

Level 3 Award in Programming and Supervising Exercise with Disabled Clients

Syllabus



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Level 3

Award in Programming and Supervising Exercise with Disabled Clients

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Introduction

Qualification aim

The aim of this qualification is to equip the learner with the skills and knowledge required to plan and adapt a safe and effective exercise programme for a disabled client.

Qualification structure

Unit reference number	Unit title	Credit, GLH and level
M/503/0744	Principles of exercise for disabled people	Credit:3 GLH: 23 Level 3
J/504/0468	Planning and adapting exercise for disabled clients	Credit:2 GLH: 16 Level 3

This qualification comprises two units. Learners are expected to complete both units successfully in order to gain certification.

The total QCF credit value for this qualification is 5.

Prerequisites

The CYQ Level 3 Award in Programming and Supervising Exercise with Disabled Clients requires prior completion of one of the following qualifications:

- CYQ (or equivalent) Level 2 Certificate in Fitness Instructing (gym-based exercise, exercise to music or water-based exercise) (QCF)
- CYQ Level 2 Certificate in Fitness Walking (QCF) or any other qualification within the physical activity adviser category on REPs
- CYQ Level 3 Diploma in Teaching Yoga (QCF) (600/1227/4)
- CYQ Level 3 Diploma in Teaching Pilates (QCF) (600/4015/4)

Tutor and assessor requirements

For tutor and assessor requirements, please refer to the CYQ website, www.cyq.org.uk.

Syllabus information

This syllabus has been created to reflect the knowledge, skills and understanding requirements of the Level 3 Award in Programming and Supervising Exercise with Disabled Clients. The syllabus contains the information required for CYQ centres to deliver the following units:

- principles of exercise for disabled people
- planning and adapting exercise for disabled clients

Supporting resources

The following resources are available to support the delivery of this qualification.

Learner assessment record (LAR)

This document is used by the learner and assessor to record evidence and assessment decisions. It contains all the assessment paperwork relating to the two units.

LARs are available for download to approved centres from the CYQ website or they can be purchased in hard copy.

To order resources that support this qualification, email: resources@cyq.org.uk.

Units explained

Units form the building blocks of all qualifications in the QCF and comprise the following:

Learning outcomes

These outcomes set out what a learner is expected to know, understand or be able to perform as the result of a process of learning. They are expressed in this syllabus as '*The learner will...*'

Assessment criteria

These specify the standard that a learner is expected to meet in order to demonstrate that the learning outcomes of that unit have been achieved. They are expressed in this syllabus as '*The learner can...*'

Principles of exercise for disabled people (M/503/0744)

Unit aim

To provide learners with the fundamental areas of theoretical knowledge required to work with disabled clients in the context of exercise.

The learner will:

1 understand the legal and ethical issues surrounding disability

The learner can:

1.1 identify legislation relevant to disability, to include:

- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Equality Act 2010
- British Fire Standards BS558 Part 8, 1998

1.2 describe the 'Inclusive Fitness Initiative', to include:

- why and how it started
- the five different project areas:
 - staff training
 - access audit
 - equipment
 - marketing and monitoring
 - sports and development
- the IFI mark

1.3 describe how the following models of disability affect successful working relationships in the fitness environment:

- medical
- charity
- social
- functional

1.4 discuss the advantages and disadvantages of inclusive and segregated approaches to disabled people and exercise

1.5 describe intrinsic and extrinsic solutions for the barriers that may impact upon successful participation

The learner will:

2 know the scope of the responsibility of the instructor in the context of disability

The learner can:

2.1 define the roles and responsibilities of the instructor of disabled people

2.2 describe the limitations on the competence of the instructor, and when and where to refer clients on to other professionals

2.3 describe the requirements for health and safety that are relevant for planned activities

The learner will:

3 identify methods of collecting full information relevant to a disabled client before commencing exercise

The learner can:

3.1 identify and use a range of sources of information relating to the client, including:

- personal goals and objectives
- current level of functional ability
- requirements for access
- available support and personal requirements
- preferred communication methods
- safety requirements
- medical requirements
- equipment requirements
- exercise history
- barriers to participation
- their personal experience of their impairment/condition
- any other support needs, to include assistance animals

