>Test Item</b>	Match the following faults in Badminton to their effects
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Column A (Fault)	
1	Poor equipment storage
2	Worn-out shoe treads
3	Worn out grip
4	Inadequate warm up

Column B (Effect)	
A	Leads to stitches
B	Damage equipment
C	Poor racket handling
D	Leads to a corn
E	Limited stability
F	Sport injury

<b>Key (answer)</b>	1-B, 2-E, 3-C, 4-F
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Badminton 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:	M1.1			
Time allocation:	6 minutes			

Test Item	Arrange the following steps in the order taken when setting up an outdoor Badminton court
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 <sup>st</sup>	A	Measure poles
2 <sup>nd</sup>	B	Sketch Badminton court
3 <sup>rd</sup>	C	Mark out court
4 <sup>th</sup>	D	Fix support poles
5 <sup>th</sup>	E	Fix net
6 <sup>th</sup>	F	Clear site
7 <sup>th</sup>	G	Measure size of area
8 <sup>th</sup>	H	Level surface
9 <sup>th</sup>	I	Measure court dimensions
10 <sup>th</sup>	J	Measure height of net

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

DIT/ QS	Test Item Database Performance Test Item- no.9
<b>Occupational Title:</b>	Badminton Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	
<b>Test Item:</b>	Perform the following hitting strokes used in playing badminton <ol style="list-style-type: none"> <li>i The serve</li> <li>ii The net shot</li> <li>iii The net lift</li> <li>iv The drive</li> <li>v The drop shot</li> <li>vi The clear</li> <li>vii The smash shot</li> </ol>
<b>Complexity level:</b>	P.2
<b>Date of OP:</b>	September 2020
<b>Related modules:</b>	M1.2
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Rules and regulation of the Badminton game,</li> <li>• Required equipment,</li> <li>• Time management,</li> <li>• Health and safety,</li> <li>• Usage of tools, materials and equipment,</li> <li>• First Aid management,</li> <li>• Hitting strokes or techniques</li> </ul>
<b>Required tools, Materials and Equipment:</b>	Racket, shuttle, net, poles, cones, masking tape
<b>Time allocation:</b>	2 hours
<b>Preferred venue:</b>	Badminton court
<b>Remarks for candidates</b>	Must be dressed in sports attire
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Provide tools, materials and equipment listed above</li> <li>• Organise candidates in a game situation</li> <li>• Allowance for repetitions when assessing</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for the task	Wore badminton attire (Sports shoes, jersey, shorts, socks)		4
		Selected equipment; shuttle, racket		2
2	Warm up	<b><u>Performed warm up drills related to the skills to be performed</u></b>		
		Low intensity drills		1
		Moderate intensity drills		1
		High intensity drills		1
3	Serve	Stretching activities performed		1
		Assumed start position	1	
		Gripped the racket with V-grip for fore hand / thumb grip for back hand.	2	
		Assumed stance position	3	
		Focused eyes on shuttle	2	
		Positioned racket in front of the body for back head/ backwards for fore hand	2	
		Maintained eyes on shuttle on contact	2	
		Swung racket to contact the shuttle	1	
		Shuttle contacted the racket face in the middle		1
		Performed follow-through	1	
4	The net shot	Shuttle landed on targeted area		3
		Gripped the racket with V-grip for back hand.	2	
		Performed a split step with racket foot forward, non-racket foot forward for backhand	2	
		Positioned racket at chest level	1	
		Moved to net using chassé steps/ running/ cross behind steps for forehand /backhand.	2	
		<b><u>Performed lunge</u></b>		
		Performed a wide leg extension towards the net	2	
		Non-racket arm was fully extended to the back	1	
Performed a full arm extension towards the net	2			

