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| Learner Name : |  | | | | | | Date: | | |  |
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| 1. **List 2 roles of exercise referral within the fitness industry / health sector** | | | | | | | | | | | |
| a) | | | | | b) | | | | | | |
| 1. **Evaluate the general role of exercise in disease risk and condition management** | | | | | | | | | | | |
| a) | | | | | b) | | | | | | |
| 1. **Outline 2 key aspects of government policies which relate to exercise referral schemes** | | | | | | | | | | | |
| a) | | | | | b) | | | | | | |
| 1. **Outline 2 key points from Professional and Operating Standards which relate to exercise referral** | | | | | | | | | | | |
| a) | | | | | b) | | | | | | |
| 1. **Explain the roles and inter-professional boundaries of the following medical, health and fitness professionals in an exercise referral scheme** | | | | | | | | | | | | | |
| **Position** | | | **Role / responsibilities** | | | | | | **Boundaries** | | | | |
| GP | | |  | | | | | |  | | | | |
| Health professional | | |  | | | | | |  | | | | |
| Scheme manager | | |  | | | | | |  | | | | |
| Scheme co-ordinator | | |  | | | | | |  | | | | |
| Exercise professional | | |  | | | | | |  | | | | |
| 1. **List 3 medical conditions which are outside your scope of practice and in each case state what action should be taken upon receipt** | | | | | | | | | | | | | |
| **Medical condition** | | | | **Action to be taken** | | | | | | | | | |
| a) | | | |  | | | | | | | | | |
| b) | | | |  | | | | | | | | | |
| c) | | | |  | | | | | | | | | |
| 1. **List 3 examples of inappropriate referrals explaining your reasons for each** | | | | | | | | | | | | |
| **Example of inappropriate referral** | | | | | | **Reason** | | | | | | |
| a) | | | | | |  | | | | | | |
| b) | | | | | |  | | | | | | |
| c) | | | | | |  | | | | | | |
| 1. **Give 3 reasons why it is important NOT to accept a patient who has been declined a referral for exercise from their medical practitioner or health professional** | | | | | | | | | | | | |
| a) | | | | | | | | | | | | |
| b) | | | | | | | | | | | | |
| c) | | | | | | | | | | | | |
| 1. **Give 2 reasons why effective inter-professional communication is important** | | | | | | | | | | | | |
| a) | | | | | | b) | | | | | | |
| 1. **Describe the 2 key roles of Clinical Commissioning Groups** | | | | | | | | | | | | |
| a) | | | | | | b) | | | | | | |
| 1. **List 2 key health service documents / policies together with their impact on the health care system in relation to exercise referral** | | | | | | | | | | | | |
| **Document** | | **Impact on the health care system in relation to exercise referral** | | | | | | | | | | |
| a) | |  | | | | | | | | | | |
| b) | |  | | | | | | | | | | |
| 1. **Describe 4 actions to be conducted during an initial patient consultation with the exercise referral instructor** | | | | | | | | | | | | |
| a) | | | | c) | | | | | | | | |
| b) | | | | d) | | | | | | | | |
| 1. **Describe 3 ways by which a patient’s progress (or otherwise) is monitored during the programme, explaining how and when the data is obtained and its importance** | | | | | | | | | | | | |
| **Method of monitoring** | | **How and when the data is obtained** | | | | | | **Its importance** | | | | |
| a) | |  | | | | | |  | | | | |
| b) | |  | | | | | |  | | | | |
| c) | |  | | | | | |  | | | | |

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| 1. **Outline the medico-legal responsibilities of an exercise referral instructor with regard to confidentiality and data protection** | | | | | |
| Confidentiality: | |  | | | |
| Data protection: | |  | | | |
| 1. **Explain the meaning of validity and reliability in relation to measurement of techniques and outcomes** | | | | | |
| Validity: |  | | | | |
| Reliability: |  | | | | |
| 1. **Explain 2 methods which can be used to evaluate the quality and reliability of evidence** | | | | | |
| a) | | | | b) | |
| 1. **Give 3 ways by which a patient’s perception can be influenced during a consultatio** | | | | | |
| a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 1. **Describe 3 consultation methods** | | | | |
| a) | | | | |
| b) | | | | |
| c) | | | | |
| 1. **What is meant by the term ‘health behaviours’?** | | | | |
|  | | | | |
| 1. **Describe the term ‘locus of control’** | | | | |
|  | | | | |
| 1. **Explain the use of 2 current risk stratification tools used in exercise referral** | | | | |
| a) | | | b) | |

**Assessor feedback sheet**

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| **Learner’s Name:** |  | **Assessor’s Name:** |  |

