**DISABILITY EXERCISE INSTRUCTOR MAPPING TOOLKIT**



**STANDARDS PLUS**

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# What are ‘Standards’?

Standards are a statement of the skills and knowledge individuals need to perform safely and effectively in the workplace, and define competence in a work situation. Standards refer to the performance an individual must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding required to perform tasks safely and effectively. Standards are closely linked to the concept of occupational competence.

**The Assessment strategy**

Included in each standard is the assessment strategy, this outlines the mandatory requirements for assessment of that standard.

**Scope of Practice**

Throughout this Mapping Toolkit, we have **emboldened** certain words. The expansion of these words can be found in the Scope/range/key words at the end of this document, which outlines the detail that needs to be covered and assessed.

In some cases not all of the range needs to be covered, which is made clear in the description of the range, however if you are unsure please contact us at (+44) 0333 577 0908 or [enquiries@pdapproval.com](mailto:enquiries@pdapproval.com) and a member of the technical team will be able to assist you.

# **Overview of Disability Exercise Instructor**

**Introduction**

The role of the Disability Exercise Instructor (DEI) is to plan and deliver exercise to people with disabilities. Many people with disabilities experience barriers to accessing sufficient exercise and physical activity due to psychological, physical or social reasons. It is widely recognised that regular, planned exercise in a safe and supportive environment may not only provide the same health benefits to clients with disabilities as for non-disabled clients, but it may also reduce the risk for additional disabling conditions, improve the ability to perform activities of daily living that might previously have been difficult, and maintain or even improve independence. Their role is to provide appropriate support and advice, and to create safe, effective, meaningful and enjoyable exercise and physical activity programmes, exercise instructors need a greater understanding of psycho-social and physical factors relating to clients with disabilities.

These standards only cover working with people with disabilities who access exercise and physical activity independently of a medical referral and do not have an underlying medical condition for which medical referral is necessary. National legislation may be in place in some countries concerning mental health or assistance from a helper. It is expected that instructors will already be qualified in exercise instruction before performing the skills in these standards.

**Specific prerequisites**

* Fitness Instructing skills and knowledge or equivalent accredited certification
* Group Exercise Instructor or equivalent accredited certification if the instructor wants to deliver group exercise
* If aquatic activities are planned, the adequate qualifications for conducting exercise in water are required.

**Disability Exercise Instructor Standards (SPEF3) incorporating ICREPs Global Standard E2**

These standards outline the essential knowledge and skills that are needed to allow the learner to demonstrate their expertise in working with the disabled in a physical activity setting, designing, managing, adapting and instructing a session with an apparently healthy client with disabilities, taking into consideration the modifications, risks and benefits associated with exercise training for this special population.

These standards cover teaching activities to include working one to one with a client or groups (see above information on specific prerequisites).

These standards include giving clear instructions, demonstration of skills, techniques of teaching and correcting exercise with clear and positive feedback and monitoring a session.

The goal of the DEI is to impart the knowledge, skill and confidence for clients with disabilities to be able to follow a safe and effective exercise plan. The DEI will normally be working without direct supervision.

The outcomes of these standards are:

1. Professional roles and responsibilities when working with disabled participants
2. The key considerations affecting working with clients with disabilities
3. Support health and well-being for clients with disabilities
4. Collect and analyse **information** about clients with disabilities
5. Plan exercise for clients with disabilities
6. Instruct exercise session for clients with disabilities
7. Evaluate and review exercise for clients with disabilities

# Guided Learning Hours

The total Guided Learning Hours (GLH) for the Foundation Award in Disability Exercise Instructing is 50; at least 35 of the GLH must be Face to Face hours (FTH), of which 25 hours must be practical. The table below shows how these hours are split across the learning, with an assessment strategy based on the Learner Assessment that you can purchase from [PD:Approval](mailto:enquiries@pdapproval.com). You will find full guidance on the assessment strategy at the end of each unit.

| **Units** | **Assessment Strategy** | **GLH** | **Minimum FTH** |
| --- | --- | --- | --- |
| Unit 1: Professional roles and responsibilities when working with disabled participants | Professional roles and responsibilities worksheet | 5 | 4 |
| Unit 2: The key considerations affecting working with clients with disabilities | 1. Multiple Choice Questions (MCQ) 2. Short questions | 15 | 10 |
| Unit 3: Support health and well-being for clients with disabilities | 1. Support health and well-being worksheet 2. Basic nutrition for disabled clients worksheet 3. Professional discussion | 5 | 4 |
| Unit 4: Collect and analyse information about clients with disabilities | Case studies worksheet | 5 | 4 |
| Unit 5: Plan exercise for clients with disabilities | 1. Case studies worksheet 2. Session plan x 2 3. Professional discussion | 8 | 5 |
| Unit 6: Instruct exercise session for clients with disabilities | 1. Case studies worksheet 2. Session plan x 2 3. Professional discussion | 8 | 4 |
| Unit 7: Evaluate and review exercise for clients with disabilities | Reflective statement | 4 | 4 |

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| **Total Guided Learning Hours** | 50 |
| **Minimum Face to Face Hours (as part of GLH)** | 35 |
| **Minimum Practical Hours (as part of FTH)** | 25 |

**Completing the mapping toolkit**

Each standard is divided into the **Performance** criteria (what an exercise professional must be able to do) and the **Knowledge** criteria (what an exercise professional must know to carry out the Performance criteria).

