

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

Learner Assessment Record



YMCA Awards

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YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients

Learner Assessment Record

Qualification number: 600/5681/2

Operational start date: 1 June 2012

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Version 1

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about your progress. Whether you're taking that first step into fitness and looking to kick-start your career, or you want to simply boost your skills, we have the perfect qualification for you.

We have a huge range of study options, depending on how you prefer to learn. You can study full or part time, through distance learning or taught courses – whatever your preferred route, we will have the right choice for you. Our resources have been created by leading industry experts with the help of employers and training providers – so you can be sure we have your best interests at heart.

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.

Learner Assessment Record

Your Learner Assessment Record has been created to support the assessment of your YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients. It includes all the paperwork that you, your tutor and your assessor need to complete the 2 units.

You will share the Learner Assessment Record with your tutor and assessor, who will use the paperwork to assess you throughout your training. This document is an essential part of your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need at particular times, as well as how they should be used and completed.

Qualification structure

To achieve your YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients, you must complete the following 2 units:

Unit reference number	Unit title	Level	Credits
M/503/0744	Principles of exercise for disabled people	3	3
J/504/0468	Planning and adapting exercise for disabled clients	3	2

You will gain 5 credits.

The total qualification time (TQT) for this qualification is 50.

The total guided learning hours (GLH) for this qualification are 39.

Assessment specification

There are 4 assessment elements across the 2 units.

Assessment element 1

You will be required to complete the 'Working with disability' worksheet. Questions relate to the syllabus for 'Principles of exercise for disabled people' unit (M/503/0744, Level 3). You will be required to fully complete the worksheet to achieve a pass.

Work must be the learner's sole work, and group completion is not permitted.

Paperwork that relates to this assessment element:

Internally assessed: 'Working with disability' worksheet.

Assessment element 2

You will be required to complete the 'Conditions and impairments' worksheet. Questions relate to the syllabus for 'Principles of exercise for disabled people' unit (M/503/0744), Level 3). You will be required to fully complete the worksheet to achieve a pass.

Work must be the learner's sole work, and group completion is not permitted.

Paperwork that relates to this assessment element:

Internally assessed: 'Conditions and impairments' worksheet.

Assessment element 3

You will be required to complete the 'Planning and adapting exercise for disabled clients' worksheet. Questions relate to the syllabus for 'Principles of exercise for disabled people' unit (M/503/0744), Level 3). You will be required to fully complete the worksheet to achieve a pass.

Work must be the learner's sole work, and group completion is not permitted.

Paperwork that relates to this assessment element:

Internally assessed: 'Planning and adapting exercise for disabled clients' worksheet.

Assessment element 4

You will be required to screen, gather information and prepare an appropriate programme of exercise for a client. You will also need to take part in a viva, demonstrating sufficient planning and adaptation skills to satisfy the requirements of the unit 'Planning and adapting exercise for disabled clients'. The disabled client must attend the viva, as they will be involved in a discussion relating to the programme of activity that has been planned for them.

Assessment element 5: Scenario-based programming

You will be issued with a scenario by your tutor/assessor and you are required to prepare an appropriate progressive programme of exercise over a period of 3 months.

This scenario will include the following information:

- Client profile
- PAR-Q
- Goals
- Functional assessment results

You may be required to participate in a class discussion/viva to demonstrate sufficient planning and adaptation skills for the disabled client outlined in the scenario. If you fail to provide sufficient evidence through the completion of the programme, supplementary questions will need to be asked by the assessor to confirm competence.

