



Qualification
Guidance
Syllabus

Level 3 Diploma in Exercise Referral

Qualification
Accreditation Number:
600/5105/X
Version AIQ005040

Active iQ

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Level 3 Diploma In Exercise Referral

Qualification Accreditation No: 600/5105/X

Introduction

The Active IQ Diploma in Exercise Referral is at level 3 on the Regulated Qualifications Framework.

Guided learning hours: 150

Total Qualification Time: 240

Credit: 38

Minimum credit to be achieved at or above the level of the qualification:	38
Requirements other than the award of credit that need to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

Learners must hold either a Level 2 Certificate in Fitness Instructing (Gym/Exercise to Music or Aqua) or equivalent (including qualifications which give entry to the REPs Physical activity Advisor category) or one of the following

- Level 3 Certificate in Personal Training
- Level 3 Diploma in Instructing Pilates Matwork
- Level 3 Diploma in Teaching Yoga

Qualification Outline

Target Learners:

- Fitness instructors who wish to design and implement programmes of exercise for referred patients.

Aim:

This qualification is designed to provide learners with the knowledge to ensure safe and effective exercise programming for patients with a number of medical conditions and common reasons for referral onto a community-based exercise referral scheme.

Objectives:

- To enable learners to design and agree a safe and effective programme for patients with a range of common referral conditions
- To enable learners to deliver, review and adapt a programme for patients with a range of common referral conditions

Cardiac Rehabilitation

This syllabus does not qualify learners to prescribe an exercise programme for a patient entering Phase IV Cardiac Rehabilitation. Learners need to obtain a recognised Cardiac Rehab Phase IV qualification to work with this particular group of patients.

Progression:

This qualification also provides progression to the:

- Active IQ Level 4 Certificate in Exercise for the Management of Lower Back Pain
- Active IQ Level 4 Certificate in Exercise and Nutritional Interventions for Obesity and Diabetes

Links to National Occupational Standards

There are direct links to Units D463 and D464 of the National Occupational Standards for Instructing Physical Activity and Exercise.

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- 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 Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- 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 or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement , or
- 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 or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- 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.

NB. Centres that are approved for the current certificate in Level 3 Certificate in Exercise Referral do not have automatic approval for delivering the diploma, without the Nutrition aspect being checked by AIQ.

Qualification Structure and Unit Content

This qualification comprises six mandatory units

The following six units, 38 credits must be completed for the full qualification

1. Anatomy and physiology for exercise and health
2. Professional Practice for Exercise Referral Instructors
3. Understanding Medical Conditions for Exercise Referral
4. Applying the principles of nutrition and physical activity
5. Planning Exercise Referral Programmes with Patients
6. Instructing Exercise with Referred Patients

Successful achievement of all six mandatory units, 38 credits must be achieved for the full qualification.

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Understand the heart and circulatory system and its relation to exercise and health	1.1 Explain the function of the heart valves 1.2 Describe coronary circulation 1.3 Explain the effect of disease processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect 1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training 1.6 Define blood pressure classifications and associated health risks
2. Understand the musculoskeletal system and its relation to exercise	2.1 Explain the cellular structure of muscle fibres 2.2 Describe the sliding filament theory 2.3 Explain the effects of different types of exercises on muscle fibre type 2.4 Identify and locate the muscle attachment sites for the major muscles of the body 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity 2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises 2.7 Explain the joint actions brought about by specific muscle group contractions 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk 2.9 Describe joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments
3. Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 3.2 Describe local muscle changes that can take place due to insufficient stabilisation 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency 3.4 Explain the potential problems that can occur as a result of postural deviations 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems 3.6 Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation

<p>4. Understand the nervous system and its relation to exercise</p>	<p>4.1 Describe the specific roles of:</p> <ul style="list-style-type: none"> • the central nervous system (CNS) • the Peripheral Nervous System (PNS) including somatic and autonomic systems <p>4.2 Describe nervous control and transmission of a nervous impulse</p> <p>4.3 Describe the structure and function of a neuron</p> <p>4.4 Explain the role of a motor unit</p> <p>4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres</p> <p>4.6 Explain the function of muscle proprioceptors and the stretch reflex</p> <p>4.7 Explain reciprocal inhibition and its relevance to exercise</p> <p>4.8 Explain the neuromuscular adaptations associated with exercise/training</p> <p>4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance</p>
<p>5. Understand the endocrine system and its relation to exercise and health</p>	<p>5.1 Describe the functions of the endocrine system</p> <p>5.2 Identify the major glands in the endocrine system</p> <p>5.3 Explain the function of hormones including:</p> <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon
<p>6. Understand energy systems and their relation to exercise</p>	<p>6.1 Identify the contribution of energy according to:</p> <ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed <p>6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue</p> <p>6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise</p>
<p>Assessment</p>	<p>Multiple choice question paper</p>

