



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

**Directorate of Industrial Training**



**Assessment and training  
Package**

**For an  
AEROBICS PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

**December 2020**

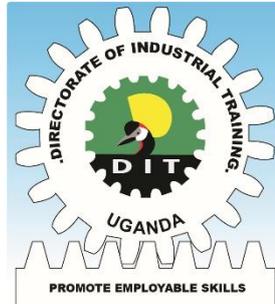
---

**Developed by:**

**Directorate of Industrial Training  
Qualifications Standards Department**

**Funded by:**

**Government of Uganda**



**Assessment and Training Package**

**For an**

**AEROBICS PRACTITIONER**

**Qualification Level: 1**

**Occupational Cluster: Physical Education**

Directorate of Industrial Training  
Plot 97/99 Jinja Road/ Corner 3<sup>rd</sup> Street,  
P.O Box 20050, Lugogo, Kampala, Uganda  
Tel: +256 414 253 704; +256 312 279 344  
E-mail: [uvqf.dit@gmail.com](mailto:uvqf.dit@gmail.com)  
[Web: www.dituganda.org](http://www.dituganda.org)

© Directorate of Industrial Training  
2021

ISBN: 978-9913-626-13-2

ISO: 9001:2015      Certificate No.: UG92580A

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

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

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

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

The purpose of the UVQF is to;

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

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

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

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

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

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

The functions shall include:

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

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

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

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

## Table of Contents

Word from Permanent Secretary .....	iv
Executive Summary.....	vi
Acknowledgement.....	viii
Abbreviations and Acronyms .....	ix
Key Definitions .....	x
1.0 ATP-PART I .....	1
Occupational Profile for an Aerobics Practitioner.....	1
2.0 ATP – PART II.....	8
Training Modules for an Aerobics Practitioner.....	8
3.0 ATP- PART III .....	21
Assessment Instruments for an Aerobics Practitioner .....	21
Written Test Items (Samples).....	23
Performance Test Items (Samples).....	28
4.0 ATP- PART IV .....	30
Information on Development Process.....	30

## Word from Permanent Secretary

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

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

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

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

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

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

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

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

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of an **AEROBICS PRACTITIONER QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



**Alex Kakooza**  
**Permanent Secretary**

## Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of an AEROBICS PRACTITIONER.** This Occupational Profile which was reviewed by Aerobics Practitioners practicing in the world of work mirrors the duties and tasks that Aerobics Practitioners are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Aerobics Practitioners both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as an AEROBICS PRACTITIONER. These assessment instruments were reviewed jointly by job practitioners (Aerobics 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](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 aerobics 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
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>	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

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

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

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

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

## 1.0 ATP-PART I

### Occupational Profile for an AEROBICS PRACTITIONER

- 1.1 The OCCUPATIONAL PROFILE (OP) for “AEROBICS PRACTITIONER” below defines the **Duties** and **Tasks** a competent AEROBICS 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 involved the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators during a five-days’ workshop. The panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

