

# YMCA Level 3 Diploma in Exercise Referral (603/3103/3)

## Qualification Specification



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YMCA Awards

112 Great Russell Street

London

WC1B 3NQ

020 7343 1800

[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

# Level 3 Diploma in Exercise Referral

## Qualification Specification

Qualification number: 603/3103/3

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

- Ofqual
- QW (Qualifications Wales)

## Qualification aim

The qualification aims to equip the learner with the skills, knowledge and understanding required to plan and instruct programmes for exercise referral.

## Overview of knowledge, skills and understanding

Learners will cover:

### Knowledge and understanding relating to the qualification

- The heart, circulatory system, musculoskeletal system, nervous system, endocrine system, and energy systems and their relation to exercise and health. Posture and core stability
- Anatomy and physiology knowledge as applicable to personal training.
- Nutrition and its application to support a client's health and physical activity programme
- How to collect and use information relating to nutrition.
- The relationship between nutrition and physical activity, the principles and guidelines relating to nutrition and nutritional goal setting with clients, and the nationally recommended practice to provide nutritional advice.
- The principles of collecting information to plan an exercise referral programme, the principles of risk stratification in exercise referral, and the principles and procedures of record keeping.
- How to identify goals with exercise referral patients and instruct, adapt and review exercise session with these patients. How to plan, prepare, monitor and adapt an exercise referral programme with patients and understand the importance of long-term behaviour change for these patients.

- The current healthcare systems in the UK, the exercise referral process, the roles and responsibilities of the professional within an exercise referral scheme, and the role and importance of exercise referral, related policies and key documents.
- The concept of a patient-centred approach.
- The clinical features of medical conditions relevant to exercise referral programmes, the relationship between exercise and specified exercise referral medical conditions, the accepted methods for treatment/management of medical conditions relevant to exercise referral programmes, and how to programme safe and effective exercise programmes for patients with specified exercise referral medical conditions.

### Skills relating to the qualification

- Collect and analyse nutritional information and apply the principles of nutrition to a physical activity programme.
- Collect information about exercise referral patients and prepare patients and resources for exercise referral sessions.
- Instruct, adapt, conclude and review exercise referral sessions. Agree goals, plan, manage, review progress and adapt an exercise referral programme with exercise referral patients.

### Target group and age range

This qualification is aimed at a range of learners, including those who are 16-18 and 19+.

### Qualification structure

The YMCA Level 3 Diploma in Exercise Referral comprises 6 mandatory units.

Unit reference number	Unit title	Level	Credit
Y/503/7493	Professional practice for exercise referral instructors	3	2
R/503/7492	Understanding medical conditions for exercise referral	4	7
D/503/7494	Planning exercise referral programmes with patients	3	8
L/503/7491	Instructing exercise with referred patients	3	9
A/616/4747	Applied Anatomy and Physiology	3	5
L/616/4753	Nutrition to support physical activity	3	5

The Total Qualification Time (TQT) for this qualification is 367. The Guided Learning Hours (GLH) assigned are 230.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and

(b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

Learners should be 16 plus and must hold one or more of the following:

- Level 2 Certificate in Fitness Instructing or equivalent
- Level 3 Certificate in Personal Training
- Level 3 Diploma in Teaching Pilates
- Level 3 Diploma in Teaching Yoga

## Opportunities for progression

Future employment possibilities

This qualification can lead to employment as an 'Exercise Referral Instructor' or in any role that involves tailoring exercise for people with medical conditions covered by the qualification.

### Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels eg.:

- Level 4 Certificate in Weight Management for Individuals with Obesity, Diabetes Mellitus and/or Metabolic Syndrome
- Level 4 Certificate in Programming Physical Activity for Individuals with Low Back Pain
- Level 4 [Certificate in Delivering Physical Activity for Individuals with Mental Health Conditions](#)
- Any Level 4 specialist exercise instructor qualifications

### Mapping to standards

Exercise and Fitness NOS – Exercise Referral units D463 and D464. Also links to C317, D460, D461.

It also maps directly to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a Personal Trainer (Anatomy/Physiology and Nutrition)

### Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

### Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

### Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements, please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

### Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

### Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA Regulation (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquires and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance) and Skills Active Level 3 Exercise Referral Assessment Strategy.

The YMCA Level 3 Diploma in Exercise Referral is assessed through a combination of internal and external assessment.

### Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

#### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

#### Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio covers the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods, see the suggested example in the 'Qualification content' section of this specification.

### **External assessment**

External assessment is assessment set by the Awarding Organisation and marked by the Awarding Organisation. This qualification has external assessment for some learning outcomes/assessment criteria against the following units: Applied Anatomy and Physiology (A/616/4747) and Nutrition to support physical activity (L/616/4753).

A link to mock papers can be found by logging onto the centre home page and clicking this link:

[www.ymcaawards.co.uk/download-resources/mock-papers](http://www.ymcaawards.co.uk/download-resources/mock-papers).

### **Assessors**

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

### **Internal and external quality assurance**

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website:

[www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## **Qualification content**

### **Unit specifications and recommended assessment methods**

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# Professional practice for exercise referral instructors (Y/503/7493)

## Unit aim

To provide the learner with knowledge and understanding of the exercise referral process, and their role within it.

## Unit content

The learner will:

### 1. Understand the role and importance of exercise referral and related policies and key documents

The learner can:

- 1.1 Explain the role of exercise referral in both the fitness industry and the health sector**
- 1.2 Evaluate the general role of exercise in disease risk reduction and condition management**
- 1.3 Outline the key points of government policies relating to exercise referral schemes**
- 1.4 Outline key points from the Professional and Operational Standards for exercise referral**

The learner will:

### 2. Understand roles and responsibilities within an exercise referral scheme

The learner can:

- 2.1 Explain the roles of the medical, health, and fitness professionals in an exercise referral scheme**
- 2.2 Define the fitness professional's scope of practice and the inter-professional boundaries within an exercise referral scheme**
- 2.3 Describe how to deal with a patient who has a medical condition outside the scope of practice of the exercise referral instructor**
- 2.4 Explain when to refer to other professionals including the original referrer**
- 2.5 Explain how to determine 'inappropriate referrals'**

**2.6 Explain the importance of not accepting a patient who has been declined a referral for exercise from their medical practitioner or health professional**

**2.7 Explain the importance of effective inter-professional communication**

The learner will:

### **3. Understand the current healthcare systems in the UK**

The learner can:

**3.1 Describe the role of Clinical Commissioning Groups**

**3.2 Identify key health service documents/policies and their impact on the health care system in relation to exercise referral**

The learner will:

### **4. Understand the exercise referral process**

The learner can:

**4.1 Explain the process of receiving a referred patient from a healthcare professional**

**4.2 Describe the protocol for an initial patient consultation with the exercise referral instructor**

**4.3 Describe the principles of patient monitoring and data collection**

**4.4 Outline the medico-legal requirements relevant to the exercise referral instructor job role**

The learner will:

### **5. Understand the principles and procedures of record keeping**

The learner can:

**5.1 Explain how patient confidentiality is maintained in an exercise referral scheme**

**5.2 Explain the concept of data protection**

**5.3 Explain the meaning of validity and reliability in relation to measurement of techniques and outcomes**

**5.4 Explain how to evaluate the quality and reliability of evidence**

The learner will:

## 6. Understand the concept of a patient centred approach

The learner can:

**6.1 Explain how verbal and non-verbal communication, appearance and body language can influence patients' perception**

**6.2 Describe a range of consulting skills**

**6.3 Explain the term 'health behaviours'**

**6.4 Explain locus of control**

The learner will:

## 7. Understand how to monitor a successful exercise referral scheme

The learner can:

**7.1 Describe techniques to monitor success for the patient and the scheme**

**7.2 Describe the importance of monitoring and evaluation in exercise referral**

The learner will:

## 8. Understand the principles of risk stratification in exercise referral

The learner can:

**8.1 Describe the principles of risk stratification**

**8.2 Explain the current use of risk stratification tools used in exercise referral**

### Assessment

- Written worksheet

# Understanding medical conditions for exercise referral (R/503/7492)

## Unit aim

This unit will provide the learner with the knowledge and understanding of a range of medical conditions, and how to prescribe safe and effective exercise for them.

## Unit content

Note: Where assessment criteria refer to medical conditions learners must cover ALL of the following:

- Hypertension
- Hypercholesterolaemia
- Chronic Obstructive Pulmonary disease
- Asthma
- Obesity
- Diabetes type 1 and 2
- Osteoarthritis
- Rheumatoid arthritis
- Osteoporosis
- Depression
- Stress
- Anxiety
- Simple mechanical back pain
- Joint replacement.