Please map the Performance criteria to your assessment, to show us how you assess the learner’s knowledge. Then map the Knowledge criteria to your learning materials to show us where you cover each criterion in your learning materials.

*NB: Foundation Training must be mapped 100% to the standards in this toolkit.*

**Example of mapping**

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Work within professional role boundaries in relation to working with the disabled** | |
| 1. Explain the importance of respecting own professional role boundaries, limitations and competency when working with **disabled participants** | Worksheet 1 |
| 1. Work within the remit of the specific role being undertaken | MCQs |
| 1. Identify legislation, policies, guidance and ethical issues relating to the provision of exercise for **disabled participants** | Viva |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Professional role boundaries in relation to working with the disabled** | |
| 1. The importance of understanding and respecting own professional role boundaries, limitations and competency when working with **disabled participants** | Slide 9 PowerPoint B |
| 1. The importance of working within the remit of the specific role being undertaken | Chapter 2, learner manual |
| 1. Legislation, human rights, policies, guidance and ethical issues relating to the provision of exercise for **disabled participants including:**  * Informed consent * GP/medical clearance * Relevant instructor qualifications | Chapter 6, learner manual |

# 1. Professional roles and responsibilities when working with disabled participants

* Work within professional role boundaries in relation to working with the disabled
* Apply professional responsibilities when working with the disabled

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Work within professional role boundaries in relation to working with the disabled** | |
| 1. Explain the importance of respecting own professional role boundaries, limitations and competency when working with **disabled participants** |  |
| 1. Work within the remit of the specific role being undertaken |  |
| 1. Identify legislation, policies, guidance and ethical issues relating to the provision of exercise for **disabled participants** |  |
| 1. Explain how to enable non-discriminatory treatment of people with a disability using inclusion principles |  |
| 1. Identify sources of **information** and advice on working with **disabled participants** |  |
| 1. Identify when and how to refer **client**s to their GP/relevant other professional |  |
| 1. Identify local or national initiatives to raise awareness of the importance of exercise for **disabled participants** |  |
| **Task 2: Apply professional responsibilities when working with the disabled** | |
| 1. Hold up-to-date first aid skills when working with **disabled participants** |  |
| 1. Explain the importance of engaging in regular Continuing Professional Development (CPD) in the area of **disabled participants** within specialist areas |  |
| 1. Identify where to source specific **information** to enhance practice or engage in further education/development. |  |
| 1. Explain how to ensure insurance policies covers their instruction of **disabled participants** |  |
| 1. Demonstrate their responsibilities and limitations when working with **disabled participants** |  |
| 1. Follow equality and diversity legislation and policies |  |
| 1. Ensure **disabled participants** feel comfortable in a gym or group exercise **environment** |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Professional role boundaries in relation to working with the disabled** | |
| 1. The importance of understanding and respecting own professional role boundaries, limitations and competency when working with **disabled participants** |  |
| 1. The importance of working within the remit of the specific role being undertaken |  |
| 1. Legislation, human rights, policies, guidance and ethical issues relating to the provision of exercise for **disabled participants including:**  * Informed consent * GP/medical clearance * Relevant instructor qualifications |  |
| 1. How to enable non-discriminatory treatment of people with a disability using inclusion principles |  |
| 1. Know when and how to refer **client**s to their GP/relevant other professional |  |
| 1. Identify sources of **information** and advice on working with **disabled participants** |  |
| 1. Identify local or national initiatives to raise awareness of the importance of exercise for **disabled participants** |  |
| **Task 2: Professional responsibilities when working with the disabled** | |
| 1. The importance for instructors to ensure they hold up-to-date first aid skills when working with **disabled participants** |  |
| 1. The importance of engaging in regular CPD in the area of **disabled participants** within specialist areas |  |
| 1. Source specific **information** to enhance practice or engage in further education/development |  |
| 1. How to ensure insurance policies covers their instruction of **disabled participants** |  |
| 1. The responsibilities and limitations of a disability exercise instructor  * acting as a role model * adhering to the policies and procedures * adhering to the code of practice * always wearing uniform and/or name badge if one is provided * understanding and acting upon their responsibilities * recognising the need to protect the rights of participation, for fun, enjoyment and achievement for all * working in an open **environment** * ensure appropriate conduct at all times to include: * maintaining **client**’s dignity * use physical contact/touch appropriately * using appropriate language * being educational, empowering and motivating |  |
| 1. The importance of following relevant equality and diversity legislation and policies |  |
| 1. Common reasons why **disabled participants** may feel uncomfortable in a gym or group exercise **environment** |  |

