

Assist participants to maintain long term adherence to exercise and physical activity

Overview

This standard is about assisting participants to develop and maintain their strategies for long term adherence to exercise and physical activity.

The main outcome of this standard is:

1. assist participants to develop and maintain long term adherence strategies

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors who work with participants to help develop and maintain their strategies for adhering to exercise and physical activity.

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Performance criteria

You must be able to:

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1. identify **participants' goals** for taking part in regular, long term exercise and physical activity
2. identify **participants' readiness to change behaviour**
3. analyse **participants'** lifestyle
4. identify opportunities for exercise and physical activity
5. identify potential **barriers to participation**
6. identify **participants'** preferences for exercise and physical activity
7. identify **incentives** and rewards for the **participants** taking part in regular, long term exercise and physical activity
8. assist **participants** to develop a long term strategy to adhere to exercise and physical activity
9. encourage **participants** to build on opportunities, preferences and **incentives**
10. assist **participants** to minimise and overcome **barriers to participation**
11. monitor **participants'** adherence to exercise and physical activity
12. provide support to **participants** to achieve long-term behaviour change in line with their **goals**
13. use **motivational strategies** to assist **participants** with their goals
14. assist **participants** to adapt and refine their adherence strategy

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Knowledge and understanding

You need to know and understand:

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1. the **principles of behavioural psychology**
2. the **models of behaviour change**
3. how to identify participants' goals
4. how to assess the participants' readiness to change their exercise related behaviour
5. **methods** of analysing participants' lifestyles
6. how to identify potential opportunities for exercise and physical activity
7. the types of **barriers to participation** commonly encountered when undertaking regular, long term exercise and physical activity
8. exercise and physical activity preferences that different participants may have
9. the types of incentives and rewards that may be used
10. how to support participants to develop their own adherence to **motivational strategies**
11. methods of working with participants to build on opportunities, preferences and incentives
12. how to monitor participants' adherence to regular, long term exercise and physical activity
13. the **communication skills** needed to assist participants with **motivational strategies** to overcome **barriers to participation**
16. techniques to assist participants to adapt and refine their adherence to regular, long term exercise and physical activity

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Scope/range related Participants to performance criteria

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

Goals

1. general health and fitness
2. physiological
3. psychological
4. lifestyle
5. social
6. functional ability

Readiness to change behaviour

1. pre-contemplation
2. contemplation
3. preparation
4. action
5. maintenance
6. termination

Barriers to participation (to cover a minimum of 5)

1. time
2. work commitments
3. family
4. cost
5. motivation
6. confidence

7. lack of facilities

Incentives

1. intrinsic
2. extrinsic

Motivational strategies (to cover a minimum of 2)

1. intrinsic
2. extrinsic
3. goal setting
4. incentives / rewards
5. behaviour change

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Scope/range related to knowledge and understanding **Principles of behavioural psychology**

1. different approaches to behaviour change
2. different evidence-based models of behaviour change
3. how to determine which behaviour change model should be applied to help participants achieve their goals
4. how to apply relevant behaviour change models to help participants achieve their goals

Models of behaviour change

1. trans theoretical model (stages of change)
2. health belief model
3. theory of reasoned action
4. theory of planned behaviour
5. social learning theory

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Motivational strategies

1. intrinsic
2. extrinsic
3. goal setting
4. incentives / rewards
5. behaviour change

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Communication skills

1. open ended questions
2. active listening
3. summarising
4. body language

Barriers to participation

1. time
2. work commitments
3. family
4. cost
5. motivation
6. confidence

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Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

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14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

Goals

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Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Welfare

Supporting the participants' well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS

This standard links with SKAEF5, SKAEF7, SKAEF9, SKAEF11, SKAEF13, SKAEF17 and SKAEF21.

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