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

**Job Expert Panel**

**Kitayimbwa Michael**  
NCDC / Kings College Budo

**Adikini Joy Sandra**  
Seeta High School

**Nabwire Mangeni**  
Mukono High School

**Kirinya Solomon**  
Parliament of Uganda

**Nahwera Loyce**  
Kyambogo University

**Ocheng Walter**  
Seb Hotel

**Kaganda Vincent**  
Mpoma School

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

**Facilitators**  
**Namazzi Monica**  
Directorate of Industrial Training

**Mugumbya Ben**  
Directorate of Industrial Training

**Funded by**  
The Government of Uganda



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

Directorate of Industrial Training

**Occupational Profile**  
**For an**

**"AEROBICS**  
**PRACTITIONER"**

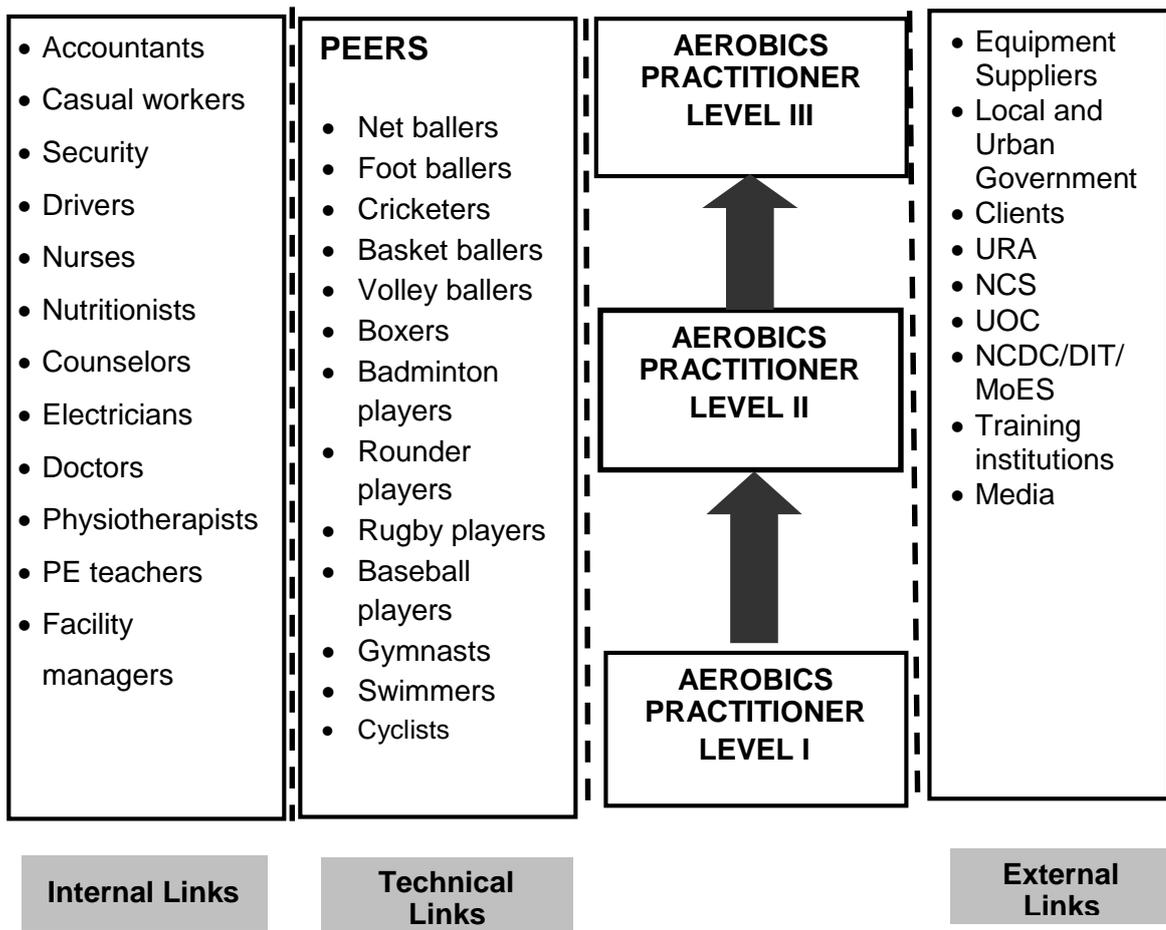
**Developed by: Qualification standards**  
**Department of Industrial**  
**Training**

**Dates of workshop: 21<sup>th</sup>-25<sup>th</sup> September 2020**

## NOMENCLATURE FOR THE OCCUPATION OF AN AEROBICS PRACTITIONER

**Definition:** An Aerobics practitioner is a person who has the competencies to train, conduct Aerobic sessions and manage a fitness enterprise.

### JOB ORGANISATION CHART FOR AEROBICS PRACTITIONER



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

- UVQ Level I Aerobics Practitioner:** Is a person who designs programs and conducts aerobics sessions for beginners with or without music.
- UVQ Level II Aerobics Practitioner:** Is a person who designs programs and conducts aerobics sessions in addition to development of fitness and nutrition programs for clients
- UVQ Level III Aerobics Practitioner:** Is a person who has competencies in training fitness instructors and managing fitness enterprise.

## Duties and Tasks

<b>A. PLAN WORK</b>	<b>A1</b> Identify activity area	<b>A2</b> Identify materials and equipment	<b>A3</b> Prepare a budget
	<b>A4</b> Mobilise sources of funds	<b>A5</b> Procure materials and equipment	<b>A6</b> Prepare session schedule
	<b>A7</b> Assess fitness status		

<b>B. TRAIN AEROBIC INSTRUCTORS</b>	<b>B1</b> Design training schedule	<b>B2</b> Recruit trainers	<b>B3</b> Assess fitness level
	<b>B4</b> Demonstrate aerobic skills	<b>B5</b> Mentor trainers	<b>B6</b> Assess aerobics instructors
	<b>B7</b> Appraise instructors	<b>B8</b> Prepare training reports	

<b>C. DEVELOP PHYSICAL FITNESS</b>	<b>C1</b> Perform flexibility exercises	<b>C2</b> Perform muscular strength exercises	<b>C3</b> Perform muscular endurance exercises
	<b>C4</b> Perform body coordination exercises	<b>C5</b> Perform cardiovascular endurance exercises	<b>C6</b> Manage body Weight
	<b>C7</b> Perform body balancing	<b>C8</b> Perform power exercises	<b>C9</b> Perform speed exercises
	<b>C10</b> Perform agility exercises		

<b>D. CONDUCT AEROBICS SESSION</b>	<b>D1</b> Setup equipment	<b>D2</b> Wear workout attire	<b>D3</b> Perform warm up
	<b>D4</b> Perform aerobics	<b>D5</b> Perform cool down	<b>D6</b> Provide session feedback
	<b>D7</b> Store equipment		

<b>E. PERFORM ADMINISTRATIVE TASKS</b>	<b>E1</b> Recruit staff	<b>E2</b> Assign roles	<b>E3</b> Communicate with stake holders
	<b>E4</b> Mentor staff	<b>E5</b> Manage conflicts	<b>E6</b> Supervise activities
	<b>E7</b> Motivate staff and trainees		