## Assessment Strategy: Professional roles and responsibilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Presentation such as a PowerPoint presentation to the assessor | * The learner must submit copies of the presentation. * The training provider must produce a marking checklist for the presentation to be marked against, this must be made available to the learner at the start of the course. * The presentation should ideally be recorded for quality assurance. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 2. The key considerations affecting working with clients with disabilities

* The models of disability
* The key considerations

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: The models of disability** | |
| 1. Identify the models of disability |  |
| 1. Identify the possible range of **client**s with disabilities |  |
| **Task 2: The key considerations** | |
| 1. Identify the principles and practice of:  * inclusion * access and equity * confidentiality * empowerment/ disempowerment in relation to people with a disability |  |
| 1. Explain strategies that support people with disabilities to exercise their rights and independence |  |
| 1. Identify the types of impairments which **client**s with disabilities may have |  |
| 1. Identify the implications that having a disabling condition may have on the **client**’s physical fitness and capacity |  |
| 1. Identify the physiology of specific disabilities and associated risk factors in relation to exercise to enable **safe** and effective exercise outcomes |  |
| 1. Explain the importance of listening skills and addressing **client**’s feedback |  |
| 1. Identify the causes and consequences of disabilities in the context of their effect on exercise capacity |  |
| 1. Identify the role of physical activity in managing disability and enhancing health |  |
| 1. Explain how to develop effective marketing strategies, images, messages and events calendar |  |
| 1. Explain how to deliver good customer service recognising that there is an increased level of responsibility for **client**s with disabilities |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: The models of disability** | |
| 1. The models of disability  * Medical model * Social model |  |
| 1. The social model of disability, that disabled people are seen as being disabled not by their impairments (such as blindness or autism) but by society’s failure to take their needs into account. Being disabled is part of the normal spectrum of human life. For example, if a wheelchair user can’t get into a building, the social model would state that the problem is that there is no ramp, not that the person is using a wheelchair. |  |
| 1. The possible range of **clients** with disabilities, including those with:  * A physical disability * A learning disability * A hearing impairment * A visual impairment * A communicative disability * A behavioural disability |  |
| **Task 2: The key considerations** | |
| 1. Principles and practice of:  * Inclusion * Access and equity * Confidentiality * Empowerment/ disempowerment in relation to people with a disability |  |
| 1. Strategies that support people with disabilities to exercise their rights and independence |  |
| 1. The types of impairments which **client**s with disabilities may have and the implications of these on participation in a physical activity **programme** |  |
| 1. The implications that having a disabling condition may have on:  * cardiovascular capacity * muscular strength * muscular endurance * flexibility and mobility * co-ordination/balance/motor skills * functional capacity |  |
| 1. Physiology of specific disabilities and associated risk factors in relation to exercise to enable **safe** and effective exercise outcomes |  |
| 1. The importance of listening skills and addressing **client**’s feedback |  |
| 1. Causes and consequences of disabilities in the context of their effect on exercise capacity |  |
| 1. The role of physical activity in managing disability and enhancing health |  |
| 1. How to develop effective marketing strategies, images, messages and events calendar |  |
| 1. How to deliver good customer service recognising that there is an increased level of responsibility for **client**s with disabilities |  |

## Assessment Strategy: Key considerations affecting working with clients with disabilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets |
| Presentation such as a PowerPoint presentation to the assessor | * The learner must submit copies of the presentation. * The training provider must produce a marking checklist for the presentation to be marked against, this must be made available to the learner at the start of the course. * The presentation should ideally be recorded for quality assurance |
| Creation of a leaflet or poster | * The learner must submit copies of the leaflet or poster. * The training provider must produce a marking checklist for the leaflet or poster to be marked against, this must be made available to the learner at the start of the course. * The leaflet or poster must be of a high standard, all resources must be correctly referenced, all images must be suitable and in guidance with equality and diversity requirements. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 3. Support health and well-being for clients with disabilities

* Barriers to participation for people with disabilities
* Provide **information** on healthy eating and hydration guidelines
* Manage health and safety