The learner will:

## **1. Understand the clinical features of medical conditions relevant to exercise referral programmes**

The learner can:

**1.1 Describe the pathophysiology, and clinical signs and symptoms of specified medical conditions**

**1.2 Describe how pathophysiology, and clinical signs and symptoms change with progression of specified medical conditions**

**1.3 Describe the common causes of specified medical conditions**

The learner will:

## **2. Know the accepted methods for treatment and management of medical conditions relevant to exercise referral programmes**

The learner can:

**2.1 Using a range of credible sources, identify the common drug, surgical or therapeutic interventions used to treat specified medical conditions**

**2.2 Describe the desired effects, and side effects, of common medications on the patients exercise response for specified medical conditions**

**2.3 Describe how lifestyle modification, including nutrition and physical activity changes, can be used in addition to medical therapies for specified medical conditions**

The learner will:

## **3. Understand the relationship between exercise and specified exercise referral medical conditions**

The learner can:

**3.1 Explain the risks of exercise for patients with specified medical conditions**

**3.2 Explain how exercise can benefit patients with specified medical conditions**

**3.3 Evaluate the risks of exercise against the benefits for patients with specified medical conditions**

The learner will:

## 4. Understand how to programme safe, effective exercise programmes for patients with specified exercise referral medical conditions

The learner can:

**4.1 Outline exercise guidelines and restrictions for patients with specified medical conditions**

**4.2 Identify considerations for exercise when dealing with co-morbidities**

### Assessment

- Written tasks

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# Planning exercise referral programmes with patients (D/503/7494)

## Unit aim

This unit will provide the learner with the knowledge and understanding required to plan safe and effective exercise referral programmes for individuals and groups and adapt them when necessary.

## Unit content

The learner will:

### 1. Understand how to prepare for exercise referral programmes

The learner can:

**1.1 Describe a range of resources required to deliver exercise referral programmes for individuals and groups, including:**

- environment for the session
- portable equipment
- fixed equipment

**1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity**

The learner will:

### 2. Understand the importance of long-term behaviour change for exercise referral patients

The learner can:

**2.1 Explain why it is important for patients to understand the health benefits of structured exercise referral programmes**

**2.2 Explain why it is important for an exercise referral instructor to work together with patients to agree goals, objectives, programmes and adaptations**

**2.3 Explain the importance of long-term behaviour change in developing patients health and fitness**

## **2.4 Explain how to encourage patients to commit themselves to long-term change**

The learner will:

### **3. Understand the principles of collecting information to plan an exercise referral programme**

Note:

Learning outcome 3 should include the following:

- Referral form
- Informed consent to participate and transfer medical information
- Medical and surgical history
- Medications
- Physical activity history
- Physical activity preferences
- Motivation and barriers to participation
- Current fitness level
- Stage of readiness
- Personal and behavioural goals
- Physical measurements

The learner can:

#### **3.1 Explain the principles of informed consent**

#### **3.2 Summarise the patient information that should be collected when designing an exercise referral programme**

#### **3.3 Explain how to select the most appropriate methods of collecting patient information according to patient need**

#### **3.4 Explain how to interpret information collected from the patient in order to identify patient needs and goals**

#### **3.5 Explain the legal and ethical implications of collecting patient information**

The learner will:

## **4. Understand how to identify health related fitness goals with exercise referral patients**

Learning outcome 4 should include the following;

- Medical management
- General health and fitness
- Physiological
- Psychological
- Lifestyle
- Social
- Functional ability

The learner can:

### **4.1 Explain how to identify patients' short, medium and long term goals**

### **4.2 Identify when exercise referral instructors should involve others, apart from their patients, in goal setting**

### **4.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in an exercise referral programme**

The learner will:

## **5. Understand how to plan an exercise referral programme with patients**

The learner can:

### **5.1 Explain the absolute contraindications to exercise**

### **5.2 Summarise the key principles of designing exercise referral programmes to achieve short, medium and long term goals, including the order and structure of sessions**

### **5.3 Describe a range of safe and effective exercises/physical activities to develop:**

- **cardiovascular fitness**
- **muscular fitness**
- **flexibility**
- **motor skills**
- **core stability**