Learning outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Understand the role and importance of exercise referral and related policies and key documents	1.1 Explain the role of exercise referral in both the fitness industry and the health sector 1.2 Evaluate the general role of exercise in disease risk reduction and condition management 1.3 Outline the key points of government policies relating to exercise referral schemes 1.4 Outline key points from the Professional and Operational Standards for exercise referral
2. Understand roles and responsibilities within an exercise referral scheme	2.1 Explain the roles of the medical, health, and fitness professionals in an exercise referral scheme 2.2 Define the fitness professionals scope of practice and the inter-professional boundaries within an exercise referral scheme 2.3 Describe how to deal with a patient who has a medical condition outside the scope of practice of the exercise referral instructor 2.4 Explain when to refer to other professionals including the original referrer 2.5 Explain how to determine 'inappropriate referrals' 2.6 Explain the importance of not accepting a patient who has been declined a referral for exercise from their medical practitioner or health professional 2.7 Explain the importance of effective inter-professional communication
3. Understand the current healthcare systems in the UK	3.1 Describe the role of Clinical Commissioning Groups 3.2 Identify key health service documents/ policies and their impact on the health care system in relation to exercise referral
4. Understand the exercise referral process	4.1 Explain the process of receiving a referred patient from a healthcare professional 4.2 Describe the protocol for an initial patient consultation with the exercise referral instructor 4.3 Describe the principles of patient monitoring and data collection 4.4 Outline the medico-legal requirements relevant to the exercise referral instructor job role

<p>5. Understand the principles and procedures of record keeping</p>	<p>5.1 Explain how patient confidentiality is maintained in an exercise referral scheme 5.2 Explain the concept of data protection 5.3 Explain the meaning of validity and reliability in relation to measurement of techniques and outcomes 5.4 Explain how to evaluate the quality and reliability of evidence</p>
<p>6. Understand the concept of a patient centred approach</p>	<p>6.1 Explain how verbal and non-verbal communication, appearance and body language can influence patients' perception 6.2 Describe a range of consulting skills 6.3 Explain the term 'health behaviours' 6.4 Explain locus of control</p>
<p>7. Understand how to monitor a successful exercise referral scheme</p>	<p>7.1 Describe techniques to monitor success for the patient and the scheme 7.2 Describe the importance of monitoring and evaluation in exercise referral</p>
<p>8. Understand the principles of risk stratification in exercise referral</p>	<p>8.1 Describe the principles of risk stratification 8.2 Explain the current use of risk stratification tools used in exercise referral</p>
<p>Assessment</p>	<p>Worksheet</p>

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Understand the clinical features of medical conditions relevant to exercise referral programmes	1.1 Describe the pathophysiology, and clinical signs and symptoms of specified medical conditions 1.2 Describe how pathophysiology, and clinical signs and symptoms change with progression of specified medical conditions 1.3 Describe the common causes of specified medical conditions
2. Know the accepted methods for treatment and management of medical conditions relevant to exercise referral programmes	2.1 Using a range of credible sources, identify the common drug, surgical or therapeutic interventions used to treat specified medical conditions 2.2 Describe the desired effects, and side effects, of common medications on the patient's exercise response for specified medical conditions 2.3 Describe how lifestyle modification, including nutrition and physical activity changes, can be used in addition to medical therapies for specified medical conditions
3. Understand the relationship between exercise and specified exercise referral medical conditions	3.1 Explain the risks of exercise for patients with specified medical conditions 3.2 Explain how exercise can benefit patients with specified medical conditions 3.3 Evaluate the risks of exercise against the benefits for patients with specified medical conditions
4. Understand how to programme safe, effective exercise programmes for patients with specified exercise referral medical conditions	4.1 Outline exercise guidelines and restrictions for patients with specified medical conditions: 4.2 Identify considerations for exercise when dealing with co-morbidities
Assessment	Worksheet