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Barriers to participation for people with disabilities** | |
| 1. Explain the psychological, socio-cultural and economic aspects of disability |  |
| 1. Identify the social, political, cultural and historical issues that affect access to participation for people with a disability |  |
| 1. Identify the barriers that **client**s with disabilities may have to physical activity and how to take account of these |  |
| 1. Identify considerations when establishing and developing an effective working relationship with **client**s with disabilities |  |
| **Task 3: Provide information on healthy eating and hydration guidelines** | |
| 1. Provide **client**s with **information** on proper nutrition, hydration and fluid replacement, particularly when participating in physical activity |  |
| 1. Explain the significance of healthy eating for **client**s with disabilities |  |
| **Task 4: Manage health and safety** | |
| 1. Identify the standard operating procedures for **safe** use of facilities by **client**s with disabilities, their carers and personal assistants and assistance animals |  |
| 1. Use, care and maintain facility’s equipment to maintain safety of **client**s |  |
| 1. Identify the national and local requirements and procedures for the working **environment** involving **client**s with disabilities |  |
| 1. Identify ways and methods for dealing with emergencies according to internationally recognised procedures including providing first aid |  |
| 1. Explain the importance of extending the standard appropriate response to emergency situation |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Barriers to participation for people with disabilities** | |
| 1. Psychological, socio-cultural and economic aspects of disability |  |
| 1. Social, political, cultural and historical issues that affect access to participation for people with a disability |  |
| 1. The barriers that **client**s with disabilities may have to physical activity and how to take account of these to include:  * attitudes * beliefs * anxieties * myths * opinions formed by past experiences * cultural restrictions |  |
| 1. Considerations when establishing and developing an effective working relationship with **client**s with disabilities |  |
| 1. The systematic approaches to **motivational**, environmental and other factors that may assist **client**s with disabilities to adhere to physical activity |  |
| **Task 3: Provide information on healthy eating and hydration guidelines** | |
| 1. The importance of proper nutrition, hydration and fluid replacement, particularly when participating in physical activity |  |
| 1. The significance of healthy eating for **client**s with disabilities |  |
| **Task 4: Manage health and safety** | |
| 1. Standard operating procedures for **safe** use of facilities by **client**s with disabilities, their carers and personal assistants and assistance animals |  |
| 1. The importance of care and maintenance of facility equipment to maintain safety of **client**s |  |
| 1. The national and local requirements and procedures for the working **environment** involving **client**s with disabilities to include:  * completing risk assessments * identifying risk and procedures to reduce them |  |
| 1. Ways and methods for dealing with emergencies according to internationally recognised procedures including providing first aid |  |
| 1. The importance of extending the standard appropriate response to emergency situation for example:  * accompany home * telephone follow up and support * establishment of a specific emergency action plan |  |

## Assessment Strategy: Support health and well-being for clients with disabilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Presentation such as a PowerPoint presentation to the assessor | * The learner must submit copies of the presentation. * The training provider must produce a marking checklist for the presentation to be marked against, this must be made available to the learner at the start of the course. * The presentation should ideally be recorded for quality assurance. |
| Creation of a leaflet or poster | * The learner must submit copies of the leaflet or poster. * The training provider must produce a marking checklist for the leaflet or poster to be marked against, this must be made available to the learner at the start of the course. * The leaflet or poster must be of a high standard, all resources must be correctly referenced, all images must be suitable and in line with equality and diversity requirements. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded either written or audio recording for purposes of quality assurance. |

# 4. Collect and analyse information about clients with disabilities

* Collect relevant **information**
* Screening

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Collect relevant information** | |
| 1. Collect all relevant **information** from the **client** |  |
| 1. Use suitable adapted pre-screening paperwork for **clients with disabilities** |  |
| 1. Gain informed consent from **client** prior to participating in the physical activity **sessions** |  |
| 1. Follow the **legal and organisational procedures** of screening and collecting **client** **information** |  |
| **Task 2: Screening** | |
| 1. Use a range of suitable screening tools for **clients with disabilities** |  |
| 1. Use suitable **method**s for assessing **clients with disabilities** readiness to participate |  |
| 1. Know how and when to recommend referral to appropriate medical or health professionals |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Collect relevant information** | |
| 1. General **information** which can be collected from **clients with disabilities** including:  * informed consent/PAR-Q * lifestyle factors * medical history and medication * exercise history * physical activity history * attitude and motivation * exercise preferences * barriers to exercise (perceived or actual) * current level of fitness * health status and any contraindications * injury status and any specific recommended **adaptations**, if appropriate * personal goals |  |
| 1. **Information** which can be collected from **clients with disabilities** including:  * range of movement and functional skills * current level of functional ability * requirements for access * available support and personal requirements * preferred communication methods * safety requirements * medical requirements * equipment requirements * barriers and facilitators to participation |  |
| 1. The exercise goals of **client**s with disabilities including:  * physical * psychological * lifestyle * social * adherence |  |
| 1. The purpose of collecting **information** on **participant**’s expectations and motivation, level of previous exercise participation and current level of ability |  |
| 1. Suitable method**s** of collecting **client** **information**, could include:  * physical activity readiness questionnaire (PAR-Q) * consultation with the **client** * consultation with carers/personal assistants (where appropriate) * consulting with **other professionals** * interview * questionnaire * adapted fitness tests * functional assessments * observation * feedback |  |
| 1. Purpose of the adapted pre-screening paperwork for **clients with disabilities** |  |
| 1. **Legal and organisational procedures** for gaining consent from **clients** prior to participating in the physical activity **sessions** |  |
| 1. The legal and ethical implications and responsibilities of screening and of collecting **client** **information**, to include:  * data protection * storage of documentation * confidentiality of **client** **information** * instructor’s duty of care to respond appropriately to **client’s information** |  |
| **Task 2: Screening** | |
| 1. How to use pre-participation assessments to risk stratify (i.e. **asymptomatic** or low risk etc.) and manage the risks associated with any conditions and limitations during physical activity |  |
| 1. Identify a range of suitable screening tools and assessments for **clients with disabilities** could include assessing the following:  * grip strength * flexibility * range of movement * balance * BMI * peak flow * fitness and ability levels * posture * movement control * skeletal alignment * previous injury * exercise history * form |  |
| 1. The importance of recommending referral to appropriate medical or health professionals where necessary |  |
| 1. Awareness of the following injury risks or considerations that may be related to **clients with disabilities**:  * inadequate skill and physical preparation * overtraining * biomechanics and exercise technique * physical and mental preparation * poor core and **postural** awareness * fatigue and recover * history of falls |  |
| 1. The conditions that may present in **clients with disabilities** that may require referral to a relevant medical or appropriate allied health professional: |  |
| 1. The role of medical or health professionals for referral purposes |  |
| 1. **Method**s for **client** reassessment and **programme** evaluation |  |

