



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



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

Qualification Level: 1

Occupational Cluster: Physical Education

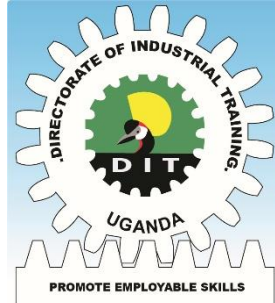
September 2020

Developed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

GYMNASTICS PRACTITIONER

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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

Word from Permanent Secretary.....	iv
Acknowledgements.....	vi
Abbreviations and Acronyms.....	ix
Key Definitions	x
Executive Summary	vi
1.0 ATP-PART I	1
Occupational Profile for a Gymnastics Practitioner	1
Job Organisation Chart for Gymnastics.....	3
2.0 ATP – PART II	8
Training Modules for a Gymnastics Practitioner	8
Who is a Gymnastics Qualification Level 1.....	9
3.0 ATP- PART III	21
Assessment Instruments for a Gymnastics Practitioner.....	21
4.0 ATP- PART IV.....	37
Information on Development Process	37

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 **GYMNASTICS 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 GYMNASTICS PRACTITIONER.**
This Occupational Profile which was reviewed by Gymnastics practitioners practicing in the world of work mirrors the duties and tasks that Gymnastics practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Gymnastics 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 GYMNASTICS PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Gymnastics Practitioners) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

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

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

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

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



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of gymnastics practitioner from various secondary schools.
- Physical Education Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

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

Key Definitions

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

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/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 recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

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

1.0 ATP-PART I

Occupational Profile for a GYMNASTICS PRACTITIONER

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

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

Expert Panel

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Kitebi Teenage Centre

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Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

"GYMNASTICS PRACTITIONER"

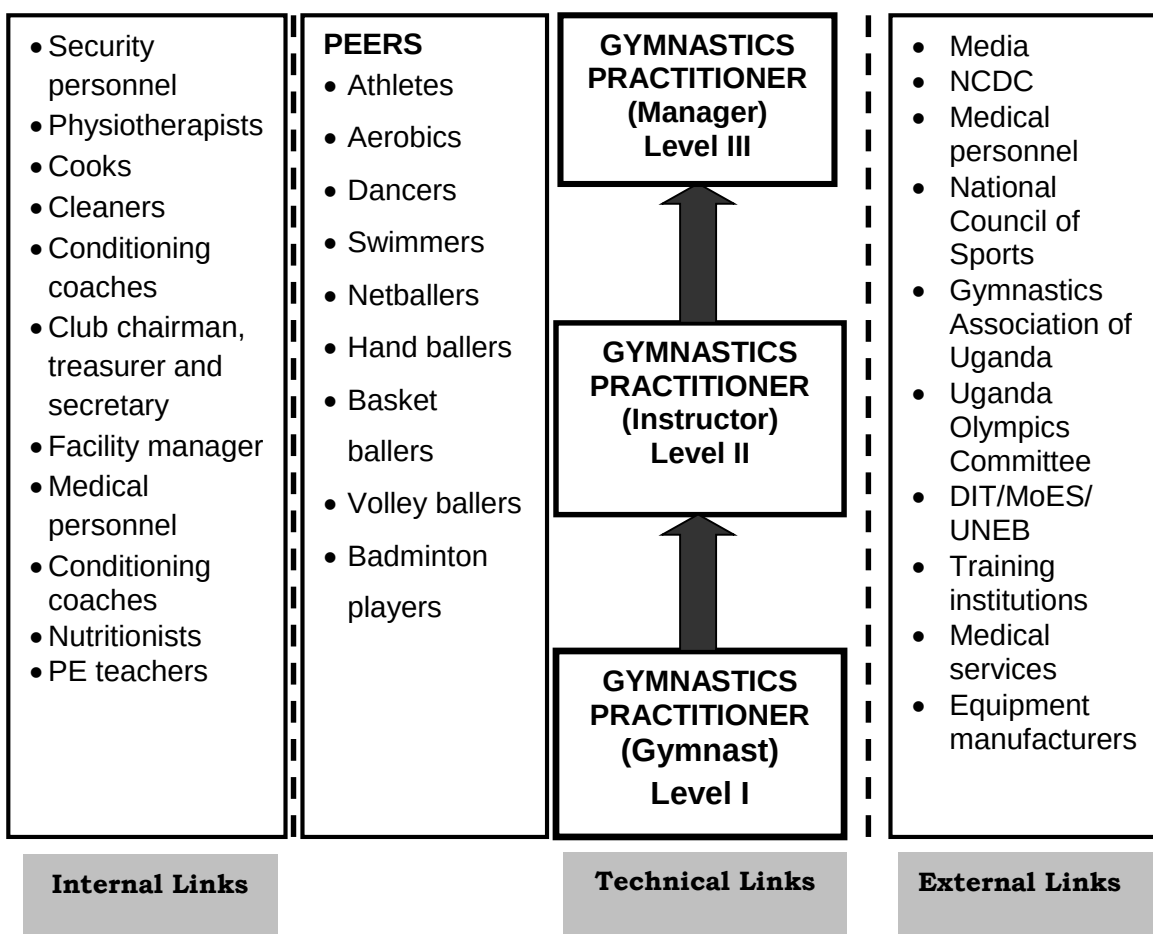
**Developed By: Directorate of Industrial Training
(Qualifications Standards)**