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| **Question number** | **Assessor feedback** |
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| **Final Result:** |  | | Pass |  | | Fail | | |
| Learner’s signature: | |  | | | Date: | |  |
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| Assessor’s signature: | |  | | | Date: | |  |
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| IAQ’s signature: | |  | | | Date: | |  |
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| Learner Name : |  | | Date: |  |
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| 1. **Give 3 reasons why it is important for patients to understand the health benefits of structured exercise referral programmes** | | | | | |
| a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 1. **Give 2 reasons for the importance of an exercise referral instructor working together with patients to agree goals, objectives, programmes and adaptations** | | | | | |
| a) | | b) | | | |
| 1. **Give 3 reasons why long-term behaviour changes are important in developing patients’ health and fitness** | | | | | |
| a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 1. **How can commitment to long-term change be encouraged?** | | | | | |
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| 1. **List 5 pieces of patient information that should be obtained before designing an exercise referral programme** | |
| a) | d) |
| b) | e) |
| c) |  |
| 1. **List 2 methods of gathering patient information and state when each should be used** | |
| **Methods** | **Usage** |
| a) |  |
| b) |  |
| 1. **Explain how you would identify needs and goals from patient information** | |
| **Needs** | **Goals** |
|  | Short-term |
|  |
| Medium-term |
|  |
| Long-term |
|  |
| 1. **Explain 2 legal / ethical implications of collecting patient information** | |
| a) | b) |
| 1. **How can SMART objectives be built into an exercise referral programme to ensure that goals are met** | |
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| 1. **Explain what is meant by an ‘absolute contraindication’ to exercise and give 2 examples** | |
|  | |
| 1. **Give 4 reasons why it is important to keep accurate records of any changes** | |
| a) | c) |
| b) | d) |

**Assessor feedback sheet**

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| **Learner’s Name:** |  | **Assessor’s Name:** |  |

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| **Question number** | **Assessor feedback** |
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| **Final Result:** |  | | Pass |  | | Fail | | |
| Learner’s signature: | |  | | | Date: | |  |
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| Assessor’s signature: | |  | | | Date: | |  |
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| IAQ’s signature: | |  | | | Date: | |  |
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| **Learner Name :** |  | | **Date:** |  |
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| 1. **Give 2 reasons why it is important to use both verbal and non-verbal communication methods when instructing patients** | | | | | |
| a) | | b) | | | |
| 1. **Give 2 ways in which you could adapt your communication methods to suit a patient** | | | | | |
| a) | | b) | | | |
| 1. **Describe 2 methods of maintaining a patient’s motivation when they are finding exercises difficult and explain why they are effective** | | | | | |
| a) | | b) | | | |
| 1. **Give 2 reasons why it is important to correct a patient’s technique** | | | | | |
| a) | | b) | | | |
| 1. **Why is it important to monitor individual progress if more than one patient is involved in the session?** | | | | | |
|  | | | | | |

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| 1. **Describe 3 methods of monitoring patients’ progress during group exercise** | |
| a) | |
| b) | |
| c) | |
| 1. **Give 2 reasons why it may be necessary to adapt planned exercises to meet patients’ needs** | |
| a) | b) |
| 1. **Give an example of how you might adapt an exercise / exercise position for a patient whose blood pressure was lower than normal** | |
|  | |
| 1. **Give an example of how you might adapt an exercise / exercise position when space is more limited than planned** | |
|  | |
| 1. **Describe 3 ways to increase the intensity and 3 ways to decrease the intensity of exercise** (Please note: answers cannot be opposite i.e. increase weight and decrease weight) | |
| Methods of increasing intensity | Methods of decreasing intensity |
| a) | a) |
| b) | b) |
| c) | c) |

|  |  |
| --- | --- |
| 1. **Give 3 reasons why exercise referral instructors should give their patient(s) feedback on their performance during a session** | |
| a) | |
| b) | |
| c) | |
| 1. **Give 2 reasons why it is important to give patients the opportunity to ask questions and discuss their performance** | |
| a) | b) |
| 1. **How can a patient be given feedback on their performance in such a way that it remains accurate whilst maintaining patient motivation/ commitment?** | |
|  | |

**Assessor feedback sheet**

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| **Learner’s Name:** |  | **Assessor’s Name:** |  |

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| **Question number** | **Assessor feedback** |
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| **Final Result:** |  | | Pass |  | | Fail | | |
| Learner’s signature: | |  | | | Date: | |  |
| *\*an electronic signature is acceptable on this document* | | | | | | | |
| Assessor’s signature: | |  | | | Date: | |  |
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