**5.4 Explain how to include physical activities as part of patient's lifestyle to complement exercise sessions**

**5.5 Identify when it might be appropriate to share the programme with other professionals**

The learner will:

## **6. Understand how to adapt an exercise referral programme with patients**

The learner can:

**6.1 Explain how the principles of training can be used to adapt the programme where:**

- **goals are not being achieved**
- **new goals have been identified**

**6.2 Describe appropriate training systems and their use in providing variety and in ensuring programmes remain effective**

**6.3 Explain why it is important to keep accurate records of changes including the reasons for change**

**6.4 Explain when it may be appropriate to share changes to exercise referral programmes with other professionals**

The learner will:

## **7. Be able to collect information about exercise referral patients**

The learner can:

**7.1 Establish a rapport with patients**

**7.2 Explain own role and responsibilities to patients**

**7.3 Collect the information needed to plan an exercise referral programme using methods appropriate to the patients and their condition/s**

**7.4 Show sensitivity and empathy to patients and the information they provide**

**7.5 Record the information using appropriate formats in a way that will aid analysis**

**7.6 Treat confidential information correctly**

The learner will:

## **8. Be able to agree goals with exercise referral patients**

The learner can:

**8.1 Work with patients to agree short, medium and long-term goals appropriate to their needs**

**8.2 Ensure the goals are:**

- **specific, measurable, realistic and time bound**
- **consistent with industry good practice**

**8.3 Agree with patients their needs and readiness to participate**

The learner will:

## **9. Be able to plan an exercise referral programme with exercise referral patients**

The learner can:

**9.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:**

- **appropriate to patients' medical condition/s, goals and level of fitness**
- **consistent with accepted good practice**

**9.2 Ensure appropriate components of fitness are built into the programme**

**9.3 Apply the principles of training which are appropriate to exercise referral patients and their condition/s to help achieve short, medium and long term goals**

**9.4 Agree the demands of the programme with patients**

**9.5 Agree a timetable of sessions with patients**

**9.6 Agree appropriate evaluation methods and review dates with patients**

**9.7 Identify the resources needed for the programme, including the use of environments not designed for exercise**

**9.8 Record plans in a format that will help patients and other professionals involved to implement the programme**

**9.9 Agree how to maintain contact with exercise referral patients between sessions**

The learner will:

## **10. Be able to manage an exercise referral programme with patients**

The learner can:

**10.1 Monitor integration of exercise referral programme and wider physical activity**

**10.2 Provide alternatives to the programmed exercises/physical activities if patients cannot take part as planned**

**10.3 Monitor patients' progress using appropriate methods**

**10.4 Write a letter to a healthcare professional communicating appropriate information and using accurate language**

The learner will:

## **11. Be able to review progress with exercise referral patients**

The learner can:

**11.1 Explain the purpose of reviewing progress to patients**

**11.2 Review short, medium and long term goals with patients at agreed points in the programme, taking into account any changes in circumstances**

**11.3 Encourage patients to give their own views on progress**

**11.4 Use suitable methods of evaluation that will help to review patient progress against goals and initial baseline data**

**11.5 Give feedback to patients during their review that is likely to strengthen their motivation and adherence**

**11.6 Agree review outcomes with patients and other professionals**

**11.7 Keep an accurate record of reviews and their outcome**

The learner will:

## **12. Be able to adapt an exercise referral programme with patients**

The learner can:

**12.1 Identify goals and exercises/physical activities that need to be redefined or adapted**

**12.2 Agree adaptations, progressions or regressions to meet patients' needs to optimise achievement**

**12.3 Identify and agree any changes to resources and environments with the patient**

**12.4 Introduce adaptations in a way that is appropriate to patients, their needs and medical condition/s**

**12.5 Record changes to programme plans to take account of adaptations**

**12.6 Monitor the effectiveness of adaptations and update the programme as necessary**

<b>Assessment</b>	<ul style="list-style-type: none"><li>• Written worksheet</li><li>• Written patient consultation sheet</li><li>• Observed or videoed consultation</li><li>• Written exercise referral programme</li><li>• Written, phone or skyped patient review</li><li>• Written letter to healthcare professional</li></ul>
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# Instructing exercise with referred patients (L/503/7491)

## Unit aim

This unit will cover the knowledge, understanding and skills required by the learner when instructing exercise for referred patients.