Dates of Workshop: 21st – 25th September 2020

NOMENCLATURE FOR THE OCCUPATION OF GYMNASTICS PRACTITIONER

Definition: A Gymnastic Practitioner is person who has the competences and competency in performing gymnastics, coaching, managing and officiating the sport.

JOB ORGANISATION CHART FOR GYMNASTICS



Descriptions for the levels in the occupation of ‘Gymnastics practitioner’

UVQ Level 1 (Gymnast): A person who trains in, performs gymnastic skills competently and also has the competences in setting up the activity area.

UVQ Level 2 (Instructor): A person who has the competences of performing and instructing gymnastics.

UVQ Level 3 (Manager): A person who has the competences and competency of coaching, managing and officiating the gymnastics performance.

Duties and Tasks

A. PREPARE GYMNASIUM	A1 Inspect the gymnasium	A2 Select equipment	A3 Select material
	A4 Assemble gymnastic equipment	A5 Clean the gymnasium	A6 Demarcate activity area
B. PERFORM GYMNASTICS	B1 Wear gymnastic costume	B2 Carry out warm up	B3 Perform rhythmic gymnastics
	B4 Perform artistic gymnastics	B5 Perform trampoline gymnastics	B6 Perform acrobatics gymnastics
	B7 Perform aerobic gymnastics	B8 Perform ballet gymnastics	B9 Perform cool down
	B10 Store materials		
C. OFFICIATE GYMNASTICS	C1 Communicate technical decisions	C2 Inspect the gymnasts	C3 Inspect the gymnasium
	C4 Inspect equipment	C5 Manage time	C6 Manage discipline of gymnasts
	C7 Start performance	C8 Prepare sports report	C9 Score performance
D. PERFORM OCCUPATIONAL HEALTH SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	D1 Prepare first aid kit	D2 Administer first aid	D3 Inspect equipment
	D4 Identify sick gymnast	D5 Prepare nutritional program	D6 Display safety precautions
	D7 Identify injuries	D8 Perform spotting	
E. COACH GYMNASTICS	E1 Design training program	E2 Select participants	E3 Mentor gymnasts
	E4 Scout gymnasts	E5 Make training reports	E6 Demonstrate and instruct skills

F. PERFORM ADMINISTRATIVE DUTIES	F1 Prepare work plan	F2 Make budgets	F3 Procure tools, equipment and material
	F4 Prepare financial reports	F5 Prepare activity reports	F6 Prepare medical reports
	F7 Recruit staff	F8 Assign roles	F9 Supervise gymnastic activities
	F10 Conduct meetings	F11 Appraise staff	F12 Coordinate gymnastics activities