## Assessment Strategy: Collect and analyse information about clients with disabilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Live **case study** | * The learner must use an apparently healthy **case study**, the learner could be assessed completing a practical application of the **client** interview and **client** assessments. * It is the responsibility of the training provider to ensure that the live case study that the learner has chosen is suitable for this training. * If there is a practical assessment, the training provider must create a marking checklist for this assessment, which must be made available to the learner at the start of the course. |
| Theoretical case study | * The training provider could produce theoretical case studies for the learner to base their **session** plan on and be assessed on their knowledge and understanding. * The training provider must have at least two case studies for the learner to choose from. * The theoretical case study needs to include a range of health and lifestyle issues that will challenge the learner to be able to show their knowledge and understanding. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 5. Plan exercise for clients with disabilities

* Plan how to manage risks in exercise **session**s for the disabled
* Plan suitable **session**s for the disabled

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Plan how to manage risks in exercise sessions for the disabled** | |
| 1. Plan movements for safety and effectiveness |  |
| 1. Identify ways of reducing the risks associated with unsafe exercise including minimising the risk of falls in the **session** |  |
| 1. Identify a **safe** and friendly exercise **environment** |  |
| 1. Identify an appropriate selection of equipment |  |
| 1. Adhere to **evidence-based** **guidelines** for physical activity for previously active and previously inactive **disabled participants** |  |
| **Task 2: Plan suitable sessions for the disabled** | |
| 1. Plan a suitably structured **session** in a format of exercise for which you hold relevant competency qualifications that is suitable to the level of fitness, co-ordination and ability of **participants** |  |
| 1. Include appropriate **adaptation**s to the structure and content of **session**s required for **client**s with medical conditions associated with their disability which may be adversely affected by physical activity |  |
| 1. Structure exercise **session**s to provide opportunities for comfort breaks |  |
| 1. Apply knowledge of physiological changes occurring in the body to the planning |  |
| 1. Include functional (life-related) movement patterns and activities into all **session**s |  |
| 1. Identify suitable personal maximum heart rates and effective target heart rate training zones based on an individual **participant’s** age and fitness levels |  |

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Plan how to manage risks in exercise sessions for the disabled** | |
| 1. How to plan movements for safety and effectiveness |  |
| 1. Ways of reducing the risks associated with unsafe exercise such as:  * exercise intensity * timing * equipment * technique * supervision |  |
| 1. How to minimise the risk of falls |  |
| 1. How to identify a **safe** and disability friendly exercise **environment** to include:  * accessibility/transport * floor surfaces * hazards, trips and slips * footwear * lighting * access to toilet facilities and drinking water * temperature control * comfortable refreshment facilities |  |
| 1. How to select appropriate equipment and the importance of guidance to minimize the risk of injury caused by misuse |  |
| 1. How to source **evidence-based** recommended **guidelines** for physical activity for previously active and previously inactive **disabled participants** |  |
| **Task 2: Plan suitable sessions for the disabled?** | |
| 1. How to structure a **session** for a **client** with a disability in both individual and group settings, to include  * durations * frequency, intensity, time, type * principles of training * suitable methods of overload - progression/regression * functional relevance * challenge * suitable activities and intensities for: Warm up, Main activity, Cool down * suitable exercises for cardiovascular, weight-bearing, body weight, balance, co-ordination, resistance |  |
| 1. Why it is important to only plan a format of exercise for which you hold relevant competency qualifications such as:  * Exercise to music/**Group exercise** * Gym based exercise * Water based exercise |  |
| 1. The appropriate **adaptation**s to the structure and content of **session**s required for **client**s with medical conditions commonly associated with disability age which may be adversely affected by physical activity |  |
| 1. The importance of considering the level of fitness, co-ordination and ability of **participants** in the planning process |  |
| 1. The importance of structuring exercise **sessions** to provide opportunities for comfort breaks |  |
| 1. The guidelines to consider when analysing and adapting movement to include:  * strength/power * dynamic balance * aerobic * flexibility training |  |
| 1. The physiological changes occurring in the body and how they affect planning choices |  |
| 1. Use of equipment by **client**s with functional limitations:  * modular equipment * small equipment (dumbbells, bands, tubes, balls, discs etc.) |  |
| 1. The types of physical (functional) limitations associated with disability that may lead to injury and will need specific **adaptation** for exercise |  |
| 1. Suitable personal maximum heart rates and effective target heart rate training zones based on an individual **participant’s** age and fitness levels |  |
| 1. The importance of educating **participants** to monitor their own exercise intensity, to include:  * Heart rate monitoring * Rate of Perceived Exertion (RPE) |  |
| 1. The integration of supervised step by step functional (life-related) movement patterns and activities into all **session**s e.g.  * correct lifting technique * getting up and down from the floor * getting in and out of chairs * activities for daily living |  |