3.2 describe how to screen the client, in order to identify any precautions or contraindications specific to the client's disability

3.3 describe the protocols for a range of functional fitness assessments and re-assessments

3.4 describe how the information gathered may affect access to facilities/equipment/resources

3.5 describe how the information gathered can be utilised to establish readiness to participate and effective client-centred programme design

3.6 identify risks involved with participation for each participant and strategies for mitigation

The learner will:

4 understand the implications of conditions and impairments when working with disabled clients

The learner can:

4.1 describe the key defining features of the following impairments and conditions:

- learning disability and associated conditions:
 - Down's syndrome
 - autism
 - Asperger's syndrome
 - cerebral palsy
- spinal cord injury
- limbless/amputation
- visual impairment
- hearing impairment

For each of the above, the following aspects will be covered:

- definition
- main characteristics
- exercise aims
- effects of the condition and associated medications on exercise response
- exercise programming
- instructing and communication guidelines

4.2 describe the possible implications of the impairments and conditions listed in 4.1 on the following components of fitness:

- cardiovascular
- muscular strength and endurance
- flexibility and mobility
- co-ordination/balance/motor skills
- functional capacity

The learner will:

5 know a range of research methods

The learner can:

5.1 describe the importance of research for safe programming, communication and monitoring of participation of disabled people in exercise

5.2 discuss different sources of information, to include:

- consulting with the client
- consulting with carers/personal assistants
- consulting with other professionals
- functional assessments
- observation
- feedback

The learner will:

6 know methods of adapting communication skills relevant to different impairments

The learner can:

6.1 describe key adaptations in communication skills when dealing with clients with the following impairments:

- visual
- hearing
- learning
- wheelchair users

6.2 describe client-centred communication and motivational tools

6.3 explain how to work effectively with a carer/advocate

Assessment element 1: worksheet

Learners are required to fully complete the 'Working with disability' worksheet. The worksheet can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements of the unit 'Principles of exercise for disabled people'; if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- must be the learner's sole work, and group completion of the worksheet is not permitted
- may be completed over a set period of time
- may be completed away from the centre (eg, as a homework task)
- may be marked by the course tutor or an independent assessor

Assessment element 2: worksheet

Learners are required to fully complete the 'Conditions and impairments' worksheet. The worksheet can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements of the unit 'Principles of exercise for disabled people'; if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- must be the learner's sole work, and group completion of the worksheet is not permitted
- may be completed over a set period of time
- may be completed away from the centre (eg, as a homework task)
- may be marked by the course tutor or an independent assessor

Planning and adapting exercise for disabled clients (J/504/0468)

Unit aim

To provide learners with the knowledge and skills required to plan and adapt an exercise programme with a disabled client.

The learner will:

1 understand how to collect information about disabled clients

The learner can:

1.1 explain the importance of displaying sensitivity and empathy to disabled clients and the information they provide

1.2 explain the importance of treating confidential information correctly

The learner will:

2 be able to collect information about disabled clients

The learner can:

2.1 collect the information needed to plan a session using appropriate methods, to include:

- consultation
- client PAR-Q
- functional fitness tests

2.2 record the information using an appropriate format to aid analysis, to include:

- PAR-Q form
- client profile form, including:
 - personal goals and objectives (physical, psychological, lifestyle, social, adherence, as appropriate)
 - current level of functional ability
 - requirements for access
 - available support and personal requirements
 - preferred communication methods
 - safety requirements
 - medical requirements/history

- equipment requirements
- exercise history
- barriers to participation

The learner will:

3 understand how to plan and adapt exercise for disabled clients

The learner can:

3.1 describe the advantages and disadvantages of exercise versus physical activity

Note: exercise refers to formal exercise, such as going to the gym; physical activity refers to informal types of exercise, such as going for a walk or doing the gardening, etc.