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Understand the principles of nutrition	1.1 Describe the structure and function of the digestive system 1.2 Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> • diet • healthy eating • nutrition • balanced diet 1.3 Describe the function and metabolism of: <ul style="list-style-type: none"> • macro nutrients • micro nutrients 1.4 Explain the main food groups and the nutrients they contribute to the diet 1.5 Identify the calorific value of nutrients 1.6 Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> • UK dietary reference values (DRV) • recommended daily allowance (RDA) • recommended daily intake (RDI) • glycaemic Index 1.7 Interpret food labelling information 1.8 Explain the significance of healthy food preparation 1.9 Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> • links to disease / disease risk factors • cholesterol • types of fat in the diet
2. Understand key guidelines in relation to nutrition	2.1 Identify the range of professionals and professional bodies involved in the area of nutrition 2.2 Explain key healthy eating advice that underpins a healthy diet 2.3 Describe the nutritional principles and key features of the National food model/guide 2.4 Define portion sizes in the context of the National food model/guide 2.5 Explain how to access reliable sources of nutritional information 2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers
3. Understand nationally recommended practice in relation to providing nutritional advice	3.1 Explain professional role boundaries with regard to offering nutritional advice to clients 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain 3.4 Identify clients at risk of nutritional deficiencies 3.5 Explain how cultural and religious dietary practices can influence nutritional advice 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician

<p>4. Understand the relationship between nutrition and physical activity</p>	<p>4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production</p> <p>4.2 Explain the components of energy expenditure and the energy balance equation</p> <p>4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR)</p> <p>4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors</p> <p>4.5 Identify energy expenditure for different physical activities</p> <p>4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity</p>
<p>5. Understand how to collect information relating to nutrition</p>	<p>5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information</p> <p>5.2 Describe the information that needs to be collected to offer nutritional advice to clients</p> <p>5.3 Explain the legal and ethical implications of collecting nutritional information</p> <p>5.4 Describe different formats for recording nutritional information</p> <p>5.5 Explain why confidentiality is important when collecting nutritional information</p> <p>5.6 Describe issues that may be sensitive when collecting nutritional information</p> <p>5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight</p>
<p>6. Understand how to use nutritional information</p>	<p>6.1 Describe basic dietary assessment methods</p> <p>6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations</p> <p>6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight</p> <p>6.4 Explain how to sensitively divulge collected information and 'results' to clients</p> <p>6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns</p> <p>6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'</p> <p>6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician</p>

<p>7. Understand the principles of nutritional goal setting with clients</p>	<p>7.1 Explain how to apply the principles of goal setting when offering nutritional advice</p> <p>7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines</p> <p>7.3 Explain when people other than the client should be involved in nutritional goal setting</p> <p>7.4 Define which other people could be involved in nutritional goal setting</p> <p>7.5 Identify the barriers which may prevent clients achieving their nutritional goals</p> <p>7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse</p> <p>7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme</p>
<p>8. Be able to collect and analyse nutritional information</p>	<p>8.1 Collect information needed to provide clients with appropriate healthy eating advice</p> <p>8.2 Record information about clients and their nutritional goals in an approved format</p> <p>8.3 Analyse collected information including nutritional needs and preferences in relation to the clients' current status and nutritional goals</p>
<p>9. Be able to apply the principles of nutrition to a physical activity programme</p>	<p>9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients</p> <p>9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines</p> <p>9.3 Ensure that the nutritional goals support and integrate with other programme components</p> <p>9.4 Agree review points with the clients</p> <p>9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme</p> <p>9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals</p>
<p>Assessment</p>	<p>Multiple choice question paper</p> <p>Case Study</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to prepare for exercise referral programmes	1.1 Describe a range of resources required to deliver exercise referral programmes for individuals and groups, including: <ul style="list-style-type: none"> • environment for the session • portable equipment • fixed equipment 1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity
2. Understand the importance of long term behaviour change for exercise referral patients	2.1 Explain why it is important for patients to understand the health benefits of structured exercise referral programmes 2.2 Explain why it is important for an exercise referral instructor to work together with patients to agree goals, objectives, programmes and adaptations 2.3 Explain the importance of long-term behaviour change in developing patients' health and fitness 2.4 Explain how to encourage patients to commit themselves to long-term change
3. Understand the principles of collecting information to plan an exercise referral programme	3.1 Explain the principles of informed consent 3.2 Summarise the patient information that should be collected when designing an exercise referral programme 3.3 Explain how to select the most appropriate methods of collecting patient information according to patient need 3.4 Explain how to interpret information collected from the patient in order to identify patient needs and goals 3.5 Explain the legal and ethical implications of collecting patient information
4. Understand how to identify health-related fitness goals with exercise referral patients	4.1 Explain how to identify patients' short, medium and long term goals 4.2 Identify when exercise referral instructors should involve others, apart from their patients, in goal setting 4.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in an exercise referral programme

