



Qualification  
Guidance

# Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients

Qualification  
Accreditation Number:  
**603/1067/4**  
Version AIQ004624

**Active iQ**

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

# Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients

## Qualification Accreditation Number: 603/1067/4

### Introduction

The Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients is at level 3 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	12	<b>Total qualification time:</b>	30
-------------------------------	----	----------------------------------	----

### Entry Requirements:

Learners must hold a recognised Level 2 or Level 3 fitness instructing qualification, e.g.:

- Level 2 Certificate in Fitness Instructing.
- Level 3 Certificate in Personal Training.
- Level 3 Diploma in Exercise Referral.
- Level 3 Diploma in Teaching Yoga.
- Level 3 Diploma in Instructing Pilates Matwork.

## Qualification Outline

### Target Learners:

- Fitness Instructors.
- Exercise Referral Instructors.
- Yoga teachers.
- Pilates Instructors.
- Personal Trainers.

### Aim

To provide learners with the knowledge and skills to be able to design and adapt programmes to meet the needs of disabled people.

- The units fully incorporate the 'Principles for development and assessment of special populations qualifications' agreed in February 2012 and adhere to the disabled client special population-specific criteria.
- This qualification will entitle learners to gain the additional category 'disability' on REPs.

### Objectives

To provide learners with the knowledge to understand:

- The categories of disability.
- The physiological and biomechanical changes and associated implications for physical activity relevant to the main categories of disability.
- The psycho-social and legislative context of exercise and disability.
- The medical conditions commonly associated with disability and their implications for physical activity.
- The key considerations for disabled people participating in physical activity.
- The communication skills required to engage with disabled people.
- The principles of collecting information to plan a physical activity programme for disabled clients.

- How to identify goals with disabled clients.
- How to plan a physical activity programme for disabled clients.
- The teaching and instructing skills required when working with disabled clients.
- How to adapt exercise to meet the needs of disabled clients.

To provide learners with the skills to be able to plan a physical activity programme for disabled clients.

### **Progression**

This qualification provides progression to the following qualifications:

- Active IQ Level 3 Award in Designing Pre and Postnatal Exercise Programmes.
- Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults.
- Active IQ Level 3 Certificate in Personal Training.
- Active IQ Level 3 Diploma in Exercise Referral.
- Active IQ Level 4 Certificate in Physical Activity and Lifestyle Strategies for Managing Low Back Pain.
- Active IQ Level 4 Certificate in Physical Activity and Weight Management for Obese and Diabetic Clients.

### **Links to National Occupational Standards**

There are links to:

- D468 Adapt a physical activity programme to the needs of disabled clients.

### **Grading**

Once all components are achieved, a pass is awarded.

# Occupational competence statements for tutoring, assessing and verifying

**This section outlines the requirements for tutoring, assessing and verifying Active IQ qualifications.**

## **Tutors, Assessors and Internal Verifiers**

### **Required Criteria**

All Tutors, Assessors and Verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught, i.e. exercise for disabled clients.
- Possess a qualification in the discipline in which the qualification is being assessed, i.e. Gym or ETM or Aqua.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant Continued Professional Development during the last two years.

### **Tutors**

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

### **Assessor**

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally-related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

### **Internal Verifier**

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

# Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients

## Qualification Accreditation Number: 603/1067/4

### Qualification Structure and Unit Content

Learners must complete both mandatory units.

#### Mandatory Units

	Unit	Unit accreditation number	Level
1	Physical activity and health considerations for disabled people	Y/615/4856	3
2	Designing and adapting exercise programmes for disabled clients	H/615/4858	3

\*Please note for the purpose of this qualification the main categories of disability are:

- Early stage development physically and neurologically disabling conditions.
- Limbless and limb amputation.
- Down's syndrome.
- Spinal cord injury.
- Visual impairment.
- Hearing impairment.
- Learning disability.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the categories of disability	<p>1.1 Outline the types of impairment a disabled client may have, to include:</p> <ul style="list-style-type: none"> <li>• early stage development of physically disabling and neurological conditions</li> <li>• limbless and limb amputation</li> <li>• Down's syndrome</li> <li>• spinal cord injury</li> <li>• visual impairment</li> <li>• hearing impairment</li> <li>• learning disability</li> </ul> <p>1.2 Give an overview of the main features for each impairment listed in 1.1 in terms of:</p> <ul style="list-style-type: none"> <li>• physical function including cardiovascular, muscular strength, muscular endurance, aerobic endurance, flexibility, motor skills and functional capacity</li> <li>• cognitive function</li> </ul> <p>1.3 Describe the benefits of physical activity for disabled people to include:</p> <ul style="list-style-type: none"> <li>• disease prevention</li> <li>• health promotion</li> <li>• preservation of function</li> <li>• quality of life</li> </ul>
2. Understand the physiological and biomechanical implications for physical activity relevant to the main categories of disability (as listed in 1.1)	<p>2.1 Explain the implications associated to the skeletal system including joint structure and ranges of movement for the main categories of disability</p> <p>2.2 Explain the implications associated to the muscular system for the main categories of disability</p> <p>2.3 Explain the implications associated to the respiratory system for the main categories of disability</p> <p>2.4 Explain the implications associated to the cardiovascular system for the main categories of disability</p> <p>2.5 Explain the implications associated to the nervous system for the main categories of disability</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the psycho-social and legislative context of exercise and disability</p>	<p>3.1 Explain the legislation and background relating to disability in the UK, to include:</p> <ul style="list-style-type: none"> <li>• Disability Discrimination Act</li> <li>• Equalities Act</li> <li>• Data Protection Act</li> </ul> <p>3.2 Explain the requirement for including disabled people safely and effectively in physical activity, to include:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• the Inclusive Fitness Initiative mark</li> </ul> <p>3.3 Explain the models of disability, to include:</p> <ul style="list-style-type: none"> <li>• charity</li> <li>• medical</li> <li>• functional</li> <li>• social</li> </ul> <p>3.4 Explain the importance of client-centred communication models when establishing the readiness to participate and the maintenance of participation</p>
<p>4. Understand the key considerations for disabled people participating in physical activity</p>	<p>4.1 Explain the risks and benefits of regular physical activity</p> <p>4.2 Define the scope of practice for fitness professionals working with disabled people</p> <p>4.3 Describe how to deal with a client who has a medical condition outside the fitness professional's scope of practice</p> <p>4.4 Explain when to refer or signpost to other professionals</p> <p>4.5 Identify the main warning signs that indicate the client should stop exercising</p> <p>4.6 Explain how to respond to these warning signs</p> <p>4.7 Explain how to maintain the safety of disabled clients in an emergency</p> <p>4.8 Describe the key considerations when developing an effective working relationship with disabled people</p> <p>4.9 List the types of real and perceived barriers that disabled people may have in regards to participating in physical activity, to include:</p> <ul style="list-style-type: none"> <li>• organisational</li> <li>• facility based</li> <li>• internal barriers</li> <li>• societal</li> <li>• accessibility</li> </ul> <p>4.10 Describe ways in which these barriers can be overcome</p> <p>4.11 Identify credible sources of information on disability access to physical activity opportunities for example:</p> <ul style="list-style-type: none"> <li>• Inclusive Fitness Initiative</li> <li>• English Federation of Disability Sport</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand the communication skills required to engage with disabled people	5.1 Describe a range of motivational communication strategies suitable when working with disabled people 5.2 Explain the use of appropriate verbal and non-verbal communication when engaging with a range of disabled clients 5.3 Explain the importance of listening to and addressing client feedback 5.4 Describe how to develop social support strategies to enable long-term participation, to include: <ul style="list-style-type: none"> <li>• carers and assistants</li> <li>• family members</li> <li>• peers</li> </ul> 5.5 Describe the components of disability-friendly marketing strategies
<b>Assessment</b>	Worksheets Assignment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the principles of collecting information to plan a physical activity programme for disabled clients</p>	<p>1.1 Explain the principles of informed consent</p> <p>1.2 Explain the importance of client consultation</p> <p>1.3 Identify a range of methods for collecting information from disabled clients</p> <p>1.4 Summarise the client information that should be collected when designing a physical activity programme for disabled clients</p> <p>1.5 Explain how to agree information collected from the client in order to identify client ability, function, needs and goals</p> <p>1.6 Explain the legal and ethical implications of collecting client information</p> <p>1.7 Identify a range of contraindications/special precautions when working with disabled clients</p> <p>1.8 Explain how to conduct a functional assessment</p>
<p>2. Understand how to identify goals with disabled clients</p>	<p>2.1 Explain how to identify clients' short, medium and long term goals, to include:</p> <ul style="list-style-type: none"> <li>• physical/functional</li> <li>• psychological/motivational</li> <li>• social</li> <li>• lifestyle</li> <li>• adherence</li> </ul> <p>2.2 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a physical activity programme for the disabled clients</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>3. Understand how to plan a physical activity programme for disabled clients</p>	<p>3.1 Summarise the key principles of designing physical activity programmes to achieve short, medium and long-term goals, including the order and structure of sessions for a range of impairments</p> <p>3.2 Explain how to incorporate the components of fitness and principles of training into programme design</p> <p>3.3 Explain how to incorporate appropriate equipment into a physical activity programme</p> <p>3.4 Describe a range of safe and effective exercises/physical activities suitable for a range of disabled clients relative to:</p> <ul style="list-style-type: none"> <li>• warm up</li> <li>• cool down</li> <li>• aerobic exercise</li> <li>• muscular strength/endurance exercises</li> </ul> <p>3.5 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions</p> <p>3.6 Identify when it might be appropriate to share the programme with other professionals</p>
<p>4. Understand the teaching and instructing skills required when working with disabled clients</p>	<p>4.1 Explain the teaching skills required to enable the effective instruction of a range of disabled clients, to include:</p> <ul style="list-style-type: none"> <li>• visual and verbal instruction</li> <li>• observation</li> <li>• functional analysis</li> <li>• adaptation</li> </ul> <p>4.2 Explain how to develop safe, effective, enjoyable exercise and physical activity environments for disabled clients</p> <p>4.3 Explain the advantages and disadvantages of inclusive and exclusive exercise sessions</p> <p>4.4 Explain how to create a supportive atmosphere</p>
<p>5. Be able to plan a physical activity programme for disabled clients</p>	<p>5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> <li>• appropriate to the wants, needs and activity preferences of the disabled client</li> <li>• consistent with accepted good practice</li> </ul> <p>5.2 Ensure appropriate exercises and activities designed to improve function are built into the programme</p> <p>5.3 Apply the principles of training which are appropriate to the client and their ability to help achieve short, medium and long-term goals</p> <p>5.4 Agree the demands of the programme with the client</p> <p>5.5 Agree appropriate evaluation methods and review points with the client</p> <p>5.6 Identify the resources needed for the programme</p> <p>5.7 Record plans in a format that will help clients and other professionals involved to implement the programme</p>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
6. Be able to adapt exercise to meet the needs of disabled clients	6.1 Explain why it is important to monitor individual progress 6.2 Describe different methods of monitoring client's progress throughout exercise programmes 6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs 6.4 Adapt exercises as appropriate to individual clients, exercise response and the environment
<b>Assessment</b>	Case study Worksheet