<b>F. MANTAIN EQUIPMENT &amp; FACILITY</b>	<b>F1</b> Prepare maintenance schedules	<b>F2</b> Inspect facility	<b>F3</b> Inspect equipment
	<b>F4</b> Clean activity area	<b>F5</b> Replace/ Repair equipment	<b>F6</b> Make repairs on the studio
	<b>F7</b> Service equipment	<b>F8</b> Clean equipment	<b>F9</b> Keep inventory
	<b>F10</b> Store equipment, tools and materials		

<b>G. MARKET AEROBICS</b>	<b>G1</b> Advertise Aerobics	<b>G2</b> Organise aerobic exhibitions	<b>G3</b> Perform customer care
	<b>G4</b> Obtain membership in professional association	<b>G5</b> Offer special promotion on aerobics class	<b>G6</b> Participate in community activities
	<b>G7</b> Obtain customer feedback		

<b>H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIROMENTAL PROTECTION PRACTICES</b>	<b>H1</b> Prepare first aid kit	<b>H2</b> Take medical checkups	<b>H3</b> Identify sick/ injured participants
	<b>H4</b> Report injuries	<b>H5</b> Administer first aid	<b>H6</b> Manage waste
	<b>H7</b> Sensitise participants about pandemics		

## Additional Information

### Generic Knowledge and skills

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. First aid                          | 11. Managerial skills            |
| 2. Taxation                           | 12. Leadership skills            |
| 3. Communication skills               | 13. Entrepreneurial skills       |
| 4. Record keeping                     | 14. Public relations             |
| 5. ICT                                | 15. Resource mobilisation        |
| 6. Nutrition/diet                     | 16. Problem solving              |
| 7. Disease prevention and control     | 17. Time management              |
| 8. Information about service provider | 18. Team work and co-operation   |
| 9. Marketing skills and promotion     | 19. Negotiation skills           |
| 10. Guidance and counselling          | 20. Hygiene                      |
|                                       | 21. Body anatomy                 |
|                                       | 22. Customer care                |
|                                       | 23. Public relations             |
|                                       | 24. Other existing sports/ games |

### Tools, equipment and materials

1. Flash disc / CDs / Memory cards
2. Music system
3. Exercise mats
4. Skipping ropes
5. Medicine balls
6. Bosu balls
7. Step boards
8. Dumb bells
9. Sports attire
10. Weighing scale
11. Cones
12. Swiss balls/ exercise balls
13. Stationary bicycles
14. Trade mills
15. Multi stage exercise machine
16. Gloves

<b>Attitudes/ Traits/ Behavior</b>	<b>Future trends and concerns</b>
<ol style="list-style-type: none"><li>1. Organised</li><li>2. Respectful</li><li>3. Trustworthy</li><li>4. Team player</li><li>5. Dedicated</li><li>6. Self-motivated</li><li>7. Punctual/time manager</li><li>8. Self-driven</li><li>9. Innovative and creative</li><li>10. Disciplined</li><li>11. Social</li><li>12. Realistic</li><li>13. Honest</li><li>14. Polite</li><li>15. Physically fit</li><li>16. Hard working</li><li>17. Resourceful</li><li>18. Good listener</li><li>19. Good decision maker</li><li>20. Trainable</li><li>21. Empathetic</li><li>22. Flexible</li><li>23. Leader</li><li>24. Patient</li><li>25. Tolerant</li><li>26. Healthy</li><li>27. Committed</li></ol>	<ol style="list-style-type: none"><li>1. Development of new technology</li><li>2. Price fluctuations</li><li>3. Access to finances</li><li>4. Access to experts</li><li>5. Accidents and injuries during performance</li><li>6. Urbanisation</li><li>7. Lifestyle</li><li>8. Media</li><li>9. Culture and religion</li><li>10. Political atmosphere</li><li>11. Disease outbreaks/ pandemics</li></ol>

## 2.0 ATP – PART II

### Training Modules for an AEROBICS PRACTITIONER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), curricular are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Aerobics Practitioner occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, 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 AN AEROBICS PRACTITIONER-QUALIFICATION LEVEL 1?**

An **Aerobics Practitioner Level I** is a person who designs programs and conducts Aerobics sessions for beginners with or without music.

### **TRAINING MODULES FOR AEROBICS PRACTITIONER UVQ LEVEL 1**

<b>Code</b>	<b>Module Title</b>	<b>Average duration</b>	
		<b>Contact hours</b>	<b>Weeks</b>
<b>UE/AP/M1.1</b>	Setup Aerobics Activity Area	40	1
<b>UE/AP/M1.2</b>	Develop Physical Fitness	240	6
<b>UE/AP/M1.3</b>	Conduct Aerobics Session	240	6
<b>UE/AP/M1.4</b>	Manage Facility, Tools, Equipment and Materials	240	6
<b>Summary</b>	<b>4 Modules</b>	<b>760 hours</b>	<b>19 weeks</b>

**Note: Average duration is contact time but NOT calendar duration**

It is assumed that:

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

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

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

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

<b>Code</b>	<b>UE/AP/M1.1</b>
<b>Module title</b>	<b>M1.1: Set up Aerobics Activity Area</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Aerobics Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to set up an Aerobics activity area.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 1/1: Select Aerobics Activity Area</b>  <b>LWA 1/2: Select Materials, Tools and Equipment</b>  <b>LWA 1/3: 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 may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment..</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 1/1: Select Aerobics Activity Area</b>                  PEX 1/1: Inspect activity area                  PEX 1/2: Remove obstacles                  PEX 1/3: Clean activity area</p> <p><b>LWA 1/2: Select Materials, Tools and Equipment</b>                  PEX 2.1: Identify materials, tools and equipment                  PEX 2.2: Clean equipment                  PEX 2.3: Set-up equipment                  PEX 2.4: Connect music system                  PEX 2.5: Distribute exercise materials</p> <p><b>LWA 1/3: Perform Occupational Health, Safety and Environmental Protection Practices</b>                  PEX 3.1: Wear protective gear                  PEX 3.2: Maintain general hygiene                  PEX 3.3: Display safety notices                  PEX 3.4: Perform firefighting</p> <p>PEX 3.5: Administer first aid                  PEX 3.6: Manage waste                  PEX 3.7: Inspect equipment</p>
<b>Related knowledge/ theory</b>	<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>

	<ul style="list-style-type: none"> <li>• Cleaning techniques</li> <li>• How to assemble equipment</li> <li>• Electrical installation (basics)</li> <li>• Hygiene and sanitation</li> <li>• Proper storage of tools, equipment and materials</li> </ul>
<b>Average duration of learning</b>	40hours (5 days) of nominal learning suggested to include: <ul style="list-style-type: none"> <li>• <i>2 days of occupational theory and</i></li> <li>• <i>3 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment/ implements or equivalent</b>	flash disc/CDs with music/memory card, music system, exercise mats, skipping ropes, medicine balls, Swiss/ exercise balls, step boards, dumb bells, sports attire, hand towels, weighing scale
<b>Minimum required materials and consumables or equivalent</b>	rugs, brooms, water, detergent
<b>Special notes</b>	Equipment used will depend on the type of class and activity area.

<b>Code</b>	<b>UE/AP/M1.2</b>
<b>Module title</b>	<b>M1.2: Develop Physical Fitness</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Aerobics Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to develop health related fitness.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 2/1: Develop Cardiovascular Endurance</b>  <b>LWA 2/2: Develop Muscular Endurance and Strength</b>  <b>LWA 2/3: Develop Flexibility</b>  <b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer/instructor is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 2/1: Develop Cardiovascular Endurance</b>                  PEX 1.1: Perform jogging                  PEX 1.2: Perform walking                  PEX 1.3: Perform skipping                  PEX 1.4: Perform water aerobics                  PEX 1.5: Perform running                  PEX 1.6: Perform cycling</p> <p><b>LWA 2/2: Develop Muscular Endurance and Strength</b>                  PEX 2.1: Conduct one or two leg hop                  PEX 2.2: Conduct squats                  PEX 2.3: Conduct pushups                  PEX 2.4: Conduct chair dips                  PEX 2.5: Conduct sit-ups                  PEX 2.6: Conduct leg lifts                  PEX 2.7: Conduct half knee bends                  PEX 2.8: Conduct abdominal stretches</p> <p><b>LWA 2/3: Develop Flexibility</b>                  PEX 3.1: Perform lateral and forward flexion                  PEX 3.2: Perform overhead reach                  PEX 3.3: Perform kneeling cat                  PEX 3.4: Perform supine rotational stretch                  PEX 3.5: Perform hip flexor</p>

	<p>PEX 3.6: Perform hamstring stretch                  PEX 3.7: Perform side reach stretches                  PEX 3.8: Perform neck stretches                  PEX 3.9: Perform hill raises</p> <p><b>LWA 2/4: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p>PEX 4.1: Wear sports attire                  PEX 4.2: Maintain hygiene and sanitation                  PEX 4.3: Display safety signs                  PEX 4.4: Provide safe drinking water                  PEX 4.5: Administer first aid</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.</i></p> <ul style="list-style-type: none"> <li>• FITT principles</li> <li>• Skill related components such as coordination, balance, reaction time, power, speed and agility</li> <li>• Health related components</li> <li>• Safe and usage exercise</li> <li>• Functional anatomy and physiology</li> <li>• Wellness and nutrition</li> <li>• Lifestyle and weight management</li> <li>• Counseling and psychology</li> <li>• Specific exercises for weight gain, weight loss and weight maintenance.</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 20days 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>	timer, sports attire, exercise mats, flash disc & CDs with music/memory card/music system, skipping ropes, medicine balls, exercise balls, step boards, dumb bells, hand towels, weighing scale
<b>Minimum required materials and consumables or equivalent</b>	Refreshments (water)
<b>Special notes</b>	<p>The FITT principle should also be followed to improve performance;</p> <p>F: Frequency- how often</p> <p>I: Intensity -how hard</p> <p>T: Time- how long</p> <p>T: Type of activities</p> <p>Fitness tests for the various components can also be carried out to ascertain progress.</p> <p>The trainee should engage in safe exercises.</p>