G. MAINTAIN EQUIPMENT AND FACILITY	G1 Develop maintenance schedule	G2 Identify required equipment	G3 Clean equipment
	G4 Service equipment	G5 Repair and replace equipment	G7 Re- mark activity area
	G8 Procure/ make equipment	G9 Store equipment	G10 Keep inventory

H. MARKET GYMNASTICS	H1 Organise gymnastic exhibitions	H2 Advertise gymnastics	H3 Form clubs
	H4 Participate in competitions	H5 Perform community outreaches	H6 Partner with cooperate bodies or sponsors
	H7 Establish networks		

Additional Information

Related knowledge & skills

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Progressive training and sequence of tasks 2. Nutritional management 3. Improvisation of material and equipment 4. Age and gender Vs. specific gymnastic activities 5. Condemned/ dangerous exercises 6. Timing of each exercise 7. Safety during performance 8. Communication and interpersonal skills 9. Rules and regulations of the game 10. Standard dimensions for activity area and boundaries 11. Types of equipment and materials used 12. How to identify faulty equipment 13. Aesthetic (artistic display) | <ol style="list-style-type: none"> 14. Types of protective gears (anklets, hand guard, chalk, wrist bandages etc.) 15. Fitness components (flexibility, agility, strength, power, coordination, endurance, balance, speed and body composition) 16. Equipment Vs. age, gender and ability 17. Time management 18. Types of injuries 19. First aid kit components and purposes 20. How to apply the skills (balancing, rolling, skipping, jumping, swinging etc.) in different types of gymnastics (artistic, rhythmic, aerobic, trampoline, acrobatic and ballet) 21. Team work 22. How to market gymnastics |
|--|---|

Tools, Equipment and Materials

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Mats 2. Balance beams 3. Vaults 4. Parallel bars 5. Uneven bars 6. Horizontal bars 7. Rings 8. Spring floor/boards 9. Pommel horse 10. Floor 11. Benches 12. Tape measure 13. Hula-hoop 14. Chairs 15. Tyres 16. Score board / box 17. Ribbons 18. Step boards 19. First aid kit 20. Clip board 21. Sound system | <ol style="list-style-type: none"> 22. Ribbons 23. Powder / chalk 24. Gloves 25. Cameras 26. Hoops 27. Ropes 28. Weights 29. Balls – fitness balls, medicine balls 30. Gymnastic costume 31. Trampoline 32. Ramps 33. Cart wheel block 34. Mattresses 35. Hand guards (protective gear) 36. Sticks 37. Chalk bucket 38. Command device 39. Wooden or plastic clubs 40. Tape measure 41. Stop watch / timer 42. Wall bars |
|---|---|

Attitudes / Traits / Behaviour	Future Trends and Concerns
1. Team work 2. Listening skills 3. Communication skills 4. Self-motivation 5. Discipline 6. Environment responsibility 7. Hard work and persistence towards achieving the goal 8. Eager to learn / quest for knowledge 9. Respect 10. Responsible 11. Leadership 12. Cooperation 13. Acceptance 14. Reliable 15. Persistence 16. Endurance 17. Social 18. Patience 19. Dedicated 20. Hardworking 21. Resourceful 22. Good listener 23. Result oriented 24. Trainable 25. Strategic 26. Empathetic 27. Active 28. Flexible 29. Researcher 30. Risk taker 31. Dynamic 32. Patient 33. Tolerant 34. Proactive 35. Interpersonal skills 36. Assertive 37. Decision maker	1. Emerging technologies 2. Innovation in equipment designs, facilities and costume. 3. Change in rules of the sport 4. Introduction of new items in the sport 5. Change in natural factors 6. Epidemics that affect the sport 7. Environmental/ waste management 8. Inappropriate equipment 9. Medical personnel qualified to handle sports injuries 10. Commercialisation of the sport 11. Popularisation of the sport 12. Inclusions and exclusions in the sport 13. Nutrition management of gymnasts 14. Inadequate gymnastics facilities 15. Age cheating

2.0 ATP – PART II

Training Modules for a GYMNASTICS 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 Gymnastics 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 GYMNASTICS PRACTITIONER QUALIFICATION LEVEL 1?