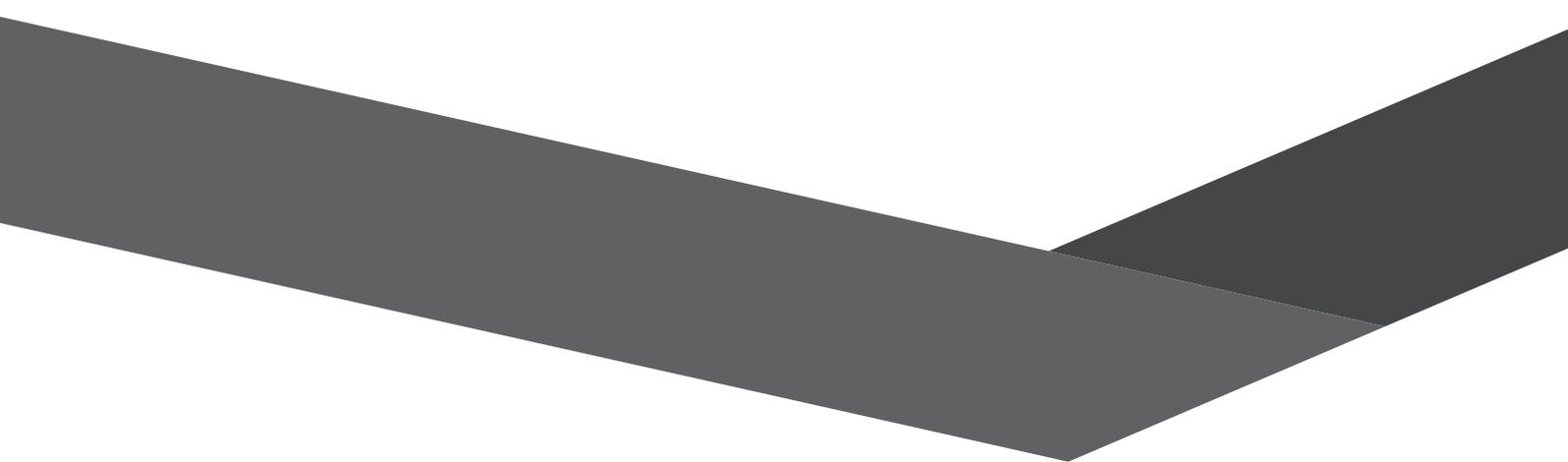


Active IQ

Westminster House  
The Anderson Centre  
Ermine Business Park  
Huntingdon PE29 6XY

T 01480 467 950  
F 01480 456 283  
info@activeiq.co.uk  
www.activeiq.co.uk

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.



Active iQ