## Assessment Strategy: Plan exercise for clients with disabilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Live **case study** **session** plan  Groups and individual | * The learner must use an apparently healthy case study, the learner could be assessed creating suitable **session** plans for their live case study. * It is the responsibility of the training provider to ensure that the live case study that the learner has chosen is suitable for this training. * The learner must create a **session** plan for an individual but could also produce a plan for a group (no minimum). |
| Theoretical case study **session** plan  Groups and individual | * The training provider could produce theoretical case studies, for the learner to base their **session** plan on and be assessed on their knowledge and understanding. * The training provider must have at least two case studies for the learner to choose from. * The theoretical case study needs to include a range of health and lifestyle issues that will challenge the learner to be able to show their knowledge and understanding. * The learner must create a **session** plan for an individual and could plan for a group (no minimum). |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded either written or audio recording for purposes of quality assurance. |

# 6. Instruct exercise session for clients with disabilities

* Prepare for the **session**
* Instruct the **session**, meeting the needs of the older disabled adult
* End the **session**

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Prepare for the session** | |
| 1. Provide suitable preparations to respond appropriately to any medical emergency |  |
| 1. Demonstrate ability to:  * ensure sufficient space * assemble resources * check equipment for safety and maintenance requirements |  |
| 1. Verbally screen all **participants** and respond to their needs |  |
| 1. Demonstrate communication of the type, level and demands of the **session** to enable **participants** to make informed decisions about suitability |  |
| **Task 2:** **Instruct the session, meeting the needs of the disabled adult** | |
| 1. Deliver a planned or pre-designed **session** to a group or individual with disabilities that is **safe**, effective and enjoyable |  |
| 1. Provide clear instructions and use questions to confirm **participants’** understanding |  |
| 1. Correctly demonstrate exercises, techniques and equipment to **participants** relevant to the exercise discipline i.e. gym based, **group exercise**, one to one |  |
| 1. Monitor participation and performance to identify signs of exercise intolerance or poor technique |  |
| 1. Regress or adapt exercises to enable **participants** to achieve correct posture and body alignment, range of motion, control, timing and form for all exercises in a **session** |  |
| 1. Use suitable teaching skills for **participants** |  |
| 1. Modify **session** as required considering basic mechanics, equipment, safety and fitness outcomes |  |
| 1. Respond to **participants** experiencing difficulties and answer questions as required |  |
| 1. Providing a range of intensity and impact options |  |
| 1. Select equipment according to a **participant’s** needs and abilities |  |
| 1. Manage risks as they arise in the **session** |  |
| 1. Recognise signs that indicate that exercise should be discontinued immediately |  |
| **Task 3: End the session** | |
| 1. Giving feedback to **participants** regarding their performance |  |
| 1. Using appropriate questions to gain relevant **information** from **participants** |  |
| 1. Put equipment away and assess safety for future use |  |
| 1. Leaving **environment** in **safe** condition for future use |  |
| 1. Inform or agree with **participants** the time, location and content of future **session**s |  |
| 1. Ensuring **participants** leave the exercise **environment** safely |  |