A Gymnastic Practitioner Level I is a person who trains in, performs gymnastic skills competently and also has the competences in setting up the activity area.

TRAINING MODULES FOR GYMNASTICS PRACTITIONER UVQ LEVEL1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/GP/M1.1	Set up Activity Area	160	4
UE/GP/M1.2	Perform Gymnastics	480	12
UE/GP/M1.3	Manage Equipment and Facility	240	6
UE/GP/M1.4	Perform Entrepreneur Skills	320	8
Summary	4 Training Modules	1200 hours	30 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

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

Code	UE/GP/M1.1
Module title	M1.1: Set up Activity Area
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Gymnastics Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to secure and set up a safe activity area for gymnastics
Learning-Working Assignments (LWAs)	LWA 1/1: Select Activity Area LWA 1/2: Select Equipment and Material LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 1/1: Select Activity Area PEX 1.1: Inspect the area PEX 1.2: Demarcate the activity area PEX 1.3: Clean activity area
	LWA 1/2: Select Equipment and Material PEX 2.1: Identify equipment and material PEX 2.2: Improve equipment and material PEX 2.3: Assemble equipment and material PEX 2.4: Arrange equipment and material PEX 2.5: Clean equipment and material
	LWA1/3: Perform Occupational Health Safety and Environmental Protection Practices PEX 3.1: Prepare first aid kit PEX 3.2: Administer first aid PEX 3.3: Inspect equipment PEX 3.4: Display safety signs PEX 3.5: Manage waste PEX 3.6: Observe personal hygiene
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.

Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i> • Equipment Vs. age, gender and ability • Standard dimensions and specifications
Average duration of learning	160 hours (4 weeks) of nominal learning suggested to include: • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	tape measure, brushes, cameras, slashers, sound system, computers, tables, chairs, mats, ropes, springs, trampoline, balance beams, vaults, bars (parallel, uneven, and horizontal), rings, spring floor, pommel horses, hula-hoop, tyres, spring board, mattress, dumb bells, tennis balls, medicine balls, rings, ramps, cart wheel block, command device, step boards, clubs, hoes, pangas, rakes, wheel barrow, broom, spade, hammer, spanners, axe, nails, mower
Minimum required materials and consumables or equivalent	note book, pen, paint, masking tape, lime, chalk, ash, powder, ribbons
Special notes	Cater for people with special needs

Code	UE/GP/M1.2
Module title	M1.2: Perform Gymnastics
Related Qualification	Part of: Uganda Vocational Qualification (Gymnastics Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to perform body shapes, execute balancing, rolling, skipping and jumping skills in a safe environment.
Learning-Working Assignments (LWAs)	LWA 2/1: Prepare for Gymnastics LWA 2/2: Perform Balancing LWA 2/3: Perform Body Rolls LWA 2/4: Perform Body Shapes LWA 2/5: Perform Skipping LWA 2/6: Perform Jumping LWA 2/7: Perform Occupational Health, Safety and Environmental Protection Practices Note: 1. The learning exercises must be repeated until the trainee acquires a targeted competence. 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 2/1: Prepare for Gymnastics PEX 1.1: Carry out warm up PEX 1.2: Wear gymnastic costume PEX 1.3: Prepare self (team) LWA 2/2: Perform Balancing PEX 2.1: Perform swan balance PEX 2.2: Perform V-balance PEX 2.3: Perform T-balance PEX 2.4: Perform crouch balance PEX 2.5: Perform head balance PEX 2.6: Perform hand balance PEX 2.7: Perform pyramids PEX 2.8: Perform candle sticks PEX 2.9: Perform crab balance PEX 2.10: Perform shoulder balance PEX 2.11: Perform high straddle hold balance PEX 2.12: Perform elbow balance PEX 2.13: Perform centipede and chains PEX 2.15: Perform fore arm stand PEX 2.16: Perform angle balance