<p>5. Understand how to plan an exercise referral programme with patients</p>	<p>5.1 Explain the absolute contraindications to exercise</p> <p>5.2 Summarise the key principles of designing exercise referral programmes to achieve short, medium and long term goals, including the order and structure of sessions</p> <p>5.3 Describe a range of safe and effective exercises/physical activities to develop:</p> <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability <p>5.4 Explain how to include physical activities as part of patient's lifestyle to complement exercise sessions</p> <p>5.5 Identify when it might be appropriate to share the programme with other professionals</p>
<p>6. Understand how to adapt an exercise referral programme with patients</p>	<p>6.1 Explain how the principles of training can be used to adapt the programme where:</p> <ul style="list-style-type: none"> • goals are not being achieved • new goals have been identified <p>6.2 Describe appropriate training systems and their use in providing variety and in ensuring programmes remain effective</p> <p>6.3 Explain why it is important to keep accurate records of changes including the reasons for change</p> <p>6.4 Explain when it may be appropriate to share changes to exercise referral programmes with other professionals</p>
<p>7. Be able to collect information about exercise referral patients</p>	<p>7.1 Establish a rapport with patients</p> <p>7.2 Explain own role and responsibilities to patients</p> <p>7.3 Collect the information needed to plan an exercise referral programme using methods appropriate to the patients and their condition/s</p> <p>7.4 Show sensitivity and empathy to patients and the information they provide</p> <p>7.5 Record the information using appropriate formats in a way that will aid analysis</p> <p>7.6 Treat confidential information correctly</p>
<p>8. Be able to agree goals with exercise referral patients</p>	<p>8.1 Work with patients to agree short, medium and long-term goals appropriate to their needs</p> <p>8.2 Ensure the goals are:</p> <ul style="list-style-type: none"> • specific, measurable, achievable, realistic and time bound • consistent with industry good practice <p>8.3 Agree with patients their needs and readiness to participate</p>

<p>9. Be able to plan an exercise referral programme with exercise referral patients</p>	<p>9.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> • appropriate to patients' medical condition/s, goals and level of fitness • consistent with accepted good practice <p>9.2 Ensure appropriate components of fitness are built into the programme</p> <p>9.3 Apply the principles of training which are appropriate to exercise referral patients and their condition/s to help achieve short, medium and long term goals</p> <p>9.4 Agree the demands of the programme with patients</p> <p>9.5 Agree a timetable of sessions with patients</p> <p>9.6 Agree appropriate evaluation methods and review dates with patients</p> <p>9.7 Identify the resources needed for the programme, including the use of environments not designed for exercise</p> <p>9.8 Record plans in a format that will help patients and other professionals involved to implement the programme</p> <p>9.9 Agree how to maintain contact with exercise referral patients between sessions</p>
<p>10. Be able to manage an exercise referral programme with patients</p>	<p>10.1 Monitor integration of exercise referral programme and wider physical activity</p> <p>10.2 Provide alternatives to the programmed exercises/physical activities if patients cannot take part as planned</p> <p>10.3 Monitor patients' progress using appropriate methods</p> <p>10.4 Write a letter to a healthcare professional communicating appropriate information and using accurate language</p>
<p>11. Be able to review progress with exercise referral patients</p>	<p>11.1 Explain the purpose of reviewing progress to patients</p> <p>11.2 Review short, medium and long term goals with patients at agreed points in the programme, taking into account any changes in circumstances</p> <p>11.3 Encourage patients to give their own views on progress</p> <p>11.4 Use suitable methods of evaluation that will help to review patient progress against goals and initial baseline data</p> <p>11.5 Give feedback to patients during their review that is likely to strengthen their motivation and adherence</p> <p>11.6 Agree review outcomes with patients and other professionals</p> <p>11.7 Keep an accurate record of reviews and their outcome</p>