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Prepare for the session** | |
| 1. The importance of making suitable preparations to respond appropriately to any medical emergency, and what kind of medical emergency may arise |  |
| 1. How to:  * ensure sufficient space * assemble resources * check equipment for safety and maintenance requirements |  |
| 1. How to verbally screen all **participants** and respond to their needs |  |
| **Task 2: Instruct the session, meeting the needs of the disabled participants** | |
| 1. The importance of giving clear instructions and confirming **participants’** understanding of the instructions |  |
| 1. How to correctly demonstrate exercises, techniques and equipment to **participants** relevant to the exercise discipline i.e. gym based, **group exercise**, one to one |  |
| 1. How to monitor and observe participation and performance and how to identify signs of exercise intolerance or poor technique |  |
| 1. How to regress or adapt exercises to enable **participants** to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a **session** |  |
| 1. Suitable teaching skills for **participants** to include use of:  * visual and verbal instruction * cueing * observation * speed of instruction * ensuring **safe** transitions * movement analysis * specific **adaptation** * communication skills * listening and response skills * motivation |  |
| 1. How to modify the **session** as required considering basic mechanics, equipment, safety and exercise outcomes |  |
| 1. The importance of responding to **participants** experiencing difficulties |  |
| 1. Why it is important to allow questions as required without it distracting or impacting the **session** |  |
| 1. How to provide a range of intensity and impact options |  |
| 1. How to select equipment according to a **participant’s** needs and abilities |  |
| 1. How to manage risks as they arise in the **session** and how to address them to prevent injury to **client**s |  |
| 1. How to develop a **safe**, effective, enjoyable and disability-friendly exercise and physical activity **environment**s to include:  * use of suitable equipment * suitable music * suitable space |  |
| 1. How to recognise signs that indicate that exercise should be discontinued immediately and/or medical consultation sought |  |
| **Task 3: End the session** | |
| 1. The importance of giving feedback to **participants** regarding their performance |  |
| 1. How to use appropriate questions to gain relevant **information** from **participants** |  |
| 1. The importance of putting equipment away and assessing safety for future use |  |
| 1. The importance of leaving the **environment** in **safe** condition for future use |  |
| 1. The importance of informing or agreeing with **participants** and the time, location and content of future **session**s |  |
| 1. Why it is important to ensure **participants** leave the exercise **environment** safely |  |

## Assessment Strategy: Instruct exercise session for clients with disabilities

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| --- | --- |
| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Group and/or individual instructing **session**s | * The learner must use an apparently healthy **case study** **client**/**participant**s * The learner must be assessed instructing either or both an individual **client** through a **session** or a group (minimum six **participant**s), depending on their pre-requisite qualifications. * The **session** must be between 30-60 minutes depending on the needs and goals of the **participant**(s). * The assessor must observe the full assessment, for more guidance see the **Guidance of summative practical assessment** in the Endorsement Guide. * If you are giving the option for the learner to submit an online video assessment, please see the relevant guidance included in the Endorsement Guide. * It is the responsibility of the training provider to ensure that the live case study the learner has chosen is suitable for this training. * The training provider will be responsible for the supervision of the live case study exercise **session**. |
| Viva | * All practical observations must cater for the ability to ‘viva question’ the learner if there is some doubt on their competence in the criteria. * The assessor must record the question as well as the learner’s answer, and the learner must sign to ensure that this is a true reflection of their answer. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 7. Evaluate and review exercise for clients with disabilities

* Evaluate **session**

|  |  |
| --- | --- |
| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Evaluate session** | |
| 1. Monitor and evaluate exercise **session** at appropriate intervals throughout the **session** |  |
| 1. Evaluate exercise **session** according to **participants’** feedback, professional judgement and outcomes of **sessions** |  |
| 1. Gather **information** from **participants** to improve personal performance |  |
| 1. Use opportunities to collate and use feedback from:  * **participants** * managers * coordinators * colleagues * **other professionals** |  |
| 1. Review own performance and identify areas needing improvement |  |

|  |  |
| --- | --- |
| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Evaluate session** | |
| 1. The importance of monitoring and evaluating exercise **session** at appropriate intervals throughout the **session** |  |
| 1. How to evaluate exercise **session** according to **participants** feedback, professional judgement and outcomes of **session**s |  |
| 1. The importance of gathering **information** from **participants** to improve personal performance |  |
| 1. Different opportunities to collate and use feedback from:  * **participants** * managers * coordinators * colleagues * **other professionals** |  |
| 1. The benefits of reviewing own performance and identifying areas needing improvement |  |

## Assessment strategy: Evaluate and review exercise for clients with disabilities

|  |  |
| --- | --- |
| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheet | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Reflective statement | * The learner must write a reflective statement, reflecting on the feedback from the **client** and their own reflection on their performance. * If the learner has used a theoretical **case study**, they must still reflect on their performance working with the **client**s throughout this course. |
| Viva | * All practical observations must cater for the ability to ‘viva question’ the learner if there is some doubt on their competence in the criteria. * The assessor must record the question as well as the learner’s answer, and the learner must sign to ensure that this is a true reflection of their answer. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded either written or audio recording for purposes of quality assurance. |

# Scope/range/key words

**Asymptomatic**

This is the term to denote the absence of any of the specified key symptoms of disease (that are considered to put an individual at risk of an adverse event related to participation-during or following-exercise).

**Programme(s)**

This refers to a group of sessions over a period of weeks or months.

**Session(s)**

Single classes or one to one session (normally 60 minutes in duration).