	LWA 2/3: Perform Body Shapes PEX 3.1: Perform tuck shape PEX 3.2: Perform arch shape PEX 3.3: Perform bridge shape PEX 3.4: Perform split shape PEX 3.5: Perform a lunge PEX 3.6: Perform a hollow PEX 3.7: Perform a straight hand PEX 3.8: Perform a pike PEX 3.9: Perform a straddle
	LWA 2/4: Perform Body Rolls PEX 4.1: Perform forward roll PEX 4.2: Perform a backward roll PEX 4.3: Perform pencil roll PEX 4.4: Perform log roll PEX 4.5: Perform tuck roll PEX 4.6: Perform cart wheel PEX 4.7: Perform judo roll PEX 4.8: Perform side roll PEX 4.9: Perform back bend PEX 4.10: Perform back bend kick over
	LWA 2/5: Perform Skipping PEX 5.1: Perform double leg skip PEX 5.2: Perform single leg skip PEX 5.3: Perform alternate skip
	LWA 2/6: Perform Jumping PEX 6.1: Perform vertical jump PEX 6.2: Perform horizontal jump
	LWA 2/7: Perform Occupational Health, Safety and Environmental Protection Practices PEX 7.1: Prepare first aid kit PEX 7.2: Administer first aid PEX 7.3: Inspect equipment and activity area PEX 7.4: Identify injuries PEX 7.5: Wear protective gear PEX 7.6: Observe personal hygiene PEX 7.7: Display safety signs

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i> • Types of protective gears (anklets, hand guard, chalk, wrist bandages etc.) • Fitness components (flexibility, agility, strength, power, coordination, endurance, balance, speed, body composition) • Equipment Vs. age, gender and ability • Aesthetic (artistic display) • Time management • Types of different injuries • First aid kit components and purposes • How to apply the skills (balancing, rolling, skipping and jumping) in different types of gymnastics (artistic, rhythmic, aerobic, trampoline, acrobatic and ballet) • Rules and regulations of the sport • Team work • Nutritional management • Spotting skills • Personal space during gymnastics
Average duration of learning	480 hours (12 weeks) of nominal learning suggested to include: • 10 days of occupational theory and • 50 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	cameras, sound system, computers, tables, chairs, mats, skipping ropes, springs, trampoline, balance beams, vaults, bars (parallel, uneven, and horizontal), rings, spring floor, pommel horses, hula-hoop, tyres, spring board, mattress, dumb bells, tennis balls, medicine balls, rings, ramps, cart wheel block, command device, step boards, clubs, anklets, hand guard

Minimum required materials and consumables or equivalent	wrist badge, chalk, rhythmic music
Special notes	• Provide all the necessary equipment to the trainee • Theory knowledge should be integrated when carrying out a practical • Cater for people with special needs • Avail spotters

Code	UE/GP/M1.3
Module title	M1.3: Manage Equipment and Activity Area
Related Qualification	Part of: Uganda Vocational Qualification (Gymnastics Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage equipment and activity area.
Learning-Working Assignments (LWAs)	LWA 3/1: Acquire Material and Equipment LWA 3/2: Maintain Equipment and Activity Area LWA 3/3: Perform Occupational Health, Safety and Environmental Protection Practices Note: 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 3/1: Acquire Material and Equipment PEX 1.1: Make a budget PEX 1.2: Procure materials and equipment PEX 1.3: Keep records PEX 1.4: Prepare store PEX 1.5: Store equipment LWA 3/2: Maintain Equipment and Activity Area PEX 2.1: Identify faulty equipment PEX 2.2: Repair and replace faulty equipment PEX 2.3: Store equipment PEX 2.4: Service equipment PEX 2.5: Clean equipment PEX 2.6: Inspect activity area PEX 2.7: Repair damages in the activity area LWA 3/3: Perform Occupational Health, Safety and Environment Protection Practices PEX 3.1: Administer first aid PEX 3.2: Manage waste PEX 3.3: Identify hazards PEX 3.4: Display safety signs

Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate</i> • Different types of equipment and materials • How to clean, repair and service the equipment • Where to purchase the materials and equipment • First aid kit and its components • How to administer first aid • Procedure for making requisition
Average duration of learning	240 hours (6 weeks) of nominal learning suggested to include: • 5 days of occupational theory and • 25 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	brushes, slashers, hoes, nails, strings, ropes, tape measure, tables, chairs
Minimum required materials and consumables or equivalent	paint, lime, chalk, lubricant, masking tape, stationery, glue, first aid materials, water, pesticides, detergents
Special notes	• Avail helper during practice • Wear protective gear

Code	UE/GP/M1.4
Module title	M1.4: Perform Entrepreneur Skills
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (Gymnastics Practitioner UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to set up a gymnastic enterprise and manage the sport
Learning-Working Assignments (LWAs)	LWA 4/1: Setup Gymnastic Enterprise LWA 4/2: Market the Sport LWA 4/3: Keep Records LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices <u>Note:</u> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	LWA 4/1: Setup Gymnastic Enterprise PEX 1.1: Conduct feasibility study PEX 1.2: Prepare workplace PEX 1.3: Determine source of funds PEX 1.4: Procure equipment and material PEX 1.5: Recruit staff PEX 1.6: Assign roles PEX 1.7: Register the enterprise LWA 4/2: Market the Sport PEX 2.1: Advertise the sport PEX 2.2: Brand the sport PEX 2.3: Exhibit gymnastic skills PEX 2.4: Carryout community outreaches LWA 4/3: Keep Records PEX 3.1: Keep financial records PEX 3.2: Keep performance records PEX 3.3: Keep inventory records PEX 3.4: Keep medical records

	LWA 4/4: Perform Occupational Health, Safety and Environmental Protection Practices. PEX 4.1: Prepare first aid kit PEX 4.2: Display safety signs PEX 4.3: Manage waste PEX 4.4: Administer first aid PEX 4.5: Observe personal hygiene
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate.</i> • How to make a business plan • Interpersonal communication skills • ICT • How to register enterprise • Resource mobilisation • How to establish an enterprise • How to carryout market survey • About existing enterprises
Average duration of learning	320 hours (8 weeks) of nominal learning suggested to include: • 6 days of occupational theory and • 34 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided that all equipment and materials required for this module training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	computer, phones, printer, transport means

Minimum required materials and consumables or equivalent	receipt books, ledger books, pens, pencils
Special notes	

3.0 ATP- PART III

Assessment Instruments for a GYMNASTICS 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, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **GYMNASTICS PRACTITIONER** are included:

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	3
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching with cause-effect	1
5.	Written (Theory)- matching with work-sequence	2
6.	Performance (Practical) test items	2
Total		12

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Gymnastics 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:	M1.1			
Time allocation:	2 minutes			

Test Item	Name any four equipment used for executing the skill of balancing in gymnastics
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Beam (ii) Parallel bars (iii) Vaults (iv) Mat (v) Wall bars (vi) Pommel horse (vii) Suspended rings

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Gymnastics 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:	M1.4			
Time allocation:	5 minutes			

Test Item	State any four elements one should have in mind when setting up a gymnastic enterprise
Answer spaces	(i) (ii) (iii) (iv)
Expected key (answers)	(i) Register enterprise (ii) Conduct a feasibility study (iii) Secure work plan (iv) Source of funds (v) Human resource (vi) Procure equipment (vii) Prepare budget

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

Test Item	Mention three ways of skipping
Answer spaces	(i) (ii) (iii)
Expected key (answers)	(i) Single leg skipping (ii) Double leg skipping (iii) Alternate leg skipping

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Gymnastics 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			
Time allocation:	1 minute			

Test Item	Which of the following is an example of a skill of balance in gymnastics?
Distractors and correct answer	A. Forward roll B. Hand stand C. Cartwheel D. Split shape

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Gymnastics 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:	2 minutes			

Test Item	What is done to equipment before and after performing gymnastics?
Distractors and correct answer	A. Servicing B. Replacing C. Cleaning D. Repairing

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

Test Item	Match the following equipment with their corresponding exercises
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Column A (Equipment)	
A	Vault table
B	Uneven bars
C	Trampoline
D	Still rings
E	Pommel horse