## Unit content

The learner will:

### 1. Understand how to instruct exercise to exercise referral patients

The learner can:

**1.1 Explain the importance of verbal and non-verbal communication when instructing patients**

**1.2 Describe how to adapt communication to meet patients' needs**

**1.3 Evaluate different methods of maintaining patients' motivation, especially when patients are finding exercises difficult**

**1.4 Explain the importance of correcting patient technique**

The learner will:

### 2. Understand how to adapt exercise to meet the needs of exercise referral patients

The learner can:

**2.1 Explain why it is important to monitor individual progress if more than one patient is involved in the session**

**2.2 Describe different methods of monitoring patients' progress during exercise, including groups of patients**

**2.3 Explain when it may be necessary to adapt planned exercises to meet patients' needs**

**2.4 Explain how to adapt exercise/exercise positions as appropriate to individual patients and the environment**

## **2.5 Explain how to modify the intensity of exercise according to the needs and response of the patient**

The learner will:

### **3. Understand how to review exercise referral sessions with patients**

The learner can:

**3.1 Explain why exercise referral instructors should give patients feedback on their performance during a session**

**3.2 Explain why patients should be given the opportunity to ask questions and discuss their performance**

**3.3 Explain how to give patients feedback on their performance in a way that is accurate but maintains patient motivation/commitment**

**3.4 Explain why patients need to see their progress against goals**

**3.5 Explain why patients need information about future exercise and physical activity, both supervised and unsupervised**

The learner will:

### **4. Be able to prepare resources for the exercise referral sessions**

The learner can:

**4.1 Select a range of exercises/physical activities to help patients achieve their objectives and goals**

**4.2 Obtain and prepare the resources needed for planned exercises/physical activities**

The learner will:

### **5. Be able to prepare patients for exercise referral sessions**

The learner can:

**5.1 Help patients feel at ease in the exercise environment**

**5.2 Explain the planned objectives and exercises/physical activities to patients**

**5.3 Explain to patients how objectives and exercises/physical activities support their goals and are appropriate to their condition**

**5.4 Explain the physical and technical demands of the planned exercises/physical activities to patients**

**5.5 Explain to patients how planned exercise/physical activity can be progressed or regressed to meet their goals**

**5.6 Assess patients' state of readiness and motivation to take part in the planned exercises/physical activities**

**5.7 Negotiate and agree with patients any changes to the planned exercises/physical activities that:**

- meet their goals and preferences
- enable them to maintain progress

**5.8 Record changes to patient's exercise referral programmes**

The learner will:

## **6. Be able to instruct and adapt planned exercises to exercise referral patients**

The learner can:

**6.1 Use motivational styles that:**

- are appropriate to the patients
- are consistent with accepted good practice

**6.2 Explain the purpose and value of a warm-up to patients**

**6.3 Provide warm-ups appropriate to the patients, planned exercise and the environment**

**6.4 Make best use of the environment in which the patients are exercising**

**6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective**

**6.6 Adapt verbal and non-verbal communication methods to make sure patients understand what is required**

**6.7 Ensure patients can carry out the exercises safely on their own**

**6.8 Analyse the performance of patients, providing positive reinforcement throughout**

**6.9 Correct exercise technique at appropriate points**

**6.10 Progress or regress exercises according to patients' performance**

**6.11 Monitor and modify the intensity of exercise appropriate to patient and their condition**

The learner will:

## **7. Be able to bring exercise referral sessions to an end**

The learner can:

**7.1 Allow sufficient time for the closing phase of the session**

**7.2 Explain the purpose and value of cool-down activities to patients**

**7.3 Select cool-down activities according to the type and intensity of physical exercise, patient needs and environment**

**7.4 Provide patients with feedback and positive reinforcement**

**7.5 Explain to patients how their progress links to their goals**

**7.6 Allow patients the opportunity to ask questions and discuss their performance**

**7.7 Inform patients about future opportunities for exercise and physical activity**

**7.8 Leave the environment in a condition suitable for future use**

The learner will:

## **8. Be able to review exercise referral sessions**

The learner can:

**8.1 Review the outcomes of working with patients including their feedback**

**8.2 Identify:**

- How well the sessions met patients' goals
- How effective and motivational the relationship was with patients
- How well the instructing styles matched patients' needs

**8.3 Identify how to improve personal practice**

**8.4 Explain the value of reflective practice**

### **Assessment**

- Session plan
- Observation
- Worksheet

# Applied anatomy and physiology (A/616/4747)

## Unit aim

This unit covers essential Anatomy and Physiology knowledge a Personal Trainer requires for application to exercise programming and design for a range of clients.