**Information**

1. personal goal
2. lifestyle including diet, smoking, drinking, alcohol consumption
3. medical history
4. training history
5. posture, mobility and stability
6. movement competence
7. medications
8. physical activity history
9. physical activity preferences
10. time availability
11. likes and dislikes
12. barriers to participation
13. attitude and motivation to participate
14. current fitness level
15. stage of readiness
16. psychological

**Group exercise**

A plan created for a group of clients to exercise together (5 or more).

**Small groups (personal training/one to one)**

A small group of clients no more than 5.

**Participants**

1. more than one client
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

**Client**

1. individual clients
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

**Special populations**

* Pre and Postnatal
* Youth (age 6-17)
* Older Adult (50 plus)

**Methods**

1. interview
2. questionnaire
3. verbal screening
4. observation

**Other professionals**

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. nutritionists/dietician
6. lifestyle support specialists
7. participants' social support network
8. senior instructors
9. tutors and assessors

**Legal and organisational procedures (to cover a minimum of 4)**

1. health and safety policies
2. control of substances hazardous to health (chemical handling)
3. reporting of injuries, diseases and dangerous occurrences regulations
4. accident reporting procedures
5. electricity at work regulations
6. first aid regulations
7. individual organisational policies and procedures
8. data protection laws
9. equality and diversity
10. Emergency Action Plan (EAP)
11. Normal Operating Procedures (NOP)
12. duty of care
13. safeguarding
14. manual handling
15. code of conduct
16. code of ethical practice
17. equipment storage
18. general maintenance
19. hazard identification
20. health, hygiene and cleaning
21. issue resolution
22. occupational health and safety
23. personal safety
24. reporting procedures
25. security procedures
26. stress management
27. use of personal protective equipment
28. waste disposal

**Practice client/case study**

This refers to the client who is used for the case study and/or practical observation tasks in the assessments

**Goals (could include)**

1. short
2. medium
3. long
4. general health and fitness
5. physiological
6. psychological
7. lifestyle
8. social
9. functional ability

**SMART**

1. specific
2. measurable
3. achievable
4. result focused
5. time bound

**Environment**

1. space
   1. gym
   2. studio
   3. sports hall
   4. layout
   5. temperature
   6. flooring
   7. lighting
   8. ventilation
2. noise level
3. use of music
4. equipment for the session
5. personal clothing and equipment
6. atmosphere and ambience

**Safe**

1. contraindications
2. key safety guidelines
3. guidance for special population clients
4. safe environment
5. suitable intensity and equipment for client

**Evidence-based**

To include:

1. main publications
2. major databases
3. systematic reviews
4. control trials
5. comparative studies
6. qualitative studies

**Learning styles**

1. visual
2. kinaesthetic
3. auditory
4. tactile

**Communication techniques (could include)**

1. interaction
   1. question and answer
   2. open-ended question
   3. reflecting answering
   4. simple explanations
   5. offering feedback
   6. active listening
   7. empathetic listening
   8. Using understandable terminology
2. Observation
3. Verbal - clear concise specific audible
4. body language
5. face-to-face
6. telephone
7. written (letters, email, posters)
8. social media
9. digital technology

**Motivational methods/techniques**

1. positive feedback
2. creating safe environment
3. effective communication techniques
4. behavioural **modification** techniques and strategies
5. use of intrinsic and extrinsic motivation
6. diary of behaviour
7. active listening
8. motivational interviewing
9. giving feedback
10. during exercise – cuing, voice modulation, stressing goals of exercise, feedback on performance

**Behaviour change strategies**

1. stages of change/trans-theoretical model of behaviour change Prochaska and Di Clemente
2. goal setting
3. social support
4. problem-solving
5. reinforcement strategies
6. self-monitoring
7. motivational methods

**Teaching methods**

1. changing teaching positions
2. questioning to check understanding
3. allowing client to ask questions
4. making adaptations and progressions
5. mirroring
6. teaching points
7. visualisations
8. imagery
9. tactile cues
10. correction/adjustment (hands on correction/guidance)
11. demonstration
12. moving around the room
13. where to position yourself
14. linking moves
15. why it’s important to explain the principles as you teach
16. voice and pitch
17. how to try and achieve good posture and precision in the moves

**Postural types**

* kyphotic
* lordotic
* swayback
* flatback
* neutral/ideal

**Full range of movement (ROM)**

* flexion
* extension
* rotation
* circumduction
* lateral flexion

**Adaptations**

You may need to adapt an exercise to support the client in performing it safely and effectively. You may need to adapt the exercise by adding equipment or other support methods.

**Modifications**

You may need to modify an exercise to support the client in performing it safely and effectively, for example change to a different exercise, or reduce the lever length to increase or decrease the work or intensity, etc.

**Balanced programme**

* flexion and extension
* lateral flexion and rotation
* orientations to gravity
* mobility and stability
* strength and flexibility