<p>12. Be able to adapt an exercise referral programme with patients</p>	<p>12.1 Identify goals and exercises/physical activities that need to be redefined or adapted</p> <p>12.2 Agree adaptations, progressions or regressions to meet patients' needs to optimise achievement</p> <p>12.3 Identify and agree any changes to resources and environments with the patient</p> <p>12.4 Introduce adaptations in a way that is appropriate to patients, their needs and medical condition/s</p> <p>12.5 Record changes to programme plans to take account of adaptations</p> <p>12.6 Monitor the effectiveness of adaptations and update the programme as necessary</p>
<p>Assessment</p>	<p>Worksheet</p> <p>Case Study</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to instruct exercise to exercise referral patients	1.1 Explain the importance of verbal and non-verbal communication when instructing patients 1.2 Describe how to adapt communication to meet patients' needs 1.3 Evaluate different methods of maintaining patients' motivation, especially when patients are finding exercises difficult 1.4 Explain the importance of correcting patient technique
2. Understand how to adapt exercise to meet the needs of exercise referral patients	2.1 Explain why it is important to monitor individual progress if more than one patient is involved in the session 2.2 Describe different methods of monitoring patients' progress during exercise, including groups of patients 2.3 Explain when it may be necessary to adapt planned exercises to meet patients' needs 2.4 Explain how to adapt exercise/exercise positions as appropriate to individual patients and the environment 2.5 Explain how to modify the intensity of exercise according to the needs and response of the patient
3. Understand how to review exercise referral sessions with patients	3.1 Explain why exercise referral instructors should give patients feedback on their performance during a session 3.2 Explain why patients should be given the opportunity to ask questions and discuss their performance 3.3 Explain how to give patients feedback on their performance in a way that is accurate but maintains patient motivation/commitment 3.4 Explain why patients need to see their progress against goals 3.5 Explain why patients need information about future exercise and physical activity, both supervised and unsupervised
4. Be able to prepare resources for the exercise referral sessions	4.1 Select a range of exercises/physical activities to help patients achieve their objectives and goals 4.2 Obtain and prepare the resources needed for planned exercises/physical activities

<p>5. Be able to prepare patients for exercise referral sessions</p>	<p>5.1 Help patients feel at ease in the exercise environment</p> <p>5.2 Explain the planned objectives and exercises/physical activities to patients</p> <p>5.3 Explain to patients how objectives and exercises/physical activities support their goals and are appropriate to their condition</p> <p>5.4 Explain the physical and technical demands of the planned exercises/physical activities to patients</p> <p>5.5 Explain to patients how planned exercise/physical activity can be progressed or regressed to meet their goals</p> <p>5.6 Assess patients' state of readiness and motivation to take part in the planned exercises/physical activities</p> <p>5.7 Negotiate and agree with patients any changes to the planned exercises/physical activities that:</p> <ul style="list-style-type: none"> • meet their goals and preferences • enable them to maintain progress <p>5.8 Record changes to patient's exercise referral programmes</p>
<p>6. Be able to instruct and adapt planned exercises to exercise referral patients</p>	<p>6.1 Use motivational styles that:</p> <ul style="list-style-type: none"> • are appropriate to the patients • are consistent with accepted good practice <p>6.2 Explain the purpose and value of a warm-up to patients</p> <p>6.3 Provide warm-ups appropriate to the patients, planned exercise and the environment</p> <p>6.4 Make best use of the environment in which the patients are exercising</p> <p>6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective</p> <p>6.6 Adapt verbal and non-verbal communication methods to make sure patients understand what is required</p> <p>6.7 Ensure patients can carry out the exercises safely on their own</p> <p>6.8 Analyse the performance of patients, providing positive reinforcement throughout</p> <p>6.9 Correct exercise technique at appropriate points</p> <p>6.10 Progress or regress exercises according to patients' performance</p> <p>6.11 Monitor and modify the intensity of exercise appropriate to patient and their condition</p>
<p>7. Be able to bring exercise referral sessions to an end</p>	<p>7.1 Allow sufficient time for the closing phase of the session</p> <p>7.2 Explain the purpose and value of cool-down activities to patients</p> <p>7.3 Select cool-down activities according to the type and intensity of physical exercise, patient needs and environment</p> <p>7.4 Provide patients with feedback and positive reinforcement</p> <p>7.5 Explain to patients how their progress links to their goals</p> <p>7.6 Allow patients the opportunity to ask questions and discuss their performance</p> <p>7.7 Inform patients about future opportunities for exercise and physical activity</p> <p>7.8 Leave the environment in a condition suitable for future use</p>

8. Be able to review exercise referral sessions	8.1 Review the outcomes of working with patients including their feedback 8.2 Identify: <ul style="list-style-type: none">• how well the sessions met patients' goals• how effective and motivational the relationship was with patients• how well the instructing styles matched patients' needs 8.3 Identify how to improve personal practice 8.4 Explain the value of reflective practice
Assessment	Worksheet Practical Demonstration Session and Self Evaluation

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