## Unit content

The learner will:

### 1. Understand optimal posture, causes of postural deviations and spinal conditions and the impact of exercise

The learner can:

#### 1.1 Define 'Optimal Posture'

#### 1.2 Identify the causes of postural deviations

#### 1.3 Identify the structure and function of the stabilising ligaments and muscles of the spine

#### 1.4 Identify the structure and function of core and pelvic floor muscles

#### 1.5 Differentiate between local (deep) and global (superficial) muscles that support posture

#### 1.6 Explain 'local' core muscular changes that can occur due to poor postural awareness and stability

#### 1.7 Identify the potential medical conditions and spinal disorders that can occur as a result of postural deviations

#### 1.8 Describe the impact of core stabilisation exercise on posture and the potential for injury/aggravation of problems

#### 1.9 Clarify when stretching and strengthening protocols should be used to improve postural deviations

The learner will:

## **2. Understand the structure and function of the musculoskeletal system**

The learner can:

### **2.1 Identify the anatomical terms of location**

### **2.2 Recognise the anatomical planes of motion for joint actions and associated exercises.**

### **2.3 Describe the classification of levers and their effect on joints/joint action, to include:**

- **first class levers**
- **second class levers**
- **third class levers**

### **2.4 Demonstrate knowledge of anterior skeletal muscles and the joints they cross**

### **2.5 Demonstrate knowledge of posterior skeletal muscles and the joints they cross**

The learner will:

## **3. Understand the effects of exercise on the musculoskeletal system and disease processes**

The learner can:

### **3.1 Explain the short and long-term effects of exercise on the musculoskeletal system**

### **3.2 Explain what is meant by the term 'Delayed Onset of Muscular Soreness' (DOMS)**

### **3.3 Compare the effects of different types of exercise on the prevention and treatment of**

- **osteoporosis**
- **osteoarthritis**

The learner will:

## **4. Understand the structure and function of the Cardio-respiratory system**

The learner can:

### **4.1 Describe Coronary circulation**

### **4.2 Describe the effect of disease processes on the structure and functions of blood vessels**

### **4.3 Identify blood pressure classifications and associated risks**

#### **4.4 Explain the following terms:**

- **cardiac cycle**
- **stroke volume**
- **cardiac output**

#### **4.5 Identify the short and long term effects of exercise on the cardio-respiratory system**

The learner will:

### **5. Know the structure and function of the Nervous system and the effect of exercise on neuromuscular connections**

The learner can:

#### **5.1 Describe the specific roles and functions of:**

- **central nervous system (CNS)**
- **peripheral nervous system (PNS) including somatic and autonomic nervous system**

#### **5.2 Describe the process of muscle contraction, to include,**

- **transmission of a nervous impulse**
- **process of motor unit recruitment and muscle fibre innervation**

#### **5.3 Identify the structure and function of proprioceptors, to include:**

- **muscle spindles**
- **golgi Tendon Organs**

#### **5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness**

#### **5.5 Determine how plyometric exercise can utilise the stretch shortening cycle**

The learner will:

### **6. Know the structure and function of the Endocrine system**

The learner can:

#### **6.1 Describe the structure of the endocrine system**

#### **6.2 Identify major glands in the endocrine system**

#### **6.3 Identify the function of key hormones in the body secreted by endocrine glands**

#### **6.4 Describe hormonal responses to training and overtraining**

The learner will:

## **7. Know the classifications of energy systems and how they are utilised during exercise**

The learner can:

**7.1 Identify which energy systems are used according to type, duration and intensity of exercise and how they may interact**

**7.2 Explain how the by-products of the three energy systems can affect performance**

**7.3 Explain the effect of different types of training on the production of fuel for exercise**

### **Assessment specification**

- Multiple choice question paper
- Workbook

# Nutrition to support physical activity (L/616/4753)

## Unit aim

This unit aims to develop knowledge and understanding of key nutritional principles and healthy eating to support client goals. It also provides the learner with skills to analyse client nutritional intake in order to offer advice within scope of practice and integrate into fitness programme design.