Column B (Exercises)	
1	Tap swing
2	Hand spring
3	Climbing
4	Jumping
5	Skipping
6	Swings to strength hold exercises
7	Continuous circular movement

Key (answer)	A-2, B-1, C-4, D-6, E-7
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Gymnastics Practitioner			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.2			
Time allocation:	4 minutes			

Test Item	Match the following gymnastic exercises with their corresponding body shapes
-----------	--

Column A (Exercises)	
A	Swan balance
B	Back bend
C	Crouch balance
D	V- sit

Column B (Body shapes)	
1	Bridge balance
2	Split
3	Narrow body shape
4	Tuck shape
5	Arch shape
6	Vertical shape

Key (answer)	A-2, B-1, C-4, D-3
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 8			
Occupational Title:	Gymnastics 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 module:	M1.2			
Time allocation:	8 minutes			

Test Item	Match the following common defects with their causes in performing gymnastics
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Column A (Defects)		Column B (Causes)	
A	Neck injury	1	Not wearing protective guards
B	Low back pain	2	Landing on un-flexed knees
C	Falling off bars	3	Landing on the neck while rolling
D	Wrist and ankle injuries	4	Tough work out or performance for very long periods of time
E	Muscle soreness	5	Not dusting the hands with chalk before performance
F	Groin and hip injury	6	Landing on the head while rolling
		7	Over dusting hands with chalk before performance
		8	Inadequate warm up coupled with training overload or muscle fatigue

Key (answer)	A-6, B-2, C-5, D-1, E-4, F-8
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 9			
Occupational Title:	Gymnastics 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:	5 minutes			

Test Item	Arrange the following steps in administering first aid to a gymnast who has strained his/her ankle during gymnastics performance
-----------	--

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Identify the injury
2 nd	B	Refer causality for further management
3 rd	C	Rest the injured part
4 th	D	Elevate the injured part above the level of the heart
5 th	E	Use bandage to compress
6 th	F	Apply ice to the injured part
7 th	G	Stop the activity

Key (answer)	1-G, 2-C, 3-A, 4-F, 5-E, 6-D, 7-B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 10			
Occupational Title:	Gymnastics 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:	M1.4			
Time allocation:	6 minutes			

Test Item	Arrange the following steps in order of setting up a gymnastic enterprise
-----------	---

Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Conduct feasibility study
2 nd	B	Assign responsibilities
3 rd	C	Prepare work place
4 th	D	Determine source of funds
5 th	E	Register enterprise
6 th	F	Procure equipment and materials
7 th	G	Recruit staff

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

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 11
Occupational Title:	Gymnastics Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Perform three forward rolls and end up in a standing position
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• How to perform a crouch balance • How to conduct warm ups • Choice of costume • How to perform rolls • Risks involved in performing rolls • First Aid elements involved in performing this activity
Required tools, Materials and Equipment:	mat, gymnastic mattress, first aid kit
Time allocation:	20 minutes
Preferred venue:	Outdoor activity area (even ground with levelled grass)
Remarks for candidates	Candidates must be dressed in a gymnastic costume Observe the safety precautions Avoid goofing off
Remarks for assessors	• Provide all the required resources for assessment • Should assess the medical history of the athlete • Ensure availability of the first aid kit • Inspect the execution ground and equipment • Consider alternatives for special needs persons

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1.	Preparation for the gymnastic activity	Wore gymnastic costume		4
		Carried out warm up	3	
		Systematic warm up (general, stretching and specific) observed	3	
2.	Execution	Went in squatting	1	
		Squatted on the balls of the feet		1
		Placed hands on the floor (shoulder width apart)	1	
		Fingers pointed forward observed		1
		Crouch balance position observed		2
		Leaned forward and tucked head in	1	
		Chin touched the chest observed		1
		Transferred weight on both hands	2	
		Pushed (self) forward	1	
		Rolled forward	2	
3.	Follow through	Rolled on the upper back		4
		Returned in the crouch position observed		4
		Rolled more two times repeatedly		2
		Finished the rolls in a standing position	2	
		Stable and upright position observed		2
5.	After gymnastic activity	Performed cool down	1	
		Collected the equipment used	1	
		Handed over/ stored the equipment	1	
	TOTAL		19	21
	Maximum score (Y)	X/Y		