<b>Code</b>	<b>UE/AP/M1.3</b>
<b>Module title</b>	<b>M1.3: Conduct Aerobics Session</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Aerobics Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to conduct an aerobics session.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 3/1: Perform Warm Up</b>  <b>LWA 3/2: Perform Basic Steps in Aerobics</b>  <b>LWA 3/3: Perform Arm Movements</b>  <b>LWA 3/4: Perform Arm and Leg Movements Following Suitable Music</b>  <b>LWA 3/5: Perform Standing Cool Down</b>  <b>LWA 3/6: Perform Conditioning Phase</b>  <b>LWA 3/7: Perform Final Cool Down</b>  <b>LWA 3/8: Perform Occupational Health, Safety and Environmental Protection Practices</b></p> <p><b><u>Note:</u></b></p> <ol style="list-style-type: none"> <li><i>The learning exercises may be repeated until the trainee acquires targeted competence;</i></li> <li><i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 3/1: Perform Warm Up</b>                  PEX 1.1: Perform on-spot marching                  PEX 1.2: Perform jogging                  PEX 1.3: Perform jumping jacks                  PEX 1.4: Perform jumping rope                  PEX 1.5: Perform standing side bends                  PEX 1.6: Perform ankle circles                  PEX 1.7: Perform high knee lift                  PEX 1.8: Perform toe touches                  PEX 1.9: Perform side to side hops                  PEX 1.10: Perform butt kicks                  PEX 1.11: Perform torso twists                  PEX 1.12: Perform lateral shuffles</p>

	<p><b>LWA 3/2: Perform Basic Steps in Aerobics</b></p> <p>PEX 2.1: Perform heel dig</p> <p>PEX 2.2: Perform toe tap</p> <p>PEX 2.3: Perform step touch</p> <p>PEX 2.4: Perform leg curl</p> <p>PEX 2.5: Perform knee lift</p> <p>PEX 2.6: Perform standing bicycle crunches</p> <p>PEX 2.7: Perform basic left</p> <p>PEX 2.8: Perform basic right</p> <p>PEX 2.9: Perform charleston</p> <p>PEX 2.10: Perform diagonal/ corner to corner</p> <p>PEX 2.11: Perform grapevine</p> <p>PEX 2.12: Perform hop turn.</p> <p>PEX 2.13: Perform mambo</p> <p>PEX 2.14: Perform cha- cha-cha</p> <p>PEX 2.15: Roll/twist whole body</p> <p>PEX 2.16: Perform jumping jacks</p> <p>PEX 2.17: Perform kicks</p> <p>PEX 2.18: Perform step taps</p> <p>PEX 2.19: Perform V-step</p> <p>PEX 2.20: Perform reverse V-step</p> <p>PEX 2.21: Perform grapevine</p> <p>PEX 2.22: Perform A-step</p> <p>PEX 2.23: Perform turn-step</p> <p>PEX 2.24: Perform alternating curls</p>
	<p><b>LWA 3/3: Perform Arm Movements</b></p> <p>PEX 3.1: Perform bicep curls</p> <p>PEX 3.2: Perform hammer curls</p> <p>PEX 3.3: Perform triceps kick backs</p> <p>PEX 3.4: Perform frontal raises</p> <p>PEX 3.5: Perform lateral raises</p> <p>PEX 3.6: Perform frontal pulls</p> <p>PEX 3.7: Perform overhead pulls</p> <p>PEX 3.8: Perform arm circles</p> <p>PEX 3.9: Perform slices</p> <p>PEX 3.10: Perform double side-out</p> <p>PEX 3.11: Perform shoulder punch and</p> <p>PEX 3.12: Perform alternating bicep curls</p>
	<p><b>LWA 3/4: Perform Arm and Leg Movements Following Suitable Music</b></p> <p>PEX 4.1: Select suitable aerobics music</p> <p>PEX 4.2: Perform arm and leg movements</p> <p>PEX 4.3: Coordinate arm and leg movements</p>