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Process
		Performed a follow through	1	
		Shuttle landed in front of the short service line		3
5	The net lift	Gripped racket with a V-grip for fore hand/thumb grip for backhand	2	
		Performed a split step with racket foot forward for fore hand/ non-racket forward for back hand	2	
		Positioned the racket at chest level	2	
		Moved to the net with chas�e steps/running steps/ cross behind steps for either backhand or fore hand	2	
		Non-racket arm was fully extended to the back	1	
		Performed a back swing	1	
		Contacted shuttle at net level	2	
		Performed a follow through	1	
		Shuttle landed at the back court		3
6	Drive	Gripped racket with V-grip for fore hand/thumb grip for back hand	2	
		Performed a side split step	1	
		Positioned racket head at head level	2	
		Performed a quick backward swing	1	
		Contacted shuttle in front of the body	2	
		Contacted shuttle in the middle of racket face	3	
		Performed a follow through	1	
		Played a flat shuttle		4
7	Drop shot	Gripped racket with V-grip for fore hand/ thumb grip for back hand	2	
		Performed split step	1	
		Positioned elbow of racket arm at shoulder level	2	
		Stretched non racket arm towards the shuttle		

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Moved towards the back court with cross behind chassé/back chassé for forehand or hop around non racket leg/backward running steps/chassé back for back hand	3	
		Performed back swing	1	
		Positioned head of racket above the head	2	
		Moved racket arm elbow forward with the head of racket facing backward	3	
		Contacted shuttle in front of the body with a full extension of racket arm	3	
		Performed a follow through	1	
		Shuttle landed in front of the short service line		4
8	The smash shot	Gripped racket with V-grip for forehand or thumb grip for backhand	2	
		Performed a split step	1	
		Positioned elbow of the racket arm at shoulder level	2	
		Stretched non racket arm towards the shuttle	1	
		Moved towards the back of the court with cross behind chassé/ back chassé for fore hand or back hand hop around non-racket leg/ backward running steps/ chassé back for back hand	3	
		Performed back swing	2	
		Positioned the head of the racket above the head	2	
		Moved racket arm elbow forward with the racket head facing backwards	3	
		Contacted shuttle in front of the body	3	
		Performed follow through	1	
Shuttle landed in mid court		4		
9	Clear shot	Gripped racket with V-grip for fore hand or thumb grip for back hand	2	
		Performed the split step	1	
		Positioned elbow of the racket arm at shoulder level	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Stretched non racket arm towards the shuttle	1	
		Moved towards the back court with cross behind chas�e/ back chas�e for fore hand or back hand hop around non-racket/backward running steps/ chas�e back for back hand	3	
		Performed back swing	1	
		Head racket was positioned above the head	2	
		Moved racket arm elbow forward with the racket head facing backwards	3	
		Contacted shuttle above the head with a full arm extension	4	
		Performed follow through	1	
		Shuttle landed at the back court		4
	<b>Total</b>		<b>110</b>	<b>36</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 Badminton Practitioners, Secondary School teachers who train Badminton, 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 Badminton 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 Badminton 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 Badminton 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 Badminton Practitioner job practitioners, Secondary School teachers who train Badminton 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:

Development Panel		
No.	Name	Institution/ Organisation
1	Katende David	National Council of Sports
2	Masiko Edwin	Uganda Badminton Association
3	Mwesigwa Peter	St. Patrick S.S, Ntete
4	Lumbuye Linika	Kibuli Secondary School
5	Bulamba Sulaiman	Mbogo High School
6	Kiryia Lukman	Shimoni P.T.C /NCDC
7	Nyanzi James	St. Charles Lwanga S.S
8	Semiyagi Allan Samuel	Nabisunsa Girls
9	Opira Geoffrey	Soroti Core P.T.C
10	Nakku Eva	Ntinda VTI
11	Makyeme Stella	Hana Mixed School, Nsangi
12	Musisi Silas	St. Thomas Bazadde

#### 4.4 Quality Assurance panel

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

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

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

#### 4.5 Facilitator team

This Assessment and Training Package was developed by a Facilitator team listed below:

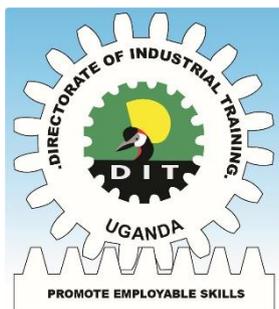
1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept., DIT.
2. **Facilitators (Development process):**  
Ms. Nakimuli Patra,  
Mr. Kirabo Mugenyi Thomas. DE, DIT.
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DE., DIT.
4. **DIT Data Entrants:** Mr. Tumusiime Edward,  
Mr. Nyanja John Fisher ITO., DIT.,  
Ms. Kaudha Agnes  
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept., DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

#### 4.6 Reference time:

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

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