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 12
Occupational Title:	Gymnastics Practitioner
Competence level:	Level 1
Code no.	
Test Item:	Perform a V- sit on a beam balance
Complexity level:	P3
Date of OP:	September 2020
Related module:	M1.2
Related skills and knowledge:	• How to perform a balance on a beam • How to conduct warm ups • Choice of costume • Risks involved in performing balances on a beam • First aid elements involved in performing this activity
Required tools, Materials and Equipment:	beam balance, wrist and ankle guards, gymnastic mattress, first aid kit
Time allocation:	20 minutes
Preferred venue:	Gymnasium activity area
Remarks for candidates	• Candidates must be dressed in a gymnastic costume • Observe the safety precautions • Avoid goofing off
Remarks for assessors	• Provide all the required resources for assessment • Should assess the medical history of the athlete • Ensure availability of the first aid kit • Inspect the execution ground and equipment • Consider alternatives for special needs persons • Candidates should not over perform the V-sit

#	Assessment criteria	Scoring guide	Max Score	
			Process	Result
1	Preparation for the gymnastic activity	Wore gymnastic costume		4
		Wore hand guards		2
		Carried out warm up	3	
		Systematic warm up (General, stretching and specific) observed		3
2	Approach to the beam	Mounted the beam using the dominant foot followed by the second foot	3	

		Approached the beam from the narrower end		2
		Moved from the narrow end to the wider end of the beam by walking	2	
3	Execution	Sat o the beam	1	
		Placed hands on the beam to support body weight as legs were lifted up	2	
		Straight legs with toes pointing forward observed		3
		Lifted hands and stretched them above the head	4	
		Straight hands with fingers pointing up observed		4
		Stretched legs straight up to form a V-shape	4	
		Maintained the position for minimum of 5 seconds		4
		A V-body shape observed		4
4	Follow through	Jumped off the beam	2	
		Landed on the balls of the feet with slightly bent knees		2
		Performed cool down exercises	2	
	TOTAL		23	28
	Maximum score (Y)	X/Y		

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Development process (September 2020)

The Assessment and Training Package was exclusively developed by Gymnastics Practitioners, secondary school teachers and institutional instructors who train Gymnastics 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 Gymnastic 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 gymnastic 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 Gymnastics teachers/instructors, 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 required at the different stages were constituted by members from the following organisations:

Development Panel		
No.	Name	Institution/ Organisation
1.	Kawesa Cyrus	NTC Kabale
2.	Ssemanda Kyeyune Moses	Kitebi Teenage Centre
3.	Waiswa . K. Ali (DR)	Kyambogo University
4.	Latigo Ahmed Kassim	Gymnastic Association of Uganda
5.	Harriet Ayaa	Gymnastic Association of Uganda
6.	Musisi Silas	St. Thomas Bazadde
7.	Kirya Lukman	Shimoni Core PTC
8.	Kimuli Joshua Kawesa	Kyambogo University
9.	Chebet Milton	Gayaza High School / NCDC
10.	Kiiza Robbinson Williams	Acorns International School
11.	Koccus Mugerwa	Nkoma Sec 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 specialists.

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 Hajarrah	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:

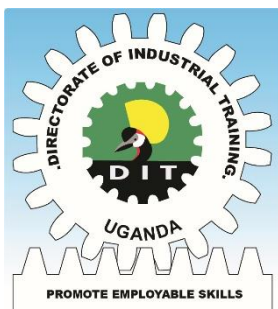
1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
2. **Facilitators (Development process):**
Ms. Baliraba Elizabeth
Ms. Nuwayongyera Phionah
3. **Facilitators (Quality checking process):** Ms. Baliraba Elizabeth DIT
4. **Data Entrants:** Mr. Kasadha Joel
Kagoya Marcey Stenographer
Turyasingura Yusuf
5. **Edited by:** Ms. Mukyala Ruth Ag. DD Qualification Standards Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT

4.6 Reference time:

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

References:

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