Further guidance:

Learners must:

1. identify a disabled person to be involved in the case study. They must meet the following requirements:
 - Be able to attend either the morning or afternoon of the assessment day
 - Have significant impairment (preferably from the list of impairments in unit 1, AC 4.1) that affects one or more of the following:
 - communication
 - concentration
 - movement or balance
2. meet with the client and complete the following:
 - client profile
 - PAR-Q (if positive, a medical referral letter must be provided)
 - exercise experience and level of daily activity
 - goals
 - functional assessment
3. use the information to complete the client profile form provided, to include:
 - definition/characteristics of condition
 - medications
 - goals
 - findings from functional assessments
 - implications of condition(s) and medication(s) for exercise
4. prepare an appropriate exercise programme over a 3 month period, using the pro-forma provided, to include recommendations for the following components of fitness:
 - cardiovascular
 - muscular strength
 - muscular endurance
 - flexibility/range of movement (ROM)
 - balance
 - co-ordination
 - other

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

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

Paperwork that relates to this assessment element:

- Client profile
- PAR-Q
- Progressive programme template
- Health and safety plan
- Detailed session plan
- Progressive programme and viva checklist

The other forms in this LAR include:

Assessment plan

This form will help you and your assessor plan your progress through the assessment components. You can use this to plan with your assessor and tutor when assessment activities will take place.

Assessor feedback sheet

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

Supplementary questions record

This form will be used by your assessor to record any questions that you may be asked and any answers you may give.

Summary of achievement

This document is designed to record the outcomes of the assessment elements and any further action that may be needed. For example, you may need to be re-assessed in a particular area. This form will also be signed by you to declare authenticity of work and by your assessor to show which of the units have been satisfactorily completed. This form should be kept in a safe place as it is evidence of your achievements.

Assessment plan

YMCA Awards Level 3 Award in Programming and Supervising Exercise with Disabled Clients

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated agreed
Worksheets relating to: Principles of exercise for disabled people (M/503/0744, Level 3)	1	<ul style="list-style-type: none"> • Written working with disability worksheet • Planning and adapting exercise for disabled clients worksheet (questions 7, 10, 11 and 12) 		
Worksheet relating to: Principles of exercise for disabled people (M/503/0744, Level 3)	2	<ul style="list-style-type: none"> • Written conditions and impairments worksheet 		
Worksheet relating to: Planning and adapting exercise for disabled clients (J/504/0468, Level 3)	3	<ul style="list-style-type: none"> • Written planning and adapting exercise for disabled clients – worksheet 		
Progressive programme and viva relating to: Planning and adapting exercise for disabled clients (J/504/0468, Level 3)	4	<ul style="list-style-type: none"> • Written progressive programme paperwork • Progressive programme and viva checklist 		
Scenario – based programming relating to: Planning and adapting exercise for disabled clients (J/504/0468, Level 3)	5	<ul style="list-style-type: none"> • Written progressive programme 		

Learner's name: _____ Learner's signature: _____
Assessor's name: _____ Assessor's signature: _____
IQA's name: _____ IQA's signature: _____

Working with disability: worksheet

Learner's name: _____

1. List two key pieces of legislation (acts) that relate to disability.

1.

2.

2. What are the five key aims of the inclusive fitness initiative (IFI)?

1.

2.

3.

4.

5.

3. Give a brief description of the three levels of the IFI mark; each level being awarded on the basis of the facility's level of access, accredited equipment and staff training.

1.

2.

3.

4. Name four models of disability and describe how they affect successful working relationships within the fitness environment.

Model of disability	Description of how it affects successful working relationships

5. Complete the table below, listing one advantage and one disadvantage for each approach to exercise.

Approach to exercise for disabled people	Advantages	Disadvantages

6. Describe one intrinsic and one extrinsic solution you could offer a disabled client, if they highlighted access as a barrier to participation.

Intrinsic

Extrinsic

7. Describe four key roles and responsibilities of the exercise instructor when working with disabled people.

Roles and responsibilities of the instructor

1.

2.

3.

4.

8. Give two examples of when, and to which other professional, you would refer a disabled client

When to refer a disabled client

Who to refer the client to

9. Describe two health and safety requirements that are relevant for planned activities with disabled clients.

1.

2.

10. Describe how you would screen a visually impaired client, in order to identify any precautions or contraindications to exercise. (List the forms and the methods you would use.)

--

11. Describe three functional fitness assessments and their methods.

Functional fitness assessment	Method
1.	
2.	
3.	

12. How would knowing that a client is a wheelchair-user affect the following?

Access to a facility	
Equipment / resources	

13. Describe two types of client information that would help you to establish a client's readiness to participate.

1.
2.