	<p><b>LWA 3/5: Perform Standing Cool Down</b>                  PEX 5.1: Perform modified jumping jacks                  PEX 5.2: Perform marching                  PEX 5.3: Perform side to side step                  PEX 5.4: Perform on-spot step                  PEX 5.5: Perform forward and backward steps</p> <p><b>LWA 3/6: Perform Conditioning Phase</b>                  PEX 6.1: Perform pushups                  PEX 6.2: Perform sit-ups                  PEX 6.3: Perform squats/ squat jumps                  PEX 6.4: Perform planks                  PEX 6.5: Perform crunches                  PEX 6.6: Perform mountain climbers                  PEX 6.7: Perform burpees                  PEX 6.8: Perform lateral lunges                  PEX 6.9: Perform box jumps                  PEX 6.10: Perform split jacks</p> <p><b>LWA 3/7: Perform Final Cool Down</b>                  PEX 7.1: Perform neck stretches                  PEX 7.2: Perform overhead reach                  PEX 7.3: Perform shoulder rolls                  PEX 7.4: Perform arm hug                  PEX 7.5: Perform arms across chest                  PEX 7.6: Perform side reach stretches                  PEX 7.7: Perform supine rotational stretch                  PEX 7.8: Perform lateral and forward flexion                  PEX 7.9: Perform waist rolls                  PEX 7.10: Take slow deep inhalation and exhalation                  PEX 7.11: Perform a seated forward bend                  PEX 7.12: Perform a child's pose</p> <p><b>LWA 3/8: Perform Occupational Health Safety and Environmental Protection Practices</b>                  PEX 8.1: Administer first aid                  PEX 8.2: Maintain general hygiene                  PEX 8.3: Wear appropriate attire                  PEX 8.4: Display safety notices                  PEX 8.5: Perform firefighting                  PEX 8.6: Manage waste                  PEX 8.7: Inspect tools, materials and equipment</p>
<p><b>Occupational health and safety</b></p>	<p>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</p>

<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>• Dynamic warm up</li> <li>• Long slow stretches for cool down</li> <li>• Development of an aerobics training program</li> <li>• Various aerobics movements</li> <li>• Knowledge about diet and nutrition</li> <li>• Suitable equipment for the activity</li> <li>• Communication and interpersonal skills</li> <li>• Suitable movements/ exercises</li> <li>• First aid administration</li> <li>• Suitable aerobics music</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• 10 days of occupational theory and</li> <li>• 20 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 Materials/ implements or equivalent</b>	flash disc & CDs with music, memory card, music system, exercise mats, skipping ropes, medicine balls, exercise balls, step boards, dumb bells, sports attire, hand towels, weighing scale
<b>Minimum required materials and consumables or equivalent</b>	record books, pens, water, first aid materials
<b>Special notes</b>	<ul style="list-style-type: none"> <li>• Keep hydrated before, during and after exercises / activities</li> <li>• Cater for people with special needs</li> <li>• Perform exercises basing on client's level of fitness, age and health status</li> <li>• The exercises and moves performed are not limited to the ones mentioned above</li> <li>• Cool down should involve long slow stretches</li> <li>• Warm up should be dynamic</li> </ul>

<b>Code</b>	<b>UE/AP/M 1.4</b>
<b>Module title</b>	<b>M1.4: Manage Facility, Tools and Equipment</b>
<b>Related Qualification</b>	<u>Part of</u> Uganda Vocational Qualification (Aerobics Practitioner UVQ1)
<b>Qualification Level</b>	1
<b>Module purpose</b>	After completion of this module, the trainee shall be able to manage Aerobics facility, tools and equipment.
<b>Learning-Working Assignments (LWAs)</b>	<p><b>LWA 4/1: Maintain Facility</b>  <b>LWA 4/2: Maintain Tools and Equipment</b>  <b>LWA 4/3: Perform Occupational Health, Safety and Environmental Practices.</b></p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. The learning exercises may be repeated until the trainee acquires targeted competence;</li> <li>2. The trainer is advised to deliver relevant theoretical instructions with demonstrations as required to perform each learning working assignment.</li> </ol>
<b>Related Practical Exercises (PEXs)</b>	<p><b>LWA 4/1: Maintain Facility</b>                  PEX 1.1: Inspect Aerobics activity area                  PEX 1.2: Clean activity area                  PEX 1.3: Repair or level activity area (outdoor)</p> <p><b>LWA 4/2: Maintain Tools and Equipment</b>                  PEX 2.1: Prepare maintenance schedule                  PEX 2.2: Identify faulty and broken tools and equipment                  PEX 2.3: Repair and replace tools, equipment                  PEX 2.4: Clean tools and equipment                  PEX 2.5: Store tools and equipment                  PEX 2.6: Keep maintenance records</p> <p><b>LWA 4/3: Perform Occupational Health, Safety and Environmental Practices</b>                  PEX 3.1: Wear protective gear                  PEX 3.2: Administer first aid                  PEX 3.3: Display safety signs                  PEX 3.4: Maintain general hygiene</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>• Record keeping/ inventory</li> <li>• Hygiene and sanitation</li> <li>• First aid</li> <li>• Store management</li> <li>• Management skills</li> <li>• Leadership skills</li> <li>• ICT skills</li> <li>• Public relations</li> </ul>
<b>Average duration of learning</b>	<p>240 hours (30 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> <li>• <i>5 days of occupational theory and</i></li> <li>• <i>25 days of occupational practice</i></li> </ul>
<b>Suggestions on organisation of learning</b>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
<b>Assessment</b>	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
<b>Minimum required tools/ equipment, materials / implements or equivalent</b>	computers, furniture
<b>Minimum required materials and consumables or equivalent</b>	stationery, banners, flyers, record books, pens, water, first aid materials
<b>Special notes</b>	

## 3.0 ATP- PART III

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

### 3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching work sequence	00
5.	Performance (Practical) test items	1
<b>Total</b>		<b>06</b>

### WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
<b>Occupational Title:</b>	Aerobics Practitioner			
<b>Competence level:</b>	Level 1			
<b>Code no.</b>	UE/AP/M 1.1			
<b>Test Item type:</b>	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
<b>Complexity level:</b>	C2			
<b>Date of OP:</b>	September 2020			
<b>Related Module:</b>	M1.1			
<b>Time allocation:</b>	3 minutes			

<b>Test Item</b>	List any four equipment needed to set up an Aerobics activity area.			
<b>Answer spaces</b>	(i)	.....		
	(ii)	.....		
	(iii)	.....		
	(iv)	.....		
<b>Expected key (answers)</b>	(i)	Cones		
	(ii)	Music system		
	(iii)	Exercise mats		
	(iv)	Step boards		
	(v)	Small weights		
	(vi)	Medicine balls		
	(vii)	Skipping ropes		
	(viii)	Bosu balls		
	(ix)	Gymnastic balls		
	(x)	Exercise balls		

DIT/ QS	Test Item Database Written (Theory) Test Item- No.2			
Occupational Title:	Aerobics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M 1.2			
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related tasks:	M1.2			
Time allocation:	2 minutes			

Test Item	List four components of physical fitness.
Answer spaces	(i) ..... (ii) ..... (iii) ..... (iv) .....
Expected answers	(i) Body composition (ii) Muscular endurance (iii) Flexibility (iv) Cardiovascular endurance (v) Muscular strength (vi) Power (vii) Speed (viii) Coordination (ix) Balance (x) Agility (xi) Reaction time

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Aerobics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M 1.3			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.3			
Time allocation:	2 minutes			

Test Item	Which of the following is the most suitable area for conducting aerobics
Distracters and correct answer	A. Field B. Hall C. Water D. Air

Key (answer)	B
--------------	---

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Aerobics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M 1.2			
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.2			
Time allocation:	2 minutes			

Test Item	..... is an equipment used to develop muscular strength in upper limbs
Distracters and correct answer	A. Skipping-rope B. Medicine ball C. Water bottle D. Step boards

Key (answer)	B
--------------	---

DIT/QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Aerobics Practitioner			
Competence level:	Level 1			
Code no.	UE/AP/M 1.2			
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related Modules:	M1.2			
Time allocation:	5 minutes			

<b>Test Item</b>	Match the following the terms with their meaning as applied in aerobics.
------------------	--

Column A (Term)	
A	Overload
B	Recovery
C	Reversibility
D	Individualism

Column B (Meaning)	
1.	Optimum benefits occur when a programs meet a person's capabilities
2.	Each person responds differently to the same training stimulus
3.	Training stimulus must be specific to the individuals goals
4.	For maximum benefits to occur one must exercise harder than usual
5.	Exercise stimulus must be alternated
6.	Optimum adaptation requires rest periods
7.	All beneficial effects of exercises are lost when exercise is stopped

<b>Key (answer)</b>	A:4 B:6, C:7, D: 2
---------------------	--------------------

## PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no. 6
<b>Occupational Title:</b>	Aerobics Practitioner
<b>Competence level:</b>	Level 1
<b>Code no.</b>	UE/AP/M 1.3
<b>Test Item:</b>	Conduct a beginners dance Aerobics session
<b>Complexity level:</b>	P3
<b>Date of OP:</b>	September 2020
<b>Related module:</b>	M1.3
<b>Related skills and knowledge:</b>	<ul style="list-style-type: none"> <li>• Intensity of exercises</li> <li>• Flexibility</li> <li>• Body balance</li> <li>• Body movements</li> <li>• First Aid</li> <li>• Diet and nutrition</li> </ul>
<b>Required tools, Materials and Equipment:</b>	exercise mats, music system, skipping ropes, water bottles face-towels.
<b>Time allocation:</b>	1 hour
<b>Preferred venue:</b>	Aerobics room/hall/ demarcated open space
<b>Remarks for candidates</b>	<ul style="list-style-type: none"> <li>• Trainees must have personal water bottles, face-towels</li> <li>• Trainees must be well dressed in an aerobics attire</li> <li>• Trainees should respond to all injuries and assist in immediate first aid and proper emergency procedures.</li> <li>• Keep instructional area organised, clean, and inviting.</li> </ul>
<b>Remarks for assessors</b>	<ul style="list-style-type: none"> <li>• Provide helpers in setting the activity area</li> <li>• Avail first aid kit</li> <li>• Avail a room with power sockets</li> <li>• Avail trainee with four participants</li> </ul>

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for aerobics area	Wore sports attire		2
		Tested the music system	2	1
2	Introduction	Greeted participants (including pre session talk, introduction of activities)	1	
		Arranged participants	1	
		Switched on music		1
3	Warm up exercises	Performed simple to complex exercises	2	
		Performed right moves (slow jogging, running etc.)	2	
		Performed active stretches	2	
4	Aerobics activity	Increased intensity of exercises	2	
		Performed leg and arm movements		4
		Co-ordinated moves to the rhythm of music	4	
		Ensured correct movements through demonstrating instructions to participants	3	
5	Standing cool down	Gradually reduced the intensity		4
6	Body conditioning	Performed exercises that apply to a specific muscle groups	3	
		Worked muscles of both sides of the body with the same intensity	2	
		Performed various exercises	1	
7	Final cool down	Performed stretching exercises	3	
		Followed a particular order of exercises that is top to bottom or bottom to top	2	
		Stretched both sides of the body		1
8	Reflected on session with participants	Engaged in feedback with participants	2	
		Engaged in supportive talk	2	
		Recovered equipment stored/handed over	2	
<b>TOTAL</b>			<b>35</b>	<b>12</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 Aerobics Practitioners, secondary school teachers who train Physical Education, and curriculum development specialists working with the National Curriculum Development Centre (NCDC).

