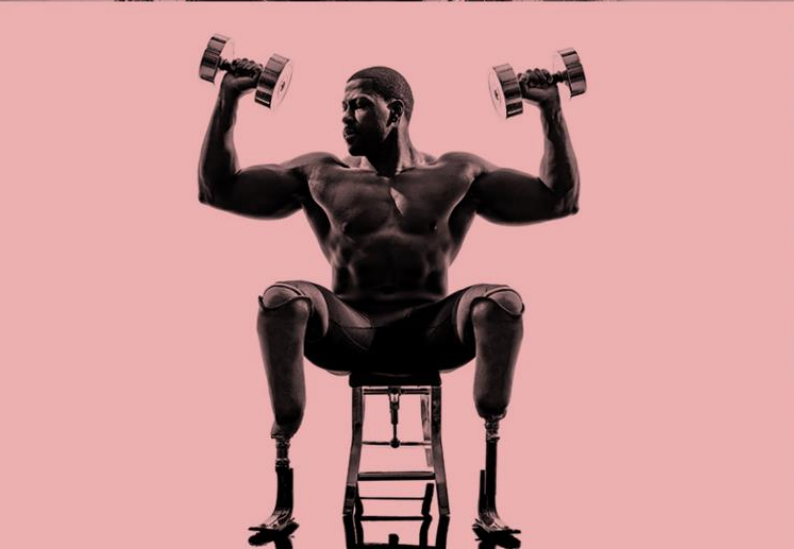




YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients (600/5681/2)

Qualification Specification



YMCA Awards

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Level 3 Award in Programming and Supervising Exercise with Disabled Clients

Qualification Specification

Qualification number: 600/5681/2

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high quality resources and assessment materials have been created by leading 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
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

Qualification aim

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

Overview of knowledge, skills and understanding

Learners will cover:

- The principles of exercise for disabled people
- Programming and supervising exercise for disabled people
- The scope of responsibility for the instructor in the context of disability
- Understanding the legal and ethical issues surrounding disability
- The implications of conditions and impairments when working with disabled clients
- Instructing and evaluating an exercise session with a disabled client.

Target group and age range

This qualification is aimed at a range of learners aged 16 and over.

Qualification structure

To achieve the YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients, learners must complete all the mandatory units.

Unit reference number	Unit title	Level	Credit
M/503/0744	Principles of Exercise for Disabled People	3	3
J/504/0468	Planning and Adapting Exercise For Disabled Clients	3	2

The Total Qualification Time (TQT) for this qualification is 50. The Guided Learning Hours (GLH) assigned are 39 minimum.

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 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 feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

A minimum of a Level 2 Certificate in Fitness Instructing or equivalent is required.

Opportunities for progression

Future employment possibilities

This qualification can lead to employment as a 'Disability exercise instructor' within the active leisure sector.

Progression to further/higher level learning

This qualification provides a REPs disability CPD category of registration on application and provides progression to other qualifications, for example:

- Level 3 Award in Adapting Exercise for Independently Active, Older People
- Level 3 Award in Adapting Exercise for Antenatal and Postnatal Clients
- Level 3 Diploma in Exercise Referral.

Mapping to standards

This qualification has links to National Occupational Standard SKAD468. For further information visit:

www.ukstandards.org.uk

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.

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.

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.

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.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (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 has 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.

Enquires and appeals procedures

YMCA Awards has 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.

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.

The YMCA Awards Level 3 Award in Programming and Supervising Exercise with Disabled Clients is assessed through Internal 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.

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.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence 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 shows coverage of 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

Centre's need to make sure 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

There is no external assessment for this qualification.

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.

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.

Qualification content

Unit specifications and recommended assessment methods

Principles of Exercise for Disabled People (M/503/0744)

Unit aim

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

Unit content

The learner will:

1. Understand the legal and ethical issues relating to disability

The learner can:

1.1 Identify legislation relevant to disability

1.2 Describe the Inclusive Fitness Initiative

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

- Medical
- Charity
- Social
- Functional

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

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

The learner will:

2. Know the scope of the responsibility of the instructor in the context of disability

The learner can:

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

2.2 Describe the limitations of the competence of the instructor and when to refer clients on to other professionals

2.3 Describe the requirements for Health and Safety that are relevant for planned activities

The learner will:

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

The learner can:

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

- Personal goals and objectives
- Current level of functional ability
- Requirements for access
- Available support and personal requirements
- Preferred communication methods
- Safety requirements
- Medical requirements
- Equipment requirements
- Exercise history
- Barriers to participation
- Their personal experience of their impairment/condition
- Any other support needs, to include assistance animals

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

3.3 Describe the protocols for a range of functional fitness assessments and reassessments

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

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

3.6 Identify risks involved with participation for each participant, and strategies for mitigation

The learner will:

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

The learner can:

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

- Learning disability and associated conditions:
 - Down's syndrome
 - Autism
 - Asperger's syndrome
 - Cerebral Palsy
- Spinal cord injury
- Limbless/amputation
- Visual impairment
- Hearing impairment

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

- Cardiovascular
- Muscular Strength and Endurance
- Flexibility and Mobility
- Co-ordination/Balance/Motor Skills
- Functional Capacity

The learner will:

5. Know a range of research methods

The learner can:

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

5.2 Discuss different sources of information, to include:

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

The learner will:

6. Know methods of adapting communication skills relevant to different impairments

The learner can:

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

- Visual
- Hearing
- Learning
- Wheelchair users

6.2 Describe client-centred communication and motivational tools

6.3 Explain how to work effectively with a carer/advocate

Assessment

- Worksheets

Planning and Adapting Exercise For Disabled Clients (J/504/0468)

Unit aim

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

Unit content

The learner will:

1. Understand how to collect information about disabled clients

The learner can:

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

1.2 Explain the importance of treating confidential information correctly

The learner will:

2. Be able to collect information about disabled clients

The learner can:

2.1 Collect the information needed to plan a session using appropriate methods

2.2 Record the information using an appropriate format to aid analysis

The learner will:

3. Understand how to plan and adapt exercise for disabled clients

The learner can:

3.1 Describe the advantages and disadvantages of exercise versus physical activity

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

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

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

3.5 Explain the importance of basing exercise selection on functional fitness

The learner will:

4. Be able to plan client-centred exercise for disabled clients

The learner can:

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

4.2 Plan specific exercises/physical activities that are:

- functional
- appropriate to clients' needs
- consistent with accepted good practice

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

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

The learner will:

5. Be able to agree planned sessions with disabled clients

The learner can:

5.1 Establish a rapport with the client

5.2 Display sensitivity and empathy to the client

5.3 Explain the planned session to the client

5.4 Explain the demands of the session to the client

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

- resources
- environment
- exercises/physical activities

5.6 Record any agreed changes to the session

The learner will:

6. Understand how to adapt instruction of exercise sessions for disabled clients

The learner can:

6.1 Explain the use of client-centred approaches to:

- introduce exercises
- monitor performance
- feedback on performance

6.2 Explain how to monitor exercise technique and intensity using approaches:

- visual

- verbal
- kinaesthetic

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

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

- visual
- hearing
- learning
- wheelchair users

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

6.6 Explain how to work with a carer/ advocate

6.7 Explain how to manage the environment and equipment in a way that meets the needs of the disabled client and health and safety requirements

Assessment

- Worksheet
- Progressive programme and Viva



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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