14. Describe the importance of research, with regards to:

programming exercise for disabled people	
effective communication	

15. Identify and describe three different sources of information when programming exercise for a disabled client

1.
2.
3.

16. Describe what makes information reliable and valid?

Final result: Pass Refer

Conditions and impairments: worksheet (p 1 of 3)

Learner's name: _____

Complete the following table, describing the key defining features of the following impairments and conditions.

Impairment/condition	Key defining features
Down's syndrome	
Autism	
Asperger's syndrome	
Cerebral palsy	
Spinal cord injury	
Limbless/amputation	
Visual impairment	
Hearing impairment	

Conditions and impairments: worksheet (p 2 of 3)

Complete the following table to describe the possible implications and likely adaptations required when working in the exercise environment with clients that have specific impairments and /or conditions.

Impairment/condition	Implications for components of fitness	Adaptations to communication
Down's syndrome		
Autism		
Asperger's syndrome		
Cerebral palsy		
Spinal cord injury		

Impairment/condition	Implications for components of fitness	Adaptations to communication
Limbless/amputation		
Visual impairment		
Hearing impairment		

Final result: Pass Refer

Planning and adapting exercise for disabled clients: worksheet

Learner's name: _____

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

2. Why is it important to treat confidential information correctly?

3. Complete the table below, describing the advantages and disadvantages of exercise versus physical activity.

	Formal exercise	Informal physical activity
Advantages		
Disadvantages		

4. Explain how you would adapt the exercise environment to meet the needs of a visually impaired client.

5. Explain how you would prepare and manage an exercise session with a client with learning difficulties.

6. Explain the importance of basing exercise selection on functional fitness.

7. Describe how client-centred communication can be used in order to motivate a disabled client.

8. Why is it recommended to use client-centred approaches when planning and managing an exercise session (give three reasons)?

1.

2.

3.

9. Complete the table below, explaining how to monitor technique and intensity using the given methods.

Method	How to monitor exercise technique and intensity
Visual	
Verbal	
Kinaesthetic	

10. Complete the table below, explaining how to adapt and modify communication skills when dealing with clients with various impairments.

Impairment	How to adapt and modify communication skills
Visual	
Hearing	
Learning	
Wheelchair-users	

11. Explain when it might be necessary to work with a carer/advocate.

12. Give an example of how you would work with a carer/advocate.

13. Give an example of how you would manage the environment to not only meet the needs of a disabled client but also to ensure that health and safety requirements are met.

Final result: Pass Refer

Physical activity readiness questionnaire (Par-Q)

Client's name: _____

Next of kin details

Name of kin: _____

Address: _____

Contact number: _____

Please read the following carefully.

If you tick any of the 'yes' boxes below, you must have your doctor's consent before taking part in the programme. Please tick the relevant boxes.

	Yes	No
1. Has your doctor ever said that you have a heart condition and recommended only medically supervised activity?		
2. Do you have chest pain brought on by physical activity?		
3. Have you developed chest pain in the last month?		
4. Do you tend to lose consciousness or fall over as a result of dizziness?		
5. Do you have a bone or joint problem that could be aggravated by the proposed physical activity?		
6. Has the doctor ever recommended medication for your blood pressure or heart condition?		
7. Are you aware, through your own experience or from a doctor's advice, of any other physical reason why you should not exercise without medical supervision?		
8. Are you currently pregnant or have you been pregnant in the last six months?		

Client profile

Learner's name: _____ Date: _____

Assessor's name: _____ Date: _____

Client's name: _____

Client's age: _____ Client's gender: _____

Fitness level: Low/Med/High

Exercise experience: Low/Med/High

Positive Par-Q: Yes/No

Definition/main characteristics of condition(s):

Medication(s):

SMART goals:

Findings from functional assessments:

Implications of condition(s), medication(s) and functional assessments for exercise:

Warm-up/cool down:

Cardiovascular (including %HR/ RPE):

Resistance:

Stretch:

Progressive programme

Please show the anticipated path of your disabled client through 3 months of exercise, showing the whole programme in month one, then changes in frequency, intensity, time and type of exercise over the subsequent months. If your exercise specialism does not readily cover any given component of fitness below, suggest alternative exercise formats that you could refer your client on to (eg, Pilates instructors could refer a client to the gym for CV work).