3.2 explain how to adapt the exercise environment to meet the needs of disabled clients

3.3 explain how the start and progression of an exercise session are affected by the variables relating to an individual's impairment(s), to include:

- fitness level
- pain
- concentration
- fatigue
- degeneration of medical condition

3.4 explain how to apply the principles of FITT (frequency, intensity, time and type), adherence and progression to all components of the session for disabled clients, to include:

- frequency
- intensity
- time
- type
- adherence
- progression/regression

3.5 explain the importance of basing exercise selection on functional fitness

The learner will:

4 be able to plan client-centred exercise for disabled clients

The learner can:

4.1 identify the resources needed for the session, improvising safely where necessary

4.2 plan specific exercises/physical activities that are:

- functional
- appropriate to client's needs
- consistent with accepted good practice

4.3 apply the principles of FITT (frequency, intensity, time and type), adherence and progression to all components of the session, appropriate to client's needs

4.4 record plans in a format that will help clients and others involved to implement the session

The learner will:

5 be able to agree planned sessions with disabled clients

The learner can:

5.1 establish a rapport with the client

5.2 display sensitivity and empathy to the client

5.3 explain the planned session to the client

5.4 explain the demands of the session to the client

5.5 identify and agree with the client any changes needed to:

- resources
- environment
- exercises/physical activities

5.6 record any agreed changes to the session

The learner will:

6 understand how to adapt instruction of exercise sessions for disabled clients

The learner can:

6.1 explain the use of client-centred approaches to:

- introduce exercises
- monitor performance
- feedback on performance

6.2 explain how to monitor exercise technique and intensity using approaches, to include:

- visual
- verbal
- kinaesthetic

6.3 explain how to adapt and modify exercises where appropriate according to the needs of the disabled client

6.4 explain how to adapt and modify communication skills where necessary when dealing with clients with the following impairments:

- visual
- hearing
- learning
- wheelchair users

6.5 explain when it may be necessary to work with a carer/advocate

6.6 explain how to work with a carer/advocate

6.7 explain how to manage the environment in a way that meets the needs of the disabled client and health and safety requirements, to include:

- IFI requirements

Assessment element 3: worksheet

Learners are required to fully complete the 'Planning and adapting exercise for disabled clients' worksheet. The worksheet can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements of the unit 'Planning and adapting exercise for disabled clients'; if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheets:

- must be the learner's sole work, and group completion of the worksheet is not permitted
- may be completed over a set period of time
- may be completed away from the centre (eg, as a homework task)
- may be marked by the course tutor or an independent assessor

Please note that questions 7, 10, 11 and 12 also relate to the unit 'Principles of exercise for disabled people' (assessment criteria 6.1, 6.2 and 6.3) and must be completed along with the other two worksheets before credit can be awarded for that unit.

Assessment element 4: progressive programme and viva

Learners will be required to screen, gather information and prepare an appropriate programme of exercise for a disabled client. They will also need to take part in a viva, demonstrating sufficient planning and adaptation skills to satisfy the requirements of the unit 'Planning and adapting exercise for disabled clients'; if they fail to provide sufficient evidence through completion of the programme and viva, supplementary questions will need to be asked by the assessor to confirm competence.

The disabled client must attend the viva, as they will be involved in a discussion relating to the programme of activity that has been planned for them.

Further guidance:

Learners must:

1. identify a disabled person to be involved in the case study. They must meet the following requirements:
 - be able to attend either the morning or afternoon of the assessment day
 - have significant impairment (preferably from the list of impairments in unit 1, AC 4.1) that affects one or more of the following:
 - communication
 - concentration
 - movement or balance
2. meet with the client and complete the following:
 - client profile
 - PAR-Q (if positive, a medical referral letter must be provided)
 - exercise experience and level of daily activity
 - goals
 - functional assessment

3. use the information to complete the client profile form provided, to include:
 - definition/characteristics of condition
 - medications
 - goals
 - findings from functional assessments
 - implications of condition(s) and medication(s) for exercise

4. prepare an appropriate exercise programme over a 3, 6 or 12 month period, using the pro-forma provided, to include recommendations for the following components of fitness:
 - cardiovascular
 - muscular strength
 - muscular endurance
 - flexibility/range of movement (ROM)
 - balance
 - co-ordination
 - other

The programme should reflect a functional approach. It will be marked according to the criteria in the exercise programme and viva checklist.

5. prepare a detailed health and safety plan and a detailed session plan relating to the progressive programme. The detailed session plan is an example of one of the sessions the learner would deliver as part of the overall progressive programme

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