## Unit content

The learner will:

### 1. Understand the principles of nutrition

The learner can:

#### 1.1 Summarise the structure and function of the Digestive System

#### 1.2 Explain the meaning of key nutritional terms including:

- diet
- healthy eating
- nutrition
- balanced diet

#### 1.3 Explain the following terms and their functions:

- macro nutrients
- micro nutrients

#### 1.4 Identify food sources for each of the key nutrients

#### 1.5 Identify the calorific value of nutrients

#### 1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- recommended daily allowance (RDA)
- recommended daily intake (RDI)
- glycaemic index

#### 1.7 Interpret food labelling information

## **1.8 Explain the significance of healthy food preparation**

## **1.9 Explain professional role boundaries with regard to offering nutritional advice to clients**

The learner will:

## **2. Understand the influence of nutrition on health**

The learner can:

### **2.1 Explain the relationship between nutrition, physical activity, body composition and health including:**

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet

### **2.2 Identify health and performance implications of diets that encourage severe energy restriction**

### **2.3 Identify clients at risk of nutritional deficiencies**

### **2.4 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients**

### **2.5 Explain how nutritional intake can influence the actions of certain metabolic hormones**

### **2.6 Explain how cultural and religious dietary practices can influence nutritional advice**

### **2.7 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation**

### **2.8 Explain how to recognise the signs and symptoms of disordered eating**

### **2.9 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician**

The learner will:

## **3. Understand key nutritional guidelines and evidence-based recommendations and how they can be applied to individual clients**

The learner can:

### **3.1 Identify the range of professionals and professional bodies involved in the area of nutrition**

**3.2 Explain how key healthy eating advice that underpins a healthy diet can be applied to clients whose goal is:**

- **weight loss and health**
- **fat loss**
- **hypertrophy**
- **sports performance**

**3.3 Identify the nutritional principles and key features of the national food model/guide**

**3.4 Define portion sizes in the context of the National food model/guide**

**3.5 Identify reliable sources of nutritional information**

The learner will:

## **4. Understand the relationship between nutrition and physical activity**

The learner can:

**4.1 Recognise the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production**

**4.2 Explain the components of energy expenditure and the energy balance equation**

**4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR)**

**4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors**

**4.5 Identify nutritional requirements for different goals, to include:**

- **fat loss**
- **weight loss**
- **hypertrophy**
- **sports performance**

**4.6 Recognise the nutritional requirements and hydration needs of clients engaged in physical activity**

The learner will:

## **5. Understand how to collect information relating to nutrition**

The learner can:

**5.1 Identify why it is important to obtain clients' informed consent before collecting nutritional information**

**5.2 Identify the information that needs to be collected to offer nutritional advice to clients**

**5.3 Apply different methods of and analysing nutritional intake and body composition suitable for use with clients**

The learner will:

## **6. Understand how to use nutritional information**

The learner can:

**6.1 Recognise how to interpret collected information so that clients' needs and nutritional goals can be identified with reference to current government healthy eating guidelines and evidence-based recommendations**

**6.2 Identify how to interpret information gained from methods used to assess body composition and health risk in relation to weight**

**6.3 Demonstrate how to sensitively divulge collected information and 'results' to clients**

**6.4 Describe the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician**

The learner will:

## **7. Be able to identify and analyse nutritional information to identify clients dietary habits**

The learner can:

**7.1 Use a variety of tools to collect and record information about clients and their nutritional goals in an approved format**

**7.2 Use a variety of tools to analyse collected information, including nutritional needs and preferences in relation to the client's current status and nutritional goals**

### 7.3 Explain the effect of different types of training on the production of fuel for exercise

The learner will:

## 8. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

**8.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients**

**8.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines**

**8.3 Ensure that the nutritional goals support and integrate with other programme components**

**8.4 Agree review points with the client**

**8.5 Review the client's understanding of how to follow the nutritional advice as part of their physical activity programme**

**8.6 Monitor, evaluate and review the client's progress towards their nutritional goals at appropriate times**

#### Assessment specification

- Multiple choice question paper
- Workbook
- Nutritional consultation / case study
- Written tasks
- Knowledge questions



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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |  
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