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

Basing on the Occupational Profile, they developed training modules that will guide Aerobics Practitioners on the job as well as in training centres.

Basing on the Occupational Profile and Training Modules, they developed Assessment Instruments that can be used to assess whether a person complies with the requirements of employment as an Aerobics 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 Aerobics 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 Aerobics Practitioners, secondary school teachers who train Physical Education, and curriculum development specialists working with the National Curriculum Development Centre (NCDC) required at the different stages of development exercise were constituted by members from the following institutions/organisations:

<b>Development Panel</b>		
<b>#</b>	<b>Name</b>	<b>Institution/ Organisation</b>
1.	Kitayimbwa Michael	NCDC / Kings College Budo
2.	Adikini Joy Sandra	Seeta High School Green Campus
3.	Nabwire Mangeni	Mukono High School
4.	Kirinya Solomon	Parliament
5.	Ocheng Walter	Seb Hotel
6.	Nahwera Loyce	Kyambogo University
7.	Kaganda Vincent	Mpoma School

#### 4.4 Quality Assurance panel

The quality checking panel comprised of a team with exceptional technical expertise and experience as job practitioners, lecturers, sports administrators and national curriculum development specialist. The team carefully and objectively critiqued the entire ATP and assured that the quality of the ATP meets the required standards.

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

#### 4.5 Facilitator team

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

1. **Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT.
2. **Facilitators (Development process):**  
Ms. Namazzi Monica,  
Mr. Mugumbya Ben, DIT.
3. **Facilitators (Quality checking process):** Baliraba Elizabeth, DIT.
4. **Data Entrants:** Najuna Paurah, Ochwo Patrick, DE  
Turyasingura Yusuf.
5. **Edited by:** Ms. Mukyala Ruth Ag. DD., QS Dept. DIT
6. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT.

#### 4.6 Reference time:

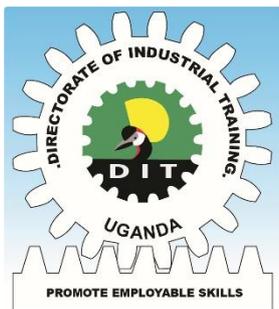
The Assessment and Training Package was developed in September 2020, quality checked and compiled in December 2020, and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions

#### References:

1. *American college of sports medicine (2011) Complete Guide to Fitness and Health.*
2. Fahey.T., Insel.P.& Roth, W. (2007). *Fit and Well core concepts and labs in physical Fitness and wellness.* 7<sup>th</sup> edition. New York McGraw- Hill Book company.
3. Hoeger. W. & Hoeger.S. (2013). *Life time physical fitness and wellness: A Personalised program (7th ed.)* Belmont, CA, USA: Wadsworth, Cengage learning.
4. Melgosa. J. (2017). *The power of physical exercise. A practical guide to be healthy and in shape* Thailand: life and health.
5. *Physical activity and Nutrition guidelines for every age.* USA: Human Kinetics.
6. Sharkey.B.(2002). *Fitness and Health Aerobics Fitness, Muscular fitness, Nutrition, weight control, performance (5<sup>th</sup> Edition).* Hong Kong: Human Kinetics.
7. Stokes.R. Schultz.S. & Polansky.B. (1997). *Life time personal fitness. USA. Hunter textbooks Inc.*

**SAMPLE BEGINNER AEROBICS PROGRAMME FOR 8 MONTHS**

WEEK	FREQUENCY SESSIONS	INTENSITY	TYPE OF ACTIVITY AND TIME	COMMENTS
1-2	3 days per week	Light intensity	Aerobics dance 10-20 minutes	Warm up 2-5 minutes, do different basic aerobic moves for 15 minutes. Cool down and stretch for 5 minutes. Stretch well to avoid body pain.
3-4	3 days per week	Light-moderate intensity	Aerobic dance session 20-30 minutes	Warm up 3-5 minutes. Aerobic dance moves 20 minutes. Cool down and stretch well for 5 minutes.
5-7	3 or 4 days per week	Moderate intensity	Aerobics dance 30-40 minutes	Warm up for 5 minutes. Aerobic dance moves 25-30 minutes. Cool down 5 minutes
8-10	3-4 days a week	Moderate intensity	Aerobics session 40-50 minutes	Warm up for at least 5 minutes. Aerobic dance moves 30-40 minutes. Cool down 5 minutes.



ISBN 978-9913-626-13-2



9 789913 626132