Learner's name: _____ Date: _____

	Month 1	Month 2	Month 3
Cardiovascular (including %HR/RPE)			
Muscular endurance			
Muscular strength			
Flexibility/range of movement (ROM)			

Progressive programme (continued)

	Month 1	Month 2	Month 3
Balance			
Coordination			
Other			

Learner's signature: _____ Date: _____

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____

Working with disability: worksheet

Learner's name: _____

Venue: _____ Date: _____

Client's name: _____

Description of client requirements/needs

Considerations/modifications with regard to venue access

Considerations/modifications with regard to equipment/environment

Considerations/modifications with regard to emergency procedures

Session plan

Learner's name: _____ Date: _____

Warm up

Main workout

Cool down

Progressive programme and viva: checklist

Learner's name: _____ Assessor's name: _____

Learners must achieve a ✓ or a C in every box to achieve a pass.

Key: ✓ = Pass R = Refer C = Pass with comment Q = Question

Planning client-centred exercise	
The learner:	Outcome
1. collected information needed to plan a session using appropriate methods	
2. recorded the information using an appropriate format to aid analysis	
3. identified the resources needed for the session, improvising safely where necessary	
4. planned specific exercises/physical activities that were functional	
5. planned specific exercises/physical activities that were appropriate to client's needs	
6. planned specific exercises/physical activities that were consistent with accepted good practice	
7. explained and applied the principles of FITT (frequency, intensity, time and type), adherence and progression to all components of the session, appropriate to client's needs	
8. recorded plans in a format that will help clients and others involved to implement the session	

Agreeing planned session with disabled client	
The learner:	Outcome
9. established a rapport with the client	
10. displayed sensitivity and empathy to the client	
11. explained the planned session to the client	
12. explained the demands of the session to the client	
13. identified and agreed with the client any changes needed to resources	
14. identified and agreed with the client any changes needed to environment	
15. identified and agreed with the client any changes needed to exercises/physical activities	
16. recorded any agreed changes to the session	

Final result: Pass Refer

Assessor feedback sheet

Learner's name: _____ Assessor's name: _____

Assessment criterion	Assessor feedback

Assessor question and response sheet

Learner's name: _____ Assessor's name: _____

Assessor's questions	Learner's response

Summary of achievement

YMCA Awards Level 3 Award in Programming and Supervising Exercise with Disabled Clients

Learner's name: _____ Centre name: _____

Assessor's name: _____ IQA's name: _____

Unit title	Assessment outcome	Assessor's signature and date	Date, time and place of assessment	Action plan for achievement and evidence produced for exemption	Reassessment outcome	Assessor's signature and date	Assessor's signature for sign-off	IQA's signature (if sampled)	EQA's signature (if sampled)
1. Worksheets 'Planning and adapting exercise for disabled clients' relating to: Principles of exercise for disabled people (M/503/0744, Level 3)	Pass Refer Exemption								
2. Worksheet 'Written conditions and impairments' relating to: Principles of exercise for disabled people (M/503/0744, Level 3)	Pass Refer Exemption								

<p>3. Worksheet 'Written planning and adapting exercise for disabled clients' relating to:</p> <p>Principles of exercise for disabled people (M/503/0744, Level 3) Planning and adapting exercise for disabled clients (J/504/0468, Level 3)</p>	<p>Pass Refer Exemption</p>								
<p>4. Progressive programme and viva relating to:</p> <p>Planning and adapting exercise for disabled clients (J/504/0468, Level 3)</p>	<p>Pass Refer Exemption</p>								
<p>5. Scenario-based programming relating to:</p> <p>Planning and adapting exercise for disabled clients (J/504/0468, Level 3)</p>	<p>Pass Refer Exemption</p>								

Learner authenticity statement:

I confirm that the evidence provided for this qualification is entirely my own work

Learner's signature: _____ Date: _____

Assessor sign-